

## Curriculum

The curriculum in each school shall be designed to achieve the student capacities established by KRS 158.645 and the school goals established by KRS 158.6451. The curriculum shall comply with all applicable state and federal statutes and regulations.

### CAPACITIES

The curriculum shall allow and assist all students to acquire the following capacities ~~learning goals~~:

1. Communication skills necessary to function in a complex and changing civilization;
2. Knowledge to make economic, social, and political choices;
3. Core values and qualities of good character to make moral and ethical decisions throughout his or her life;
4. Understanding of governmental processes as they affect the community, the state, and the nation;
5. Sufficient self-knowledge and knowledge of his/her mental and physical wellness;
6. Sufficient grounding in the arts to enable each student to appreciate his/her cultural and historical heritage;
7. Sufficient preparation to choose and pursue his/her life's work intelligently;
8. Skills to enable him/her to compete favorably with students in other states.
- ~~1. Students apply basic communication and math skills in situations similar to what they will experience in life.~~
- ~~2. Students apply core concepts and principles from science, mathematics, social studies, arts and humanities, practical living studies, and vocational studies.~~
- ~~3. Become self-sufficient individuals of good character exhibiting the qualities of altruism, citizenship, courtesy, hard work, honesty, human worth, justice, knowledge, patriotism, respect, responsibility, and self-discipline.~~
- ~~4. Students demonstrate responsible group membership.~~
- ~~5. Students apply thinking and problem solving.~~
- ~~6. Students integrate knowledge.~~
- ~~7. Students express their creative talents in visual arts, music, and other performing arts.~~

### COUNCIL RESPONSIBILITY

The council of each school operating under School Based Decision Making shall adopt school policy to be implemented by the principal in each of the areas specified in policy 02.4241.

In any school administered under the provisions of KRS 160.345, the curriculum and the instructional program may be determined by school policy adopted by the school council. All council policies shall be designed to meet student academic expectations and goals established by statute, regulation and Board policy.

**Curriculum****STUDENTS WITH DISABILITIES**

The Board shall operate programs for students with disabilities in accordance with the legal obligations contained in the District's policy and procedures manual relating to such programs.

**REFERENCES:**

KRS 156.160, KRS 158.075, KRS 158.301; KRS 158.302; KRS 158.305

KRS 158.645, KRS 158.6451, KRS 158.6453; KRS 160.345

704 KAR 3:303, 704 KAR 3:305, 704 KAR 3:440

Kentucky Academic Standards

**RELATED POLICIES:**

Section 02.4 (All Policies)

## Course of Study

### DEVELOPMENT

Schools will align curriculum utilizing the Kentucky ~~Frameworks~~Learning Goals and Academic Expectations, ~~Kentucky Core Content~~, and Kentucky Academic Standards. These will include minimum statutory and regulatory requirements and additional requirements as specified by the Board.

### IMPLEMENTATION

Each teacher shall implement the course of study prescribed for the assigned grade and subject area.<sup>1</sup>

### SBDM SCHOOLS

In schools operating under SBDM, the council shall determine curriculum for the school.

### SYLLABUS

The Superintendent may require teachers at all levels (preschool through adult education) to develop a syllabus for each course, grade/level or subject (single and/or interdisciplinary area) they teach to communicate to students and parents the following information:

1. Prerequisites for the course
2. Topics to be covered
3. Order of material to be covered
4. Resources to be used
5. Planned testing points
6. Performance standards and expectations

Each year teachers shall distribute a current syllabus to their students and the students' parents/guardians as directed by the Superintendent/designee.

The Principal/designee shall make pertinent student achievement data available to each teacher and, in keeping with policies set by the council, monitor the process of reviewing and updating syllabi in response to such data.

### REFERENCES:

- <sup>1</sup>KRS 161.170  
KRS 156.160; KRS 158.100  
KRS 158.645; KRS 158.6451  
KRS 160.345; KRS 161.170  
702 KAR 7:125; 703 KAR 4:060  
704 KAR 3:303; 704 KAR 3:305



## **Graduation Requirements**

In support of student development goals set out in KRS 158.6451 and the Kentucky Learning Goals and Academic Expectations, students must complete a minimum of twenty-seven (27) credits, including demonstrated performance-based competency in technology, in order to graduate from Henderson County High School. Students must complete a minimum of twenty-four (24) credits in order to graduate from Central Academy.

### **PERFORMANCE-BASED CREDITS**

In addition to Carnegie units, students may earn credit toward high school graduation through the District's standards-based, performance-based credit system that complies with requirements of Kentucky Administrative Regulation. Procedures for the developing and amending the system shall address the following:

1. Conditions under which high school credit will be granted under the system that allow students to demonstrate proficiency and earn credit for learning acquired outside the normal classroom setting, outside of school, or in prior learning;

Performance-based credit may be earned while the student is still "in school," but the instructional setting will look different from a traditional "seat time" environment.

2. Performance descriptors and their linkages to State content standards and academic expectations;

At the high school level, performance descriptors and evaluation procedures shall be established to determine if the content and performance standards have been met.

3. Assessments and the extent to which state-mandated assessments will be used;
4. An objective grading and reporting process; and
5. Criteria to promote and support school and community learning experiences, such as internships and cooperative learning, in support of a student's individual learning plan. Such experiences shall be supervised by qualified instructors and aligned with State and District content and performance standards.
6. Students taking performance-based courses for credit toward graduation must be enrolled in Central Academy, in the Credit Recovery Program at Henderson County High School or make application to the Principal/designee of Henderson County High School.

### **DIPLOMA PROGRAMS**

All high school graduates of the District shall meet the requirements ~~as written in one of three (3) career paths and the requirements~~ of 704 KAR 3:305.

### **OTHER PROVISIONS**

Students shall complete an individual learning plan that focuses on career exploration and related postsecondary education and training needs.

Central Academy students will receive a letter of completion upon receiving twenty-four (24) credits and receive their diploma at graduation services.

The high school student handbook shall include complete details concerning specific graduation requirements.



## **Graduation Requirements**

### **OTHER PROVISIONS (CONTINUED)**

Upon the Principal's request and District approval, a student may be granted permission to receive credit for successful completion of a performance-based course at Henderson County High School.

The Board may award a diploma to a student posthumously indicating graduation with the class with which the student was expected to graduate.

Consistent with the District's graduation practices for all students, an alternative high school diploma shall be awarded to students with disabilities in compliance with applicable legal requirements. In addition, former students may submit to the Superintendent a request that the District provide them with an alternative high school diploma to replace the certificate of attainment they received at time of graduation from the District.<sup>3</sup>

In keeping with statutory requirements, the District shall: accept for credit toward graduation and completion of high school course requirements an advanced placement or a high school equivalent course taken by a student in grades 5, 6, 7, or 8 if that student attains performance levels expected of high school students in the District as determined by achieving a score of "3" or higher on a College Board Advanced Placement examination or a grade of "B" or better in a high school equivalent.<sup>2</sup>

### **EARLY GRADUATION CERTIFICATE**

Students who meet all applicable legal requirements shall be eligible for early graduation in relation to receipt of an Early Graduation Certificate. Students wishing to follow an early graduation pathway shall notify the Principal of their intent prior to the beginning of grade nine (9) or as soon thereafter as the intent is known, but within the first thirty (30) school days of the academic year in which they wish to graduate. A Letter of Intent to Apply shall be entered into the student information system by October 1 of the year the student declares intent to graduate early.<sup>4</sup>

Students working toward receipt of an Early Graduation Certificate shall be supported by development and monitoring of an individual learning plan.

Students who meet all applicable legal requirements shall be awarded a diploma and an Early Graduation Certificate.

### **PARTICIPATION IN GRADUATION**

No pupil shall be permitted to participate in graduation exercises until all specified graduation requirements have been fulfilled, as determined by the Principal and staff.

### **DIPLOMAS FOR VETERANS**

In keeping with statute and regulation, the Board shall award an authentic high school diploma to an honorably discharged veteran who did not complete high school prior to being inducted into the United States Armed Forces during World War II, the Korean conflict, or the Vietnam War.<sup>1</sup>

**Graduation Requirements**

**REFERENCES:**

<sup>1</sup>KRS 40.010; KRS 158.140; 704 KAR 7:140

<sup>2</sup>KRS 158.622

<sup>3</sup>KRS 156.160; 20 U.S.C. sec. 1414

<sup>4</sup>KRS 158.142; 704 KAR 3:305

KRS 158.302; KRS 158.645; KRS 158.6451; KRS 158.860

13 KAR 2:020; 702 KAR 7:125; 703 KAR 4:060; 704 KAR 3:303

OAG 78-348; OAG 82-386; Kentucky Academic Standards

**RELATED POLICIES:**

08.1131, 08.1132, ~~08.136~~, 08.14, 08.22

09.126 (re requirements/exceptions for students from military families)

### Alternative Credit Options

In addition to regular classroom-based instruction, students may earn credit through the following means.

#### ALTERNATIVE COURSES

Henderson County High ~~s~~School students may earn initial academic credit to be applied toward graduation requirements by completing any combination of summer classes offered by the school, ~~Odyssey-Ware~~ and/or online-courses offered through agencies approved by the Board. Alternative credit may be earned only in the following circumstances:

1. The course is not offered at the high school;
2. Although the course is offered at the high school, the student will not be able to take it due to an unavoidable scheduling conflict that would keep the student from meeting graduation requirements;
3. The course will serve as a supplement to extend homebound instruction;
4. The student has been expelled from the regular school setting, but educational services are to be continued;
5. The Principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment; or
6. Students taking such courses must be enrolled in the District and may take the courses during the regular school day at the school site only with Principal approval. Under ordinary circumstances, the student will take the alternative credit course outside of the school day.
7. Upon the Principal's request and District approval, a student may be granted the permission to exceed the maximum three (3) credit limit.
8. The student is enrolled at Central Academy.

The District shall recognize only those online courses that meet the ~~international~~ standards for online teachers, courses, and programs that have been adopted by the Kentucky Department of Education.

As determined by school/council policy, students applying for permission to take an alternative course shall complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses ~~ses~~ the maturity level needed to function effectively in an alternative learning environment. Online courses may be subject to review by the Superintendent/designee for conformance with Kentucky Academic Standards and District graduation requirements. In addition, the express approval of the Principal/designee shall be obtained before a student enrolls in an online course. The school must receive an official record of the final grade before credit toward graduation will be recognized.



**Alternative Credit Options****ALTERNATIVE COURSES (CONTINUED)**

Under ordinary circumstances, students or their parents/guardians shall pay for approved alternate credit courses the student chooses to take. ~~However, the District will~~ shall pay ~~for the~~ tuition and ~~textbook~~ other costs ~~for one (1) online course for full-time District students, provided the who are enrolled in an online course for credit that is part of the student's regular school day coursework and within budgetary parameters, of funds that have been allocated to the school. The Superintendent shall determine, within the budget adopted by the Board, whether additional funding shall be granted, based on supporting data provided by the Principal.~~ The Board shall pay the fee for expelled students who are permitted to take online courses in alternative settings.

Through its policies and/or supervision plan, the school shall be responsible for providing appropriate supervision and monitoring of students taking online courses.

**REFERENCE:**

KRS 158.622

**RELATED POLICIES:**

08.113  
08.2323  
09.1221  
09.3  
09.435

### **Performance-Based Credit**

The District shall award standards-based, performance-based credits for high school subjects to be applied toward graduation. Credit shall be awarded for:

- Standards-based course work that constitutes satisfactory demonstration of learning in any high school course approved for performance-based credit, consistent with Kentucky Administrative Regulation;
- Standards-based course work that constitutes satisfactory demonstration of learning in a course for which the student failed to earn credit when the course was taken previously;
- Standards-based portfolios, senior year or capstone projects;
- Standards-based online or other technology mediated courses;
- Standards-based dual credit or other equivalency courses; and
- Standards-based internship, cooperative learning experience, or other supervised experience in the school and the community.

Students requesting performance-based credit to apply toward graduation shall make application to the Principal/designee.

#### **COURSE DESCRIPTION AND ASSESSMENT**

Performance-based course descriptions shall be developed by teachers in areas for which they are certified and reflect needs indicated in the student's Individual Learning Plan (ILP). The content standards of performance-based courses shall be documented to align with the Kentucky Performance Rating for Educational Progress (K-PREP), Kentucky Academic Standards, and Kentucky Academic Expectations.

#### **WORK-BASED LEARNING**

Work-based learning experiences provided by the District shall be ~~conducted~~ consistent with provisions of the Kentucky Department of Education's Work-Based Learning Manual. Prior to a student being assigned to a work-based learning experience, a Work-Based Learning Agreement/Plan shall be completed for the student.

#### **COUNCIL RESPONSIBILITY**

Performance-based credits will only be accepted by the Board if previously approved by the high school SBDM Council. It is also the responsibility of the high school SBDM Council to determine the appropriateness of content and courses for performance-based credit. The council shall determine what information must be submitted. Required information may include, but is not limited to the following:

- A description of the proposed course;
- Proposed assessment method(s) (e.g., performance tasks, ~~open-~~ constructed responses questions, descriptions of expected products);
- How proficiency will be determined;
- Sample papers, projects or other products that would represent work deserving of credit;
- Proposed check points to track progress.

**Performance-Based Credit**

**COUNCIL RESPONSIBILITY (CONTINUED)**

The Council may determine whether the teacher must request additional authorization when a previously approved course must be revised (description, assessment, proficiency determination, checkpoints, etc.).



**Alternative Credit Options**

Student's Name	_____	_____	_____
	<i>Last Name</i>	<i>First Name</i>	<i>Middle Initial</i>
Student's Address	_____	_____	_____
	<i>City</i>	<i>State</i>	<i>ZIP Code</i>
School	_____	Grade in the upcoming school year	_____

THE ABOVE NAMED STUDENT REQUESTS PRIOR APPROVAL TO EARN CREDIT THROUGH AN ALTERNATIVE ROUTE.

Course(s) requested: \_\_\_\_\_

- ☐ Summer School Course ~~(approved by Superintendent/designee)~~ ☐ Online Course  
☐ College Credit ☐ Performance-Based Credit (provide information required on next page)

From what source: \_\_\_\_\_

Total number of credits anticipated: \_\_\_\_\_

Reason for taking this course:

- ☐ Graduation with class  
☐ Enrichment/Elective  
☐ Course not available within the District  
☐ Simultaneous high school/college credit  
☐ Other, \_\_\_\_\_

I recommend this student be permitted to take the alternative credit option.

\_\_\_\_\_  
*Principal/designee's Signature* *Date*

I understand that it is my responsibility to submit an official transcript of my grade to the school by the date specified by the counselor in order to receive credit toward graduation.

\_\_\_\_\_  
*Student's Signature* *Date*

Number of credits earned \_\_\_\_\_ Date grade received \_\_\_\_\_

\_\_\_\_\_  
*Principal/designee's Signature* *Date*

**Alternative Credit Options****PERFORMANCE-BASED CREDIT**

High school course for which credit is being requested: \_\_\_\_\_

NOTE: Requests will be accepted only for those courses the student has not yet

☐ enrolled in☐ passed

Credit may be granted to students demonstrating proficiency for learning taking place outside the normal classroom setting. Please describe the non-traditional and/or prior learning setting in which the learning occurred for credit being requested:

---



---



---

To be completed by Principal/designee

Request was ☐ Approved ☐ Denied Date \_\_\_\_\_

If approved, student performance will be assessed as follows:

ASSESSMENT METHOD	MINIMUM SCORE REQUIRED FOR CREDIT
Course exit exam	
State exam (_____)	
Other: _____	

Date of assessment: \_\_\_\_\_ Supervised by: \_\_\_\_\_

Student/Parent contacted ☐ Yes ☐ No Date \_\_\_\_\_\_\_\_\_\_  
Principal/designee Signature\_\_\_\_\_  
Date

Course and Assessment Rubric

COURSE NAME: \_\_\_\_\_ COURSE DESIGNER: \_\_\_\_\_

FIELD(S) OF CERTIFICATION: \_\_\_\_\_ COURSE CODE: \_\_\_\_\_

COURSE DESCRIPTION: \_\_\_\_\_

PROPOSED PROGRESS CHECK POINTS: \_\_\_\_\_

ALIGNMENT: This course is aligned with the standards and instruments noted below:

ACADEMIC EXPECTATIONS	<u>KENTUCKY ACADEMIC STANDARDS</u>		<u>KY-PREP STATE ASSESSMENT</u>
	ENDURING UNDERSTANDINGS	KEY SKILLS & CONCEPTS	
1. _____			
2. _____			
3. _____			
4. _____			
5. _____			
6. _____			

ASSESSMENT METHOD(S): \_\_\_\_\_

Minimum Requirements for Demonstration of Proficiency: \_\_\_\_\_



**Parent Agreement Letter for Home/Hospital Instruction**

---

*Date*

Dear Parent:

---

a student at

---

*Student's Name*

---

*Name of School*

---

has met the requirements for the Home/Hospital Instruction Program.

There are several ways in which you can assist us in continuing the education of your child during his/her illness:

1. A responsible adult must be present in the home/hospital room during the time the Home/Hospital Teacher is present.
2. The Home/Hospital Teacher meets with the student a minimum of one hour on two (2) school days per week for individualized instruction. Absences are unexcused unless pre-arranged and the time rescheduled with the Home/Hospital Teacher during that same week.
3. A student with a communicable disease, as verified by a health professional, shall be eligible for the Home/Hospital Instruction Program. However, should the student's condition pose a serious health threat to the Home/Hospital Teacher, the student may receive alternate instruction such as correspondence, computer-assisted instruction, or video during the period of contagion.
4. Please check with your child regarding completion of required daily assignments in order to be ready for instruction at the next designated time.
5. Please provide a suitable work-study area where student and teacher can work with no interruption (for example: CD, tape player, and TV turned off). The area should be clean, neat, and free from household traffic.
6. Other children, visitors, or pets should be kept out of the room so that the teacher will have the student's full attention.
7. Arrange for the child to have sufficient rest and to be ready for work when the teacher arrives at the home.
8. Complete the Application for Home/Hospital Instruction, including release of medical information to school officials.
9. In addition to the scheduled weekly home/hospital instruction, the student will work independently to complete assignments.

I agree to abide by the above requirements and grant permission for this child to receive home/hospital instruction.

---

*Parent/Guardian's Signature*

---

*Date*



### Home/Hospital Information Sheet

The District is proud to offer Home/Hospital Instruction to our students who are unable to attend school. Unfortunately, a student who is on Home/Hospital Instruction cannot receive the quality of education s/he does while in the regular school setting. Therefore, for the benefit of the student, we encourage those who have been placed on Home/Hospital instruction to return to school as soon as possible.

To be eligible for Home/Hospital Instruction, your child must be unable to attend school for five (5) consecutive days because of the same illness. The attached Home/Hospital Application must be completed and returned to the Board of Education. A committee will review the application and if your child is approved for Home/Hospital Instruction, a teacher will contact you within a few days to set up visitation times. If your child is not approved, you will be notified in writing as to why the application was denied.

If your child meets the requirements for Home/Hospital, there are several ways in which you can assist us in continuing the education of your child during his/her illness:

1. A responsible adult must be present at the home during the Home/Hospital Instructor's entire visit.
2. The Home/Hospital instructor will contact you and meet with the student for a minimum of two (2) hours per week. Absences are unexcused unless pre-arranged and the time rescheduled with the Home/Hospital instructor. After one (1) unexcused absence, a final notice will be mailed. After two (2) unexcused absences, we will file with the courts.
3. Students with communicable diseases, as verified by a health professional shall be eligible for the Home/Hospital Instruction program. However, should the student's condition pose a serious health threat to the Home/Hospital Teacher, the student may receive alternate instruction such as correspondence, computer-assisted instruction, or video during the period of contagion.
4. Students who are on the Home/Hospital Program are not allowed to hold down jobs.
5. Home/Hospital students are not allowed on school premises unless it is to meet with their Home/Hospital Instructor or attend an after school tutorial program. If a student needs to be at school for any other reason while on Home/Hospital Instruction, s/he is required to get prior approval from the school Principal.
6. Please check with your child regarding the completion of the required daily assignments in order to be ready for instruction at the next designated time.
7. Please provide a suitable work study area where student and teacher can work with no interruption (for example: CD, tape player, and TV turned off). The area should be clean, neat and free from household traffic.
8. Other children, visitors, or pets should be kept out of the room so that the teacher will have the student's full attention.
9. Arrange for the child to have sufficient rest and be ready to work when the teacher arrives at the home.
10. In addition to the scheduled weekly Home/Hospital Instruction visits, the student will work independently to complete assignments.

When the student returns to school, s/he should re-enroll through the office (Guidance Office in junior high and high school).

Please contact me if your child will need Home/Hospital Instruction longer than six (6) months. The state requires a second application to be completed by a doctor other than the one who filled out the first application for students on the program longer than six (6) months.

IF YOUR CHILD IS NOT ABLE TO RETURN TO SCHOOL ON THE DATE INDICATED BY THE DOCTOR ON THE HOME/HOSPITAL APPLICATION, ANOTHER HOME/HOSPITAL FORM MUST BE COMPLETED BY THE DOCTOR TO CONTINUE HOME/HOSPITAL INSTRUCTION. PLEASE TURN THE APPLICATION IN AT CENTRAL OFFICE BEFORE THE EXPIRATION TIME.

I hope your child is able to return to school soon. If you have questions, you may call me at (270) 831-5000.

RESPECTFULLY, \_\_\_\_\_



**Parent Information/Instruction for Home/Hospital Students**

A Home/Hospital Application, including release of medical information, must be completed and turned in before your child can be placed on the Home/Hospital Program.

If your child meets the requirements for the Home/Hospital Instruction program, there are several ways in which you can assist us in continuing the education of your child during his/her illness:

1. — There must be a responsible adult present in the home/hospital room during the time the Home/Hospital Teacher is present.
2. — The Home Hospital Teacher meets with the student for a minimum of two (2) hours per week for individualized instruction. Absences are unexcused unless pre-arranged and the time rescheduled with the Home/Hospital Teacher.
3. — A student with a communicable disease, as verified by a health professional, shall be eligible for the Home/Hospital Instruction Program. However, should the student's condition pose a serious health threat to the Home/Hospital Teacher, the student may receive alternate instruction such as correspondence, computer assisted instruction, or video during the period of contagion.
4. — Please check with your child regarding completion of required daily assignments in order to be ready for instruction at the next designated time.
5. — Please provide a suitable work study area where student and teacher can work with no interruption (for example: CD, tape player, and TV turned off). The area should be clean, neat, and free from household traffic.
6. — Other children, visitors, or pets should be kept out of the room so that the teacher will have the student's full attention.
7. — Arrange for the child to have sufficient rest and be ready to work when the teacher arrives at the home.
8. — In addition to the scheduled weekly home/hospital instruction, the student will work independently to complete assignments.

*I agree to abide by the above requirements and grant permission for my child to receive Home/Hospital Instruction if it is approved by the Home Hospital Committee.*

\_\_\_\_\_  
Signature of Parent/Guardian Date

\_\_\_\_\_  
Student's Name



(CONTINUED)

**Application for Home/Hospital Instruction\****(Please type or print neatly)*

Entry Date: \_\_\_\_\_  
 Withdrawal Date \_\_\_\_\_  
 Teacher: \_\_\_\_\_  
 Approx. Return: \_\_\_\_\_

Student Social Security # \_\_\_\_\_

Student Grade \_\_\_\_\_

**Section I** To be completed by the parent(s)/guardian(s) prior to full completion by the authorized professional.

School \_\_\_\_\_ District \_\_\_\_\_

School \_\_\_\_\_

Last Date Attended \_\_\_\_\_

Name of Student \_\_\_\_\_ Birth date \_\_\_\_\_

Address of Student \_\_\_\_\_ Zip Code \_\_\_\_\_

Sex \_\_\_\_\_ Race \_\_\_\_\_ Telephone Number \_\_\_\_\_

Full Name of Father/Guardian \_\_\_\_\_

Work telephone # \_\_\_\_\_

Full Name of Mother/Guardian \_\_\_\_\_

Work telephone # \_\_\_\_\_

List any Special Education Programs in which your son/daughter may be enrolled: \_\_\_\_\_

Pursuant to KRS 159.030, Section (2), before granting an exemption under subsection (1)(d) of this section the board of education shall require satisfactory evidence, in the form of a signed statement of a licensed physician, Advanced Practice Registered Nurse, psychologist, psychiatrist, chiropractor, or public health officer, that the condition of the child prevents or renders inadvisable attendance at school or application to study. On the basis of such evidence the board may exempt the child from compulsory attendance. Eligibility for home/hospital instruction for students with disabilities shall be determined by the Admissions and Release Committee (ARC) in accordance with their Individual Education Program (IEP). In lieu of this application, the ARC chairperson shall provide written notice of this eligibility to the local Director of Pupil Personnel (DPP) for purposes of program enrollment.

Any child who is excused from school attendance for more than six (6) months shall have two (2) signed statements from two (2) different local health personnel which can be a combination of the following professional persons: a licensed physician, Advanced Practice Registered Nurse, psychologist, psychiatrist, chiropractor and health officer.

If a medical professional certifies that a student has a chronic physical condition unlikely to substantially improve within one (1) year, then the one signed statement is sufficient for services that extend beyond six (6) months. Exemptions of all children under the provisions of subsection (1)(d) of this section must be reviewed annually with the evidence required being updated, except that children with disabilities certified by a medical professional to have a chronic physical condition unlikely to substantially improve with three (3) years may continue to be eligible for home/hospital instruction services, based on the Admissions and Release Committee's (ARC) annual review of documentation to determine if updated evidence is required. Updated documentation of evidence of need for home/hospital services for children with chronic physical conditions shall be provided as requested by the ARC, or at least every three (3) years.

If the student's reason for application is mental and/or psychological, the professional statement(s) must be completed by a licensed psychologist or psychiatrist.

Pursuant to 704 KAR 7:120, the condition of pregnancy is not to be considered a physical or health impairment in and of itself.

**RELEASE OF INFORMATION**

I understand that the Home/Hospital Review Committee may request a review of the information provided on these forms by local health officials. I hereby authorize this committee to have access to pertinent information regarding his request.

\_\_\_\_\_  
Signature of Parent/Guardian Date

\*Please return the completed form to \_\_\_\_\_ at the Central Office as soon as possible.

**Professional Statement****Section II**

**This section is to be completed by the Home/Hospital Review Committee.**

Name of Student \_\_\_\_\_

Date Application \_\_\_\_\_ Received \_\_\_\_\_ Approved \_\_\_\_\_ Denied \_\_\_\_\_ Incomplete \_\_\_\_\_

If approved, date of services will be from \_\_\_\_\_ until \_\_\_\_\_  
(Review Date)

If eligibility for services denied, give reason(s) for denial.

If incomplete application, give type of additional information requested \_\_\_\_\_

Date of Request \_\_\_\_\_ Person Contacted \_\_\_\_\_

**Signatures of Committee Members**

Director of Pupil Personnel \_\_\_\_\_ Date \_\_\_\_\_

Home/Hospital Services Teacher \_\_\_\_\_ Date \_\_\_\_\_  
or Program Direction

Local Health Personnel \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

**Comments:**



## Professional Statement

~~Section III This section is to be completed by the authorized professional~~

~~It shall be determined that a child or youth is to be provided home/hospital instruction if the condition of the child or youth prevents or renders inadvisable attendance at school as verified by signed professional statement in accordance with KRS 159.030 (2) and 704 KAR 7:120.~~

~~Please EXPLANATION: Home Instruction is short term instruction provided in a home or other designated site for a student who is temporarily unable to attend school. According to state guidelines, two (2) hours of home instruction each week is the equivalent to one full week of school attendance. Home instruction is not designed to take the place of a more appropriate school placement.~~

~~Could the student attend school at this time with modifications? YES NO~~

If YES: whole day partial day hours per day

What modifications are recommended? \_\_\_\_\_

~~I do \_\_\_\_\_ do not \_\_\_\_\_ support home/hospital instruction for this student. If you do not support home/hospital instruction at this time, please state your concerns and/or recommendations:~~

---

---

---

---

~~If you do support home/hospital instruction at this time, please complete the rest of this form.~~

Diagnosis: \_\_\_\_\_ Prognosis: Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

Specific reason(s) why the student is unable to attend school at this time: \_\_\_\_\_

---

---

---

---

~~Approximate length of time student will need Home/Hospital Instruction:~~

---

PLEASE SUMMARIZE TEST AND ALL OTHER DATA COLLECTED THAT SUPPORTS THE NEED FOR HOME/HOSPITAL INSTRUCTION AT THIS TIME: \_\_\_\_\_

---

---

---

---



### Home/Hospital Instructions/Procedures

1. The Principal or his/her designee will contact a teacher to instruct home/hospital students and notify the student's teachers that s/he has been placed on home/hospital instruction. Counselors will include the student's class schedule and teachers' names in the initial contact with the home/hospital teacher. If there is a problem in securing a teacher for the student, please contact Central Office (831-5000).

Students are to be instruction in all subjects possible at home or in the hospital. High school students placed on Home/Hospital instruction may carry all appropriate credits during the first semester of placement. The number of credits to be carried during all subsequent semesters of placement shall be determined on a case by case basis (determined by Principal, counselor, etc.) The nature of some student conditions may limit their physical ability to carry a full course load.

2. Upon notification that a student has been placed on the Home/Hospital Program, the classroom teacher will send at least one week's work to the home/hospital teacher. After approximately five (5) days, the classroom teacher will send a second week's work to the home/hospital teacher. The third week's work will not be sent until the first week's work has been completed and returned to the classroom teacher.
3. Classroom teachers will send assignments to the home/hospital teacher through the courier service. A due date or completion date should be placed on all assignments by the classroom teacher. Classroom teachers should refrain from sending class work to the home/hospital teacher through friends, relatives or neighbors. The home/hospital teacher should take the assignments to the teacher.
4. Home/hospital teachers will see their student(s) two (2) times per week for one (1) hour per visit at a rate of \$20.00 per hour. One copy of their time sheet will be sent to \_\_\_\_\_ (Student Services); another copy of their time sheet will be sent to \_\_\_\_\_ payroll at the end of each month.
5. Home/hospital teachers will grade work and papers when possible. Otherwise, papers will be returned to the classroom teacher to be graded.
6. Home/hospital teachers who do not receive assignments should contact the student's counselor. The Principal will be contacted should circumstances of this nature not improve.
7. The home/hospital teacher should refrain from interrupting a teacher's class.
8. Open two-way communication between the classroom teachers and the home/hospital teachers is highly encouraged. Comments and feedback are necessary for all concerned.

**Home/Hospital Teacher Application**

Teachers interested in working with home/hospital students should answer the following questions and return this form to \_\_\_\_\_ (Student Services Department) in \_\_\_\_\_ Contact's Name

the Central Office by \_\_\_\_\_. Please call \_\_\_\_\_  
Date \_\_\_\_\_ Contact's Name \_\_\_\_\_

at the Central Office if you have any questions concerning the Home/Hospital Program.

\_\_\_\_\_  
Teacher's Name

\_\_\_\_\_  
School

Check any of the following that apply:

☐ I am willing to work with any student from any school at any grade level.

☐ I am willing to work with elementary homebound students regardless of school, grade, or location.

☐ I am willing to work with secondary homebound students regardless of school, grade or location.

☐ I am willing to work with homebound students from my school only.

☐ I prefer primary level homebound students only.

☐ I prefer intermediate level homebound students only.

☐ I prefer middle school home bound students only

☐ I prefer high school homebound students only.

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## **Gifted and Talented Students**

### **DISTRICT PROVIDES**

The District shall formally identify students in grades four through twelve (4-12) for participation in the District's Gifted and Talented program. Students in the primary program (~~P1-P4~~) who display gifted or talented characteristics shall be selected through an informal process, be placed in a gifted strand classroom and receive services that allow continuous progress.

In compliance with applicable statutes and administrative regulations, the District shall provide appropriate multiple service options in an environment that addresses the abilities, interests and needs of students eligible for services in one (1) or more of the following categories: general intellectual aptitude; specific academic aptitude; creative or divergent thinking; psychosocial or leadership skills; and visual or performing arts.

The definitions specified in 704 KAR 3:285 shall be used in the operation of the District's programs for gifted and talented students.

### **IDENTIFICATION/DIAGNOSIS AND ELIGIBILITY**

In compliance with 704 KAR 3:285 the Superintendent/designee shall develop strategies to address identification and diagnosis of the strengths, behaviors and talents of these students. Determination of eligibility for gifted and talented services shall be based on the student's individual needs, interests and abilities and shall be designed to address environmental and cultural factors that may contribute to the student being overlooked, such as whether the student is economically disadvantaged or underachieving, is a member of a racial or ethnic minority or has a disability.

The District's plan for identifying gifted and talented students shall:

1. Employ a multi-faceted approach and utilize on-going and long-term assessment;
2. Be based on a variety of valid and reliable measures to include both informal and formal techniques and other data specific to each category of giftedness, consistent with standards established by Kentucky Administrative Regulation;
3. Screen students for all areas of giftedness as defined by KRS 157.200.

Based on data gathered by the Gifted/Talented Coordinator or gifted education teacher, a selection/placement committee shall determine those students who are eligible for gifted education services and the level of the services to be provided.

Prior to selection or formal identification and placement of a student, the District shall obtain parental or guardian permission before administering an individual test to the student given as a follow-up to a test routinely administered to all students and used in formal identification. If it is determined that their child is eligible for gifted education services, parents/guardians also shall be notified, at least once annually, of the services included in the gifted and talented student services plan and shall receive a copy of the procedures to be followed should they wish to appeal the appropriateness of services.

### **SERVICES**

Gifted and talented students shall be provided with a student services plan that meets requirements set out in administrative regulation.

Each school shall adjust its curriculum to meet the needs of gifted and talented students. Gifted and talented students shall be served in the following manner:



**Gifted and Talented Students****SERVICES (CONTINUED)**

Gifted Strand (1-5)	Cluster Grouping	<u>Pull-Out Workshops</u>
Grade Acceleration	<u>Advanced Honors</u> Classes (69-12)	<u>Appropriate Instructional Setting</u>
Subject Acceleration	AP Classes (9-12)	<u>Dual Enrollment/Dual Credit</u>

**PERSONNEL**

The Superintendent shall appoint a Gifted/Talented Coordinator who shall oversee the operation of the District's Gifted and Talented program and assist schools in implementing the provisions of this policy. The Gifted/Talented Coordinator shall oversee the expenditure of funds for gifted education to ensure they are used to provide direct services to identified students.

Teachers of gifted and talented students shall meet requirements for certificate endorsement as established in Kentucky Administrative Regulation. Through professional development activities, all teachers shall receive training on identifying and working with gifted and talented students.

**PROGRAM EVALUATION**

The Gifted/Talented Coordinator shall coordinate the annual, on-going process of evaluating all aspects of the gifted education program and make recommendations for upgrading those areas found to be deficient. Data collected in the annual evaluation shall be used in the comprehensive improvement planning process, and results of the evaluation shall be presented to the council in SBDM schools for review of instructional progress and to the Board who shall determine if District goals are being accomplished.

**GRIEVANCES**

Students or parents who wish to file a grievance or appeal concerning the following areas may do so under the process outlined in administrative procedures:

1. The District's process for selecting students for talent pool services;
2. The District's process for formal identification of gifted and talented students; or
3. The appropriateness and/or adequacy of talent pool services or services addressed in a formally identified student services plan.

This policy and the procedures to implement it shall be made available for public inspection.

**REFERENCES:**

KRS 157.196; KRS 157.200; KRS 157.224  
 KRS 157.230; KRS 158.6451; KRS 161.052; KRS 161.095  
 16 KAR 2:110; 16 KAR 4:010; 704 KAR 3:285  
 P. L. 114-95, (Every Student Succeeds Act of 2015)  
*A Framework to Provide Successful Learning Opportunities for Gifted and Talented Students*, Kentucky Department of Education

**RELATED POLICY:**

09.126 (re requirements/exceptions for students from military families)

**Gifted and Talented Students****SELECTION FOR SERVICES**

The District shall systematically collect data on an ongoing basis that will provide the target population of candidates for services.

Primary students shall be selected and students in grades four through twelve (4-12) shall be identified in accordance with 704 KAR 3:285.

Once selected as qualifying for Primary Talent Pool services, a primary student need not be re-evaluated, except to determine suitability of services, until the end of the P4 year.

Once identified as qualifying for gifted education services in grades four through twelve (4-12), a student need not be re-evaluated, except to determine suitability of services.

At least once each school year, teachers will be provided information concerning the on-going identification process.

The Gifted-Talented Coordinator shall establish a process for identifying and implementing methods for providing equal access to services to under-represented populations.

**CURRICULUM**

Each school shall provide a differentiated, articulated curriculum in accordance with Kentucky Administrative Regulations.

Curricular materials shall be those designed to challenge:

1. The talent pool participant (K-3P-P4) while focusing on continuous progress; and
2. The formally identified gifted learner (grades 4-12) and further develop the diagnosed talent and/or area of giftedness.

Service options for the formally identified gifted learner (grades 4-12) shall be described in the gifted and talented student services plan (GSSP), shall match the learner's needs, interests, and abilities, and shall be qualitatively differentiated from those provided in the standard curriculum.

**PERSONNEL/FUNDING**

The District shall submit an application to the state in which seventy-five percent (75%) of the state funds for gifted education shall be used in the category of personnel, including salary, for those who primarily provide direct instructional services to students identified as demonstrating gifted and talented behaviors and characteristics. These teachers shall work directly with Primary Talent Pool/formally identified students, in addition to the regularly assigned classroom teacher(s) or for at least one-half (1/2) of the regular school day in a classroom made up only of properly identified gifted students. These teachers must hold an appropriate certificate of endorsement for gifted education or an official approval.

Funding for any services beyond the state allocation shall be from school allocations as determined in the District budget.



**Gifted and Talented Students****PROGRAM EVALUATION**

Performance data shall be collected by the Gifted-Talented Coordinator as directed by administrative regulation for annual submission to the Kentucky Department of Education.

Each year the Gifted-Talented Coordinator shall be responsible for collecting data required for the annual report and submitting it to the Superintendent for his/her information prior to forwarding it to the Kentucky Department of Education. School data shall be signed by the Principal/Council Chair.

**PROCEDURAL SAFEGUARDS AND GRIEVANCES**

Parents and/or students (Grades **PK**-12) may petition for identification or may appeal nonidentification or appropriateness of services.

1. The appealing party shall submit in writing to the Gifted-Talented Coordinator specifically why s/he believes that screening results are not accurate or talent pool services or service options in the gifted and talented student services plan are not appropriate and why an exception should be made or reconsideration given.
2. The Gifted-Talented Coordinator shall compile student data and present that along with the petition or appeal to the Selection/Placement Committee. The information presented shall include a recommendation accompanied by available substantiating evidence.
3. The Committee shall hear appeals, make a recommendation, and respond in writing to the appealing party within ten (10) working days of receipt of the appeal and accompanying information. If the appeal concerns the nonavailability of appropriate service options, the Committee shall consult with the school council.
4. If the Committee rules in favor of the grievant, the following option shall apply as appropriate:
  - a) S/he may participate in the program as soon as the parent or guardian signs the required permission form.
  - b) A change in either the gifted and talented student services plan or provision of services shall be made in a timely manner.
5. If the Committee rules against the grievant, a further written appeal may be made to the Superintendent, who must respond in writing within ten (10) working days of receipt of the appeal.
6. Should the Superintendent uphold the decision of the Selection/Placement Committee, the appealing party may petition the Board, which will have the final decision in the case. The Board shall make a determination at the next regular meeting following receipt of the appeal.



**Head Start**

The Board may collaborate and blend with the Head Start Program and by providing inge classroom facilities, food service, and special education services, as per contract.

**Guidance**

Guidance and counseling services shall be provided for students.

**SERVICES**

Services provided by the guidance program shall consist of educational counseling; career and personal counseling; testing, and other services requested by students, parents, or staff and deemed reasonable by administration.

**INDIVIDUAL LEARNING PLANS**

In keeping with Kentucky Administrative Regulation, the District shall implement an advising and guidance process to support development and implementation of an individual learning plan for each student that includes career development and awareness.

**CONFIDENTIAL MATERIAL**

All records and counseling information shall be kept in confidence.<sup>1</sup>

**REFERENCES:**

<sup>1</sup>KRE 506 (Kentucky Rules of Evidence)  
KRS 61.878, 703 KAR 4:060, 704 KAR 3:305

**RELATED POLICIES:**

08.113, 09.14

### **Promotion and Retention**

Any promotions or credits earned in attendance in any approved public school are valid in any other public school.<sup>1</sup>

#### **TRANSFERS**

In case a pupil transfers from the school of one district to the school of another district, s/he may not be assigned to a lower grade or course until the pupil has demonstrated that s/he is not suited for the work in the grade or course to which s/he has been promoted.<sup>1</sup>

Pupils who transfer from a non-accredited school may be required to take tests from the previous grade to determine grade placement or course credit.<sup>2</sup>

#### **HIGH SCHOOL GRADUATION**

Upon successful completion of all state and Board requirements, the student shall receive a diploma indicating graduation from high school.<sup>1</sup>

#### **VOCATIONAL CERTIFICATE**

A student who has completed the requirements established by the State Department of Education for a vocational program shall receive a vocational certificate of completion specifying the areas of competence.<sup>1</sup>

#### **STUDENT PROGRESS**

Each school shall determine criteria for student progress through the school's program. The criteria shall reflect mastery of state-required capacities and be aligned with the Kentucky Performance Rating for Educational Progress (K-PREP).

All students at each grade level shall complete writing pieces for inclusion in a K-12 writing portfolio. This portfolio shall reflect the student's interests and growth in communication skill as required in KRS 158.6453 and the District Literacy Program.

A student may advance through the primary program without regard to age if the District determines that s/he has acquired the academic and social skills taught in kindergarten and that advancement would be in his/her best educational interest. Successful completion of the primary program, as determined by methods set out in Kentucky Administrative Regulations, shall be a prerequisite for a child's entrance into the fourth grade.

~~Board-approved student handbook(s) shall contain complete details.~~

Parents shall be notified when their child is performing below expectations and/or achieving below expected outcomes.

#### **STUDENTS WITH DISABILITIES**

In cases which involve students with disabilities, the procedures mandated by federal and state law for students with disabilities shall be followed.<sup>3</sup>



**Promotion and Retention**

**REFERENCES:**

<sup>1</sup>KRS 158.140

<sup>2</sup>704 KAR 3:307

<sup>3</sup>P. L. 105-17

KRS 158.031, KRS 158.645, KRS 158.6451, KRS 158.6453, KRS 160.345

OAG 82-473, KRS 158.860

**RELATED POLICIES:**

08.113, 08.222, 08.5, 09.121

**Staff/School Council Reconsideration of Instructional/Library Materials**

SCHOOL \_\_\_\_\_ TEACHER \_\_\_\_\_

Please indicate the format of the material (book, DVD, magazine, CD, etc.): \_\_\_\_\_

TITLE \_\_\_\_\_

AUTHOR \_\_\_\_\_

PUBLISHER/PRODUCER \_\_\_\_\_

**NON-FICTION****Purpose**

1. What is the purpose of the material? \_\_\_\_\_
2. Is the purpose accomplished? ☐ YES ☐ NO

**Authenticity**

1. Is the author competent and qualified in the field? ☐ YES ☐ NO
2. What are the reputation and significance of the author and publisher/producer in the field?  
\_\_\_\_\_

3. Is the material current and accurate? ☐ YES ☐ NO
4. Are information sources well documented? ☐ YES ☐ NO
5. Are translations and retellings faithful to the original? ☐ YES ☐ NO

**Appropriateness**

1. Does the material promote the educational goals and objectives of the curriculum? ☐ YES ☐ NO
2. Is it appropriate to the level of instruction intended? ☐ YES ☐ NO
3. Are the illustrations appropriate to the subject and age levels? ☐ YES ☐ NO

**Content**

1. Is the content well presented by providing adequate scope, range, depth and continuity? ☐ YES ☐ NO
2. Does this material present information not otherwise available? ☐ YES ☐ NO
3. Does this material give a new dimension or direction to its subject? ☐ YES ☐ NO

**Reviews**

1. Source of review \_\_\_\_\_  
☐ Favorably reviewed ☐ Unfavorably reviewed
2. Does this title appear in one or more reputable selection aids? ☐ YES ☐ NO

If answer is yes, please list titles of selection aids. \_\_\_\_\_

~~3. Does this material give a new dimension or direction to its subject? ☐ YES ☐ NO~~



**Staff/School Council Reconsideration of Instructional/Library Materials****FICTION****Purpose**

1. What is the purpose, theme, or message of the material? \_\_\_\_\_
2. Is the purpose accomplished? ☐ YES ☐ NO
3. Does reading, viewing, and/or listening to material result in more compassionate understanding of human beings? ☐ YES ☐ NO
4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various ethnic groups? ☐ YES ☐ NO
5. Are questionable elements of the story central to a worthwhile theme or message? ☐ YES ☐ NO

**Content**

1. Is the view of life presented in the material a realistic one? ☐ YES ☐ NO
2. When factual information is part of the story, is it presented accurately? ☐ YES ☐ NO
3. Are concepts age appropriate for the potential readers? ☐ YES ☐ NO
4. Do characters speak in a language true to the period/section of the country in which they live? ☐ YES ☐ NO
5. Is the presentation of the main character or any of the minor characters offensive? ☐ YES ☐ NO
6. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate? ☐ YES ☐ NO
7. If there is use of offensive language, is it appropriate to the purpose of the text? ☐ YES ☐ NO
8. Is the material well written or produced? ☐ YES ☐ NO
9. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion, or philosophy in any adverse way? ☐ YES ☐ NO
10. Does the material make a significant contribution to the history of literature? ☐ YES ☐ NO
11. Are the illustrations appropriate and in good taste? ☐ YES ☐ NO
12. Are the illustrations realistic in relation to the story? ☐ YES ☐ NO

ADDITIONAL

COMMENTS: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_  
*Principal/designee's Signature*\_\_\_\_\_  
*Date*

**Library Media Centers**

The Board shall establish, maintain and staff a library media center in every school in keeping with statutory requirements.

**SELECTION OF MEDIA MATERIALS AND EQUIPMENT**

In schools with SBDM school councils, the council shall consult with the school media ~~specialist~~librarian on the maintenance of the school library media center, including purchase of instructional materials, information technology, and equipment. In schools without SBDM school councils, the media specialist shall be responsible for coordinating the selection and recommending to the Principal for the purchase of materials and equipment based on the existing collection, the curriculum, and the needs of the school.

**GIFTS**

Gifts to the library shall be reviewed by and accepted or rejected at the discretion of the school council.

**REVIEW**

The ~~media specialist~~librarian shall inventory and review the collection at least every two (2) years for wear and obsolescence and, with the approval of the Principal, dispose of materials which are no longer suitable for use for these reasons.

**REFERENCES:**

KRS 158.102

KRS 160.345



**Previewing Materials**

All materials presented for student use or viewing shall be reviewed by the teacher before use.

Videos related to Kentucky Academic Standards and current events may be used in classrooms/school programs for the purpose of enhancing or supplementing instruction. All video resources must be used within the limitations of copyright law. The teacher/Principal is responsible for obtaining appropriate copyright permissions prior to use. Any violation of copyright resulting in a fine or penalty will be the responsibility of the user.

~~Educational video/DVD related to core content, current events programs and programs provided by Kentucky Educational Television or supplemental materials provided by the textbook publishers may be used in classrooms/school programs when preapproved by the Principal.~~

~~No other videos/DVDs or recorded television programs may be used in classrooms/school programs at any time unless preapproved by the Superintendent/designee. If approval is granted to view a video/DVD or recorded television program that is protected by copyright law, the school is responsible for the purchase of a public performance site license. Violation of this copyright provision resulting in a fine or penalty will be the responsibility of the user.~~

**RELATED POLICY:**

08.2321