

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:

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.

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.

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 003:303](#), [704 KAR 003:305](#), [704 KAR 003:440](#)
[Kentucky Academic Standards](#)

RELATED POLICIES:

Section 02.4 (All Policies)

Adopted/Amended: 10/17/2016

Order #: 57

Course of Study

DEVELOPMENT

Schools will align curriculum utilizing the Kentucky Learning Goals and Academic Expectations, 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.¹

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:

¹[KRS 161.170](#)
[KRS 156.160](#); [KRS 158.100](#)
[KRS 158.645](#); [KRS 158.6451](#)
[KRS 160.345](#); [KRS 161.170](#)
[702 KAR 007:125](#); [703 KAR 004:060](#)
[704 KAR 003:303](#); [704 KAR 003:305](#)

Adopted/Amended: 10/17/2016
Order #: 57

Preschool Education

The Board shall provide a developmentally appropriate preschool education program in compliance with applicable statutes and administrative regulations for all eligible resident children who are four (4) years old by August 1 or resident children who are three (3) or four (4) years old with a disability.

Plans for the preschool program shall include transportation and supervision guidelines consistent with the mental and physical characteristics of preschool students. The Principal/designee shall designate another adult to provide back-up assistance when only one (1) employee is responsible for supervising a group of preschool students.

REFERENCES:

[KRS 157.3175](#)

[702 KAR 003:250](#); [702 KAR 005:150](#)

[704 KAR 003:410](#); [704 KAR 003:420](#)

[707 KAR 001:020](#) et seq.

20 U.S.C. Section 1400 et seq.

Adopted/Amended: 8/17/2015

Order #: 22

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 of [704 KAR 003:305](#).

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.³

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.²

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.⁴

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.¹

Graduation Requirements

REFERENCES:

¹[KRS 40.010](#); [KRS 158.140](#); [704 KAR 007:140](#)

²[KRS 158.622](#)

³[KRS 156.160](#); 20 U.S.C. sec. 1414

⁴[KRS 158.142](#); [704 KAR 003:305](#)

[KRS 158.302](#); [KRS 158.645](#); [KRS 158.6451](#); [KRS 158.860](#)

[013 KAR 002:020](#); [702 KAR 007:125](#); [703 KAR 004:060](#); [704 KAR 003:303](#)

[OAG 78-348](#); [OAG 82-386](#); [Kentucky Academic Standards](#)

RELATED POLICIES:

08.1131, 08.1132, 08.14, 08.22

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

Adopted/Amended: 10/17/2016

Order #: 57

Alternative Credit Options

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

ALTERNATIVE COURSES

Henderson County High School students may earn initial academic credit to be applied toward graduation requirements by completing any combination of summer classes offered by the school 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 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 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. The District shall pay tuition and other costs for District students who are enrolled in an online course for credit that is part of the student's regular school day coursework. 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

Adopted/Amended: 10/17/2016
Order #: 57

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 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, constructed responses, 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.).

Review/Revised:9/19/2016

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

☐ 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.

_____ <i>Principal/designee's Signature</i>	_____ <i>Date</i>
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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.

_____ <i>Student's Signature</i>	_____ <i>Date</i>
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Number of credits earned _____ Date grade received _____

_____ <i>Principal/designee's Signature</i>	_____ <i>Date</i>
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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

Review/Revised:9/19/2016

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>		KY STATE ASSESSMENT
	ENDURING UNDERSTANDINGS	KEY SKILLS & CONCEPTS	
1. __			
2. __			
3. __			
4. __			
5. __			
6. __			

ASSESSMENT METHOD(S): _____

Minimum Requirements for Demonstration of Proficiency: _____

Review/Revised: 9/19/2016

Hardship Graduation**HARDSHIP REQUESTS**

Students who experience extreme health or economic hardship may apply for assistance with graduation requirements for hardship reasons. In the case of extreme hardship, the District may provide alternative methods for the student to complete District graduation requirements which may allow for early graduation. Methods may include, but are not limited to, regular classroom instruction, alternative classroom instruction, online courses, performance-based opportunities, college programs, consideration of waiver of District requirements that exceed state minimums (the District cannot waive state minimums), or credit recovery.

CRITERIA

Unless they qualify for an Early Graduation Certificate or graduation assistance for hardship reasons, all students attending Henderson County High School must complete eight (8) full semesters of high school to graduate. Those students must have the recommendation of Henderson County High School Principal or Central Academy Principal and the senior guidance counselor AND the approval of the Board.

Any student attending Central Academy will receive a letter of completion upon fulfilling the program's graduation requirements and may attend graduation ceremonies at Central Academy at the end of the school year.

REFERENCE:

[704 KAR 003:305](#)

RELATED POLICIES:

08.113

Adopted/Amended: 8/18/2014

Order #: 24

Instructional Organization**PHYSICAL ORGANIZATION**

Elementary School consists of grades kindergarten (K) through five (5). Middle school consists of grades six (6) through eight (8). High school consists of grades nine (9) through twelve (12).

CURRICULAR ORGANIZATION

Grades primary (P) through five (5) shall be considered elementary childhood education; grades six (6) through eight (8), middle childhood education; and grades nine (9) through twelve (12), secondary education.

PRESCHOOL

The District shall provide for preschool programs.

REFERENCES:

[KRS 157.320](#)

[KRS 158.030](#)

[KRS 157.3175](#)

Adopted/Amended: 8/15/2005

Order #: 15

Special Programs

Students who are unsuccessful in a classroom setting may be subject to placement in an alternative setting which shall include, but not be limited to, alternative education classrooms and electronic school opportunities.

REFERENCES:

[KRS 157.200](#); [KRS 157.224](#); [KRS 157.226](#)
[KRS 157.230](#); [KRS 157.250](#); [KRS 157.260](#)
[KRS 157.270](#); [KRS 157.280](#); [KRS 157.285](#); [KRS 157.290](#)

RELATED POLICY:

09.4341

Adopted/Amended: 8/16/1999

Order #: 14

Students With Disabilities

The Board shall operate programs for students with disabilities to the extent required by law.

LEGAL OBLIGATIONS

The Board shall operate programs for students with disabilities in accordance with the required legal obligations contained in the special education and section 504 procedures, which shall include information relative to the identification, location and evaluation of students with disabilities.

In situations involving students with disabilities, the Board shall determine whether to file for due process hearings, or appeals therefrom, on behalf of the District, except in the following situations: The Superintendent/designee is authorized to request due process hearings and to file for extensions and appeals therefrom, and to request injunctive relief, due to substantial likelihood of harm/danger/likelihood of injury by or of a student. The Superintendent/designee is authorized to file for mediation on behalf of the Board and to file appeals from the Kentucky Department of Education Special Education Complaint decisions on behalf of the Board.

ASSESSMENT

District special education programs and related services shall meet all requirements established by governance authorities.

REFERENCES:

Individuals with Disabilities Education Improvement Act of 2004

District 504 procedures

[KRS 157.200](#)

707 KAR Chapter 1

A complete listing of pertinent legal references is contained in the District's special education and section 504 procedures, which are incorporated herein by reference.

RELATED POLICY:

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

Adopted/Amended: 7/21/2003

Order #: 4

Home/Hospital Instruction

PURPOSE

Home/hospital instruction provides educational services to students who cannot attend school for extended periods due to temporary or recurring conditions, including fractures, surgical recuperation, or other physical, health, or mental conditions. An “extended period” refers to an absence for more than five (5) consecutive school days.

Home/hospital instruction will be a minimum of two (2) visits per week with one (1) hour of instruction per visit, which is equivalent to one (1) child’s attendance in school for five (5) days. Students on extended placement in home/hospital instruction may receive virtual/online instruction, which would be in addition to the minimum two (2) one (1)-hour visits per week. A parent or responsible adult must be present in the home/hospital room during the time the home/hospital teacher is present.

ELIGIBILITY

Determination of a student’s eligibility and provision of services for home/hospital instruction shall be made in compliance with applicable statutes and regulations. In accordance with [KRS 159.030](#)(2), the Board shall require evidence for students exempted from school attendance more than six (6) months. An exemption shall be reviewed annually.

At any time based on changes in the student’s condition, the home/hospital review committee may schedule a review of the student’s continued eligibility for home/hospital instruction.

The Admissions and Release Committee (ARC) shall determine homebound placement for a student with disabilities. The 504 Team for a student may facilitate submission of an application to the review committee.

SECONDARY STUDENTS

A high school student placed on home/hospital instruction for extended periods may carry all appropriate credits during the first semester of placement. Except for students with an Individual Education Plan (IEP) or a 504 plan, the number of credits to be carried during all subsequent semesters of placement shall be determined on a case-by-case basis by the review committee, based on the following criteria:

1. The student's ability to work independently during extended periods without direct assistance.
2. The student's capacity to complete assignments within a reasonable time frame.
3. The likelihood that the student will be able to complete course criteria required for graduation, as required by the [Kentucky Academic Standards](#).
4. When considering the student's condition, should s/he take a full or reduced course load? (If a reduced course load is appropriate, the committee shall determine the number of courses the student may take.)

Home/Hospital Instruction**STUDENTS WITH DISABILITIES**

Based on documentation of student need, including medical or mental health evaluation information, a student with disabilities may be placed in the home/hospital instructional program if his/her individual education plan (IEP) specifies such placement is the least restrictive environment for providing services. The ARC Chair shall provide written notice of eligibility and documentation to the District Director of Pupil Personnel for purposes of program enrollment.

The Admissions and Release Committee (ARC) or 504 Team shall determine on a case-by-case basis the type and extent of homebound services for a student, including the number of credits a student at the secondary level will be permitted to earn while on home/hospital instruction.

REFERENCES:

[KRS 157.270](#); [KRS 157.360](#)

[KRS 159.030](#)

[704 KAR 003:303](#)

[704 KAR 007:120](#)

[707 KAR 001:320](#)

[707 KAR 001:350](#)

Individuals with Disabilities Education Improvement Act (IDEA)

Section 504 of the Rehabilitation Act of 1973

34 C.F.R. 104.35

RELATED POLICIES:

09.122

09.123

Adopted/Amended: 7/18/2016

Order #: 5

Parent Agreement Letter for Home/Hospital Instruction

Date

Dear Parent:

Student's Name

a student at

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

Review/Revised:9/19/2016

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 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 003:285](#) 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 003:285](#) 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	Pull-Out Workshops
Grade Acceleration	Advanced Classes (6-12)	Appropriate Instructional Setting
Subject Acceleration	AP Classes (9-12)	Dual Enrollment/Dual Credit

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](#)
[016 KAR 002:110](#); [016 KAR 004:010](#); [704 KAR 003:285](#)

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)

Adopted/Amended: 10/17/2016

Order #: 57

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 003:285](#).

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-3) 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 K-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.

Review/Revised:9/19/2016

Extended School Services**PLAN FOR DIAGNOSING**

The schools shall develop a plan for diagnosing and addressing student academic deficiencies by providing extended school services (ESS) as required by state law.

EXTENDED SCHOOL SERVICES

The Board shall provide extended school services consistent with students' intervention plans and goals included as part of individual learning plans, requirements of [704 KAR 003:390](#), and local plans and procedures.

For students eligible to attend ESS, the District shall:

- Identify learning goals and benchmarks for each student that, if achieved, indicate that the student may exit the extended school services program;
- Determine conditions under which a student's absence from the program may be considered excused or unexcused; and
- Determine method for transporting students mandated to attend.

The District shall select pupils who need additional instructional time or differentiated opportunity to learn academic and enrichment content aligned with their individual student needs to improve their present level of performance in one (1) or more content areas. Priority for ESS services shall be placed on designing and delivering services to students at risk academically.

The District may provide extended school services during the inter-session program and, when a waiver for alternative service delivery has been obtained, during the regular school day. Extended school services offered during the summer shall be available to all eligible students residing in the District regardless of whether they attend District schools.

REFERENCES:

[KRS 158.070](#)
[704 KAR 003:390](#)

RELATED POLICY:

08.222

Adopted/Amended: 7/18/2016

Order #: 5

Extended School Services

Eligible students shall be provided extended school (ESS) in accordance with the following procedures.

ELIGIBILITY FOR EXTENDED SCHOOL SERVICES

One (1) or more of the following methods of documentation shall be used to determine which students shall be eligible for and in the greatest need of extended school services:

1. Teacher recommendation;
2. Academic performance data, including diagnostic, formative, interim, or summative assessments;
3. Student performance on high school, college, and workforce readiness assessments required by [KRS 158.6459](#); or
4. Behavioral and developmental progress as documented in formal and informal assessments and reports.

SELECTION FOR EXTENDED SCHOOL SERVICES

Selection criteria for the extended school services program shall be in compliance with applicable administrative regulations.

NOTIFICATION TO PARENT OF EXTENDED SCHOOL SERVICES

Parents of eligible students shall be notified.

The District will inform parents and guardians of the availability of extended school services, the rationale for offering extended school services, and consequences of not obtaining a high school diploma.

STUDENTS ATTENDING PRIVATE, PAROCHIAL OR HOME SCHOOLS

Students residing within the District's boundaries who attend private, parochial, or home schools shall not be eligible for the after-school tutorial program.

REFERENCES:

[KRS 158.6459](#)
[704 KAR 003:390](#)

Review/Revised:6/20/2016

Federal Funding

The Board may participate in federal programs which in the judgment of the administrative staff shall be beneficial to the total school program. All projects written to secure federal funds shall be on the recommendation of the Superintendent and approval of the Board.

In keeping with the requirements of ESSIA¹ and EDGAR², the Board assures:

1. A salary schedule which applies to all instructional personnel,
2. Equivalence among schools in teachers, administrators, and auxiliary personnel,
3. Equivalence among schools in the provision of curriculum materials and instructional supplies, and
4. Parental consultation in project planning, implementation and evaluation.

The Board shall comply with all federal and state certification requirements.

EMPLOYMENT WITH FEDERAL FUNDING

Employees who are hired for programs being funded by federal grants must be notified at the time of the original contract that their position is contingent upon the availability of the federal funds received for that program. If the federal funds for that particular program are reduced or eliminated, the positions created for that program will also be reduced and/or eliminated. There are no guarantees of continued employment from other funding sources.

REFERENCES:

¹Elementary and Secondary School Improvement Amendments

²Education Department General Administrative Regulations

20 USCA, Sec. 3801, et. seq.

[704 KAR 003:292](#)

34 CFR 200.53 Parts 75, 76, and 98

P. L. 101-226

RELATED POLICIES:

03.13251

03.23251

09.423

Adopted/Amended: 8/25/2005

Order #: 15

Title I - Parent Involvement Policy

This policy and the plan to implement it have been developed jointly and in agreement with, and will be distributed to, parents of students participating in the Title I program. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand. This policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

EXPECTATIONS FOR PARENT INVOLVEMENT

Contingent on confirmation of resources and other necessary information being provided by state and federal authorities, it is the intent of the Board that parents of participating students shall be provided with flexible opportunities for organized, on-going, and timely participation in the planning, review, and improvement of the Title I program, including opportunities to suggest modifications, based on changing needs of parents and the schools.

The Title I program shall be designed to assist students to acquire the capacities and achieve the goals established by law, as well as the goals and standards established by the Board. These goals and standards shall be shared with parents in a manner that will give them: (1) timely information about programs; (2) a description and explanation of the school's curriculum, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet; the achievement level of their child on each of the state academic assessments; and (3) if requested, opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children.

SUPPORT FOR PROGRAM

If the District's Title I allocation is \$500,000 or more, the District shall reserve not less than one percent (1%) of its allocation for the purpose of promoting parent involvement and shall distribute to Title I schools not less than ninety-five percent (95%) of the reserved funds. Parents of participating students shall be provided the opportunity to help decide how this portion of the Title I funds will be allotted for parental involvement activities.

The District will provide coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. These measures may include, but shall not be limited to, the following:

1. Designation of resources to assist in communicating with parents, transporting them to meeting sites and/or implementing home visits, providing child-care for meetings, encouraging them to use available parent resource centers, and working with them to improve parenting skills, particularly those that will assist them in working with their child to improve his/her educational achievements. Resources may include individuals, agencies, materials, and services.
2. Sharing options for coordinating and integrating Title I program strategies with services of other community programs, businesses, and agencies.
3. Identification of ways in which parents can be involved in staff training activities to demonstrate the value of parent involvement and various techniques designed to successfully engage parents as equal partners in their child's education.

Title I - Parent Involvement Policy**SUPPORT FOR PROGRAM (CONTINUED)**

4. Making a good faith effort to convene an annual meeting at a convenient time to which all parents of participating children shall be invited and encouraged to attend for informing parents of their school's participation in and requirements for Title I programs and of their rights to be involved.
5. Designing and conducting an effective annual evaluation process whereby parents can share their ideas about the content and effectiveness of this policy in improving the academic quality of schools receiving Title I funds, and the plan designed to implement it. The process shall focus on the following questions:

Does this policy increase parent participation?

What barriers to parent participation still exist, and how can they be reduced or removed?

The findings produced by the annual evaluation shall be utilized to design strategies for school improvement and for revising this policy, if necessary.

6. In the design of activities and materials for parents, particular attention shall be given to reaching and involving those who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

SCHOOL POLICY

Each school shall submit to the Superintendent and Board, for review and comment, its Title I school parent involvement policy, which must meet all legal requirements, including a school-parent compact developed in keeping with legal requirements. This policy shall be developed jointly with, and distributed by the school to, parents of participating students.

A copy of each school's parent involvement policy and accompanying checklist shall be kept on file in the Central Office.

REFERENCES:

Section 1118 of Improving America's Schools Act (IASA) of 1994

P. L. 114-95, (Every Student Succeeds Act of 2015)

[KRS 157.077](#); [KRS 158.645](#), [KRS 158.6451](#)

[KRS 158.865](#); [KRS 158.866](#); [KRS 158.867](#)

RELATED POLICIES:

03.112, 08.1345, 09.11

Adopted/Amended: 7/21/2003

Order #: 4

Title I Violation Complaint Procedure

Every Student Succeeds Act requires the adoption of a written procedure for the receipt and resolution of complaints alleging violations of Title I, Part A in the administration of the program.

- 1) The complaint must be in writing and addressed to the District Title I Coordinator. The complaint must contain the following:
 - The name of the complainant and the contact information;
 - The nature of the complaint (the specific violation of the administration of the Title I, Part A program).
- 2) The Title I Coordinator must maintain a complaint log. The log must include the following:
 - The name of the complainant;
 - The receipt date of the complaint;
 - The log-in number assigned to the complaint for tracking purposes;
 - The name of the staff to whom the complaint will be referred (if applicable);
 - The date of the response to the complaint.
- 3) The Title I Coordinator must respond to the complaint within thirty (30) working days upon receipt of the complaint.
- 4) The Title I Coordinator must maintain a copy of the complaint, log, and response on file in the District office.
- 5) After the complainant has received a response from the Title I Coordinator, the complainant has thirty (30) days to appeal the local decision. This appeal must be filed in writing with the Kentucky Department of Education in compliance with [704 KAR 003:365](#).

Review/Revised:7/19/2010

Limited English Proficiency Program

The District shall provide an English language program to assist limited English language proficient students, including immigrant children and youth, to attain English proficiency and achieve the same high standards in the core academic subjects that all students in the District are expected to meet.

The Superintendent/designee shall direct the development of English language instruction educational program guidelines for the District:

- *Survey of Primary and Home Language* - At the time of initial enrollment, the parent/guardian of every student in the school (whether potential English language learners or not) shall be asked to complete a home language survey.
- *Annual Assessment of Proficiency* – Students whose primary or home language is other than English shall be administered an initial English language proficiency assessment to determine whether they are limited English language proficient according to the federal definition in ESSA, Title III.

Students identified as limited English language proficient shall receive an annual assessment of English language proficiency in reading, writing, speaking, and listening to measure progress and modify the individual Program Services Plan.

- *Individual Program Services Plan* – Assessment, placement, and the design of an individual Program Services Plan for students with limited English language proficiency shall be made in compliance with appropriate state and federal education requirements.

Instructional and related services shall be designed to meet the English language and academic needs of students while assisting them to participate in the general education curriculum and to overcome language barriers to grade promotion or high school graduation. Students identified as limited English language proficient shall be provided the opportunity to participate in the school's English language instructional program.

- *Parental Notification* – As required by law, the Principal shall send written notification to parents of limited English proficient students addressing the following:
 - (a) Student's need for placement in the program;
 - (b) Student's level of English proficiency;
 - (c) Methods of instruction used in the program;
 - (d) Student's lack of progress in the program;
 - (e) How the program will meet the individual learning needs of the student;
 - (f) How the program will help the student learn English;
 - (g) How the program will help the student meet achievement standards necessary for grade promotion and high school graduation; and
 - (h) Specific exit requirements for students in the program.

Limited English Proficiency Program**PARENTAL NOTIFICATION (CONTINUED)**

This notification shall be sent as follows:

- For students already participating in, or identified for participation in, a program for limited English proficiency, parents shall be notified no later than thirty (30) calendar days after the beginning of the school year;
- For students already participating in, or identified for participation in, a program for limited English proficiency, parents shall be notified no later than thirty (30) days after it is determined that those students are not making progress in the program; and
- For students identified after the beginning of the school year, parents shall be notified no later than fourteen (14) calendar days following the student's placement in the program.

Parents also shall be informed how they can be involved, including how to help the student attain English proficiency, achieve at high levels in core academic subjects, and meet the state's academic achievement (content and performance) standards.

Parents shall receive annual notification of their child's progress on the state's English proficiency objectives and required state assessments.

- *Parental and Community Participation* – Parents and community members of limited English proficient children shall be given the opportunity to participate in and make recommendations for the District's language instruction educational programs.
- *Provision of Services* – Once their parent/guardian has received notification, limited English proficient students shall be provided services consistent with scientifically based research on teaching limited English proficient children, guidelines set out in the *Kentucky Academic Standards*, and national, state, and local standards for English language proficiency and academic performance.

Services necessary for the student to access and be involved in the general education curriculum shall be provided by certified general education teachers and English as a Second Language staff, trained bilingual instructional assistants, and/or volunteers.

- *Evaluation of Progress* – English language instructional programs shall be evaluated on a regularly scheduled basis to determine whether progress is being made toward removing language barriers and to identify changes that need to be made in District program services. District staff shall monitor student access to equal educational opportunities, both instructional and extracurricular.
- *Program Exit Criteria* – The program guidelines shall include an evaluation process that includes establishment of objective exit criteria to indicate when students:
 - (a) Have developed the required proficiency in using English to speak, listen, read, and write with comprehension;
 - (b) Can enter and successfully participate in classrooms not tailored for limited English proficient children; and
 - (c) Can expect to graduate from high school.

Limited English Proficiency Program

REFERENCES:

P. L. 114-95, (Every Student Succeeds Act of 2015); Title III, 3302 (20 U.S.C. §7012)
Title VI of the Civil Rights Act of 1964; Equal Educational Opportunities Act of 1974
Title VII of Improving America's Schools Act of 1994
[703 KAR 005:070](#); [704 KAR 003:305](#); *Kentucky Academic Standards*
Lau v. Nichols, 414 U.S. 563, 94 S.Ct. 786, 39 L.Ed.2d 1 (1974)

RELATED POLICIES:

02.4241; 09.13

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

Adopted/Amended: 8/16/2010

Order #: 12

Physical Education

All elementary and secondary school pupils shall receive organized physical education instruction as recorded in the Kentucky Academic Standards and in the minimum unit requirements for high school graduation set forth in [704 KAR 003:305](#).

In the event that a high school student's physical condition or religious convictions prohibit participation in the one-half (1/2) unit physical education course, the Board may authorize a variance in or exempt the student from graduation requirements for the course.¹ Upon presentation of a certificate from a licensed physician or an affidavit from the pastor of the church to that effect, a course may be substituted that is within the student's capabilities as specified by the physician or the student may be exempted from the course.

REFERENCES:

¹[704 KAR 004:010](#)
[KRS 156.160](#); [KRS 158.302](#)
[704 KAR 003:305](#)

RELATED POLICY:

08.113

Adopted/Amended: 8/9/1988

Order #: 34

Pledge of Allegiance**STUDENT'S OPPORTUNITY TO PARTICIPATE**

Each student shall be afforded the opportunity to begin each school day with the Pledge of Allegiance to the Flag of the United States.¹

No student shall be required to participate in the Pledge against the student's or the parents' wishes.²

REFERENCES:

¹[KRS 158.175\(2\)](#)

²[OAG 80-456](#)

Adopted/Amended: 8/21/2000

Order #: 23

Controversial Issues**JUDGEMENT**

Teachers are expected to exercise reasonable and prudent judgement in the selection and use of materials and discussion of issues in their classrooms.

ISSUES

The study of controversial issues shall be objective and scholarly. Issues discussed shall be appropriate for and within the range of knowledge, understanding, age, and maturity of students and shall be current, relevant, and significant to the instructional program.

MATERIALS

All classroom materials shall be current, relevant, and significant to the instructional program. Materials shall be appropriate for and within the range of the knowledge, understanding, age and maturity of students.

NOT DISRUPTIVE

Neither issues nor materials that have a potentially disruptive effect on the educational process shall be discussed or chosen.

CONFERENCE WITH PRINCIPAL

Teachers who suspect that materials or a given issue may be inconsistent with this policy shall confer with the Principal prior to the classroom use of the materials or discussion of the issue. When in doubt, the Principal shall confer with the Superintendent.

RELATED POLICIES:

08.2322

08.234

Adopted/Amended: 8/9/1988

Order #: 34

Voter Registration and Participation

Each high school shall provide twelfth (12th) grade students information on how to:

1. Register to vote;
2. Vote in an election using a ballot; and
3. Vote using an absentee ballot.

This information may be provided through classroom activities, written materials, electronic communication, internet resources, participation in mock elections, and other methods identified by the Principal after consulting with teachers.

REFERENCES:

[KRS 116.045](#)

[KRS 158.6450](#)

Adopted/Amended: 7/18/2011

Order #: 215

Head Start

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

Adopted/Amended: 10/17/2016

Order #: 57

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.¹

REFERENCES:

¹KRE 506 (Kentucky Rules of Evidence)
[KRS 61.878](#), [703 KAR 004:060](#), [704 KAR 003:305](#)

RELATED POLICIES:

08.113, 09.14

Adopted/Amended: 10/17/2016

Order #: 57

At-Risk Students

The Superintendent/designee shall develop and implement a plan to identify and assist students at risk of academic failure, engaging in disruptive and disorderly behavior, or dropping out of school.

This plan shall address, but not be limited to:

1. Providing extended school services to address student academic deficiencies;
2. Utilizing available resources to identify appropriate strategies to use with at-risk students, including intervention services, analysis of District data, and coordination of efforts with related agencies, both within and outside the District;
3. Training of personnel and, when appropriate, parents and community members;
4. Coordinating staff efforts to identify and assist at-risk students and to focus on improving the learning environment;
5. Designing work-related programs for students who require a career and technical emphasis;
6. Encouraging parent involvement in their children's education; and
7. Developing a system of recognition and rewards for attendance and academic success.

REFERENCES:

[KRS 156.488](#); [KRS 157.072](#); [KRS 158.440](#)
[KRS 158.810](#); [KRS 158.812](#); [KRS 158.814](#); [KRS 158.816](#); [KRS 158.818](#)
[KRS 159.040](#); [KRS 159.150](#)

RELATED POLICIES:

03.19
08.133; 08.14
09.123

Adopted/Amended: 8/17/1998
Order #: 18

Promotion and Retention

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

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.¹

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.²

HIGH SCHOOL GRADUATION

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

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.¹

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.

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.³

Promotion and Retention

REFERENCES:

¹[KRS 158.140](#)

²[704 KAR 003:307](#)

³P. 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

Adopted/Amended: 10/17/2016

Order #: 57

Parent-Teacher Conference Form

Date of Conference _____

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>	
Student's Age _____	Date of Birth _____	Sex _____	Student's Phone Number _____
School _____	Grade _____	Homeroom/Classroom _____	

PREVIOUS NOTIFICATION(S)

- ☐ Deficiency report(s) sent and returned, specify _____
- ☐ Previous conference(s) held, specify _____
- ☐ Previous nonpromotion(s), specify _____
- ☐ Student Assistance Team/Teacher Committee, explain _____

COMMENTS

The following are important factors when nonpromotion is a possibility. Utilization of this form during the parent-teacher conference may facilitate communication and yield a comprehensive picture of the child's situation. Check applicable factors, as appropriate.

	Physical size
	Social maturity
	Motivational maturity
	Standardized Group Tests (Academic Expectations)/Teacher-Made Tests
	Individual test results (where applicable)
	Present level of academic performance
	Language competency
	Individualized Education Program (where applicable)
	Attendance
	Transiency

Additional Comments _____

Parent's response to possibility of student's retention _____

Parent's suggestions _____

Review/Revised:8/18/1997

Grading

ACHIEVEMENT

Teachers shall maintain detailed, systematic records of the achievement of each student.

ELEMENTARY PROGRESS REPORT

Each elementary teacher shall provide parents with a comprehensive report of their child's progress toward meeting grade level standards. The report shall be based on observations/anecdotal notes, working portfolio of student's performances and work samples, and student reflections.

Mid-term progress reports shall be sent to parents midway through each grading period.

PRIMARY PROGRESS REPORT shall be issued four (4) times each school year. The grading scale for the primary progress report shall include:

- 4 = Exceeding Standards
- 3 = Meeting Standards
- 2 = Making Progress Toward Standards
- 1 = Lacking Adequate Progress Toward Standards

INTERMEDIATE PROGRESS REPORT shall be issued four (4) times each school year. Letter grades will be based upon work samples and performance collected throughout the grading period.

Uniform Grading Scale:	A = 92 – 100
	B = 82 – 91
	C = 70 – 81
	D = 60 – 69
	F = 0 – 59

MIDDLE SCHOOL AND HIGH SCHOOL PROGRESS REPORT

Grading/Reporting standards shall be issued four (4) times each year. These evaluations shall provide a record of academic progress as well as conduct. Reports of unsatisfactory progress shall be sent to parents midway through the grading period.

A student's grade shall not be lowered as a disciplinary action.

Letter or numerical grades for academic work shall be based on at least ten (10) graded and recorded assignments for each grading period and shall be assigned according to the following standards:

- A = 92 – 100
- B = 82 – 91
- C = 70 – 81
- D = 60 – 69
- F = 0 – 59

END-OF-COURSE EXAMS

Grades earned on end-of-course exams required for high school courses designated by Kentucky Administration Regulation shall count as twenty percent (20%) of a student's final grade in a course.

Grading

REFERENCES:

[KRS 158.140](#); [KRS 158.645](#); [KRS 158.6451](#); [KRS 158.860](#)
[KRS 160.345](#); [KRS 161.200](#)
[703 KAR 005:200](#)

RELATED POLICIES:

02.441, 08.113, 08.22, 08.222, 08.5

Adopted/Amended: 7/18/2011

Order #: 215

Academic Honors**CLASS RANK**

Rank in class shall be determined by a student's Weighted Cumulative Grade Point Average, which includes all courses taken by the student for high school credit and approved by the District for high school credit. The weighted grade point average (GPA) will be rounded to the nearest tenth of a point.

VALEDICTORIAN(S)

The student(s) with the class rank of one (1) will be named valedictorian(s). A class rank of one (1) indicates the student(s) have the highest weighted grade point average in the class. Students graduating at the end of the senior year with a class rank of one (1) and having the highest Weighted Cumulative GPA based on final grades from all courses taken for high school credit shall be designated as valedictorian(s).

HONORS

All students with a 3.5 or higher Weighted Cumulative GPA will be recognized as honors students at commencement ceremonies.

RELATED POLICY:

08.113

Adopted/Amended: 8/19/2013

Order #: 23

Assessment**ASSESSMENT PROGRAM**

The Superintendent shall recommend and the Board shall adopt and implement a continuous assessment program in accordance with applicable statutes and regulations.

OTHER TESTING

Additional standardized diagnostic tests will be administered at other grade levels.

GRADING PERIOD EXAMINATIONS

All classes at the high school level will be given examinations mid-term and final examinations.

Any state end-of-course assessment will serve as the final examination and be counted as 20% of the final grade.

REFERENCES:

[KRS 158.645](#); [KRS 158.6451](#); [KRS 158.6453](#); [KRS 158.6459](#)
[KRS 158.860](#); [KRS 161.795](#)
[016 KAR 001:020](#)
[703 KAR 005:010](#)

RELATED POLICIES:

02.441, 08.221

Adopted/Amended: 7/18/2011
Order #: 215

Instructional Resources

SURVEY

Schools not having SBDM school councils shall survey teachers to determine their needs for instructional resources. The results of the survey shall be used to establish priorities for purchase.

ALLOCATION METHOD

Within budgetary limits, schools or school councils shall establish an equitable method of allocating funds to purchase instructional resources.

FINANCIAL REPORT

A financial report on allocations to and expenditures for instructional resources shall be prepared annually by the Board and shall be a public record.

Schools may not carry forward to the next fiscal year any part of the instructional resource allocation distributed to the school that has not been spent or committed in the current fiscal year.

INSTRUCTIONAL RESOURCE FUND

Schools with any grade from P-8 may purchase instructional resources using State funds in accordance with [704 KAR 003:455](#).

Each school allocated instructional resource funds shall complete an annual plan to identify purchases following guidelines of the Kentucky Board of Education.

The annual plan shall be approved by the Board and by the School Council in SBDM schools.

All plans shall be approved by the local Board as to sufficiency of funding to support the requested purchases.

Any purchase exceeding the funds allocated shall be paid from other Council funds in SBDM schools.

FEES

If the Board authorizes charging rental fees for students in grades nine through twelve (9-12), the Board shall establish those fees annually.

Instructional resources shall be made available to all students. No student shall be denied full participation in any educational program due to an inability to pay for, or rent, all necessary instructional resources.¹

Fee waivers shall be provided as required by applicable statutes and regulations.²

RESPONSIBILITY

Students or parents shall compensate the District for instructional resources that are lost, damaged, or destroyed while in the student's possession.

Instructional Resources**SECTARIAN TEXTS**

No book or other publication of a sectarian, infidel, or immoral character or one that reflects on any religious denomination shall be used or distributed in any school.³

REFERENCES:

- ¹[KRS 158.108](#)
- ²[KRS 160.330](#); [702 KAR 003:220](#)
- ³[KRS 158.190](#)
[KRS 156.433](#)
[KRS 156.439](#)
[KRS 157.110](#)
[702 KAR 003:246](#)
[704 KAR 003:455](#)

RELATED POLICIES:

02.4242
04.32
09.15

Adopted/Amended: 8/15/2005
Order #: 15

Instructional Resource Procedures

District personnel shall comply with requirements established in Kentucky Administrative Regulations and other documents and forms prepared and distributed by the Kentucky Department of Education.

For waiver of student fees for students who qualify, see Procedure 09.15 AP.21.

RELATED PROCEDURES:

04.7 AP.2 (inventory form)

09.15 AP.21

Review/Revised:7/20/2015

Copyrighted Materials

The use of copyrighted material for educational purposes, by school personnel, shall be within the generally accepted uses delineated by applicable law. The Superintendent shall develop procedures for informing appropriate personnel of the fair use of copyrighted material for educational purposes.

ELECTRONIC MATERIALS

All employees shall use electronic materials only in accordance with the license agreement under which the electronic materials were purchased or otherwise procured. Electronic materials are defined as computer software, databases, video tapes, compact and laser disks, electronic textbooks or any other copyrighted material distributed in electronic form.

Any duplication of copyrighted electronic materials, except for backup and archival purposes, is a violation of the law, unless the license agreement explicitly grants duplication rights. The archival copy is not to be used on a second computer at the same time the original is in use. In addition, illegal copies of copyrighted software shall not be used on Board equipment.

Through appropriate professional development activities, the technology coordinator shall inform all employees of their compliance responsibilities with electronic materials licensing agreements and of the penalties for violating these agreements.

The Superintendent or designee shall sign all District software license agreements. Each school using licensed software shall have on file a copy of the executed agreement, the original disk or the original documentation.

REFERENCES:

Kentucky Educational Technology System (KETS)
17 U.S.C. §106, 107, 110

RELATED POLICY:

08.2323

Adopted/Amended: 7/21/2003

Order #: 4

Copyrighted Materials/Notice of Use**RESPONSIBILITY TO INFORM**

The Principal/designee shall inform school personnel of the following procedures regarding the duplication of copyrighted materials:

1. Material including, but not limited to, the following may be subject to copyright protection:
 - a) Musical
 - b) Dramatic
 - c) Literary (including workbooks, tests, etc.)
 - d) Pictorial
 - e) Sound recordings
 - f) Audiovisual works
 - g) Computer software
 - h) Architectural works
 - i) Choreographic works
2. Copyrighted materials that are copied shall not be used for profit.
3. The teacher may make a single copy of copyrighted material in preparation for class.
4. Except for computer software, the "Fair Use" allowance permits limited reproduction and use of copyrighted materials for classroom use.
5. Except for computer software, if the teacher needs multiple copies, the number shall not exceed one (1) copy per student.
6. In the case of computer software, a single copy may be made to be used only for "back-up" or archival purposes.

DIGITAL TECHNOLOGY/DISTANCE LEARNING

The District may use instructional transmissions as part of any distance learning classes, provided use complies with guidelines set forth in federal regulations and the following criteria are met:

1. The performance and/or display is a regular part of instruction; and
2. Technical measures are utilized to reasonably prevent keeping material beyond the class session and distributing it.

Review/Revised:7/19/2004

Review of Instructional Materials

The review of instructional materials, including textbooks, supplementary materials, and library books, on the basis of citizen concerns will be conducted in response to a properly filed written request under procedures developed by the Superintendent. In schools operating under SBDM, these procedures of review shall include school council consideration of the written concerns regarding instructional materials. Forms for such requests may be obtained from the school and will be made available to any resident of the school district at the Superintendent's Office. The request shall include a written statement of reason for objection and a statement of the desired action regarding the material under consideration.

Employees receiving a written request for review of instructional materials shall notify the Principal of the complaint, who shall then notify the Superintendent. The Superintendent shall notify the Board of all complaints filed and the council's response.

For complaints filed with non-SBDM schools, after being notified of the complaint, the Superintendent shall direct the selection committee to review the material. The committee will evaluate the material and submit a recommendation in writing to the Superintendent. Upon approval of the Superintendent, a reply shall be made to the complainant. A copy shall be sent to the selection committee and to the school from which the complaint originated.

In schools operating under SBDM, the review process shall be determined by council policy.

If the complaint is not resolved satisfactorily at the administrative level, it may be referred to the Board by the Superintendent.

Individuals may appeal a council's decision concerning challenged materials under the Board's policy on appeal of SBDM decisions.

REFERENCE:

Board of Educ., Island Trees v. Pico, 102 S.Ct. 2799 (1982)

RELATED POLICIES:

02.42411

10.2

Adopted/Amended: 8/17/1998

Order #: 18

Review of Challenged Instructional Materials

REQUEST FOR REVIEW

The review of instructional materials, including textbooks, supplementary materials, library books, audiovisual media, class content, and technology on the basis of citizen concerns will be conducted in response to a properly filed request. Forms for such requests will be made available to any resident of the District at the Principal's Office. The request shall include a statement of reason for objection and a statement of desired action regarding the material.

In the event of a citizen complaint regarding instructional materials, freedom of information and professional responsibility shall be the guiding principles. The use of challenged material may be restricted until final disposition has been made. However, individuals may be assigned other materials in lieu of those being challenged.

REVIEW COMMITTEE

The Superintendent/designee shall establish a Review Committee, composed of the Principal, professional librarian(s), two (2) staff members as designated by the Principal and whose subject area is affected, and two (2) parents. All committee members shall represent the school receiving the complaint.

The following steps shall be taken by the Review Committee:

1. Review the specific written complaint.
2. Read and/or examine the materials in question.
3. Determine general acceptance of the challenged materials in the community, other school systems and professional media.
4. Discuss the complaint and merit of the challenged material; make a value judgment based on the materials as a whole, and not on parts taken out of context.
5. Determine the merit of potential alternative instructional materials.
6. Prepare a recommendation for disposition of the complaint.
7. File a written decision with the Principal and/or school council, as appropriate, and send a copy to the Superintendent/designee.

The Principal shall inform the complainant in writing of the decision within ten (10) school days after receipt of the completed form.

APPEAL

Within ten (10) school days after the complainant has been informed of the committee's decision, the complainant may appeal the decision, in writing, to the Superintendent/designee.

Upon receipt of the appeal, the Superintendent/designee will review the challenged material and the decision of the Review Committee and, within ten (10) school days, notify the complainant and Principal of his/her determination.

Review of Challenged Instructional Materials

APPEAL (CONTINUED)

Within ten (10) school days after the complainant has been informed of the decision of the Superintendent/designee, the complainant may appeal the decision, in writing, to the Board.

The Board will consider the appeal at the next scheduled meeting and so notify the complainant of its final decision regarding the challenged material.

SCHOOLS ADOPTING SBDM

Reviews of challenged instructional materials in schools which have adopted School Based Decision Making shall follow policies which have been adopted by the School Council.

Review/Revised:8/17/1998

Request for Reconsideration of Instructional/Library Materials

SCHOOL _____ TEACHER _____

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

TITLE _____

AUTHOR _____

PUBLISHER/PRODUCER _____

Request initiated by _____

Telephone _____ Street Address _____

City _____ State _____ ZIP Code _____

Complainant represents ☐ himself ☐ herself ☐ organization, specify _____Please answer the following questions after you have read, viewed, or listened to the school instructional/library material in its entirety.

1. Have you read, viewed, or listened to the material in its entirety? ☐ YES ☐ NO
2. Have you discussed this work with the teacher/librarian who assigned/ordered it? ☐ YES ☐ NO
3. What do you find objectionable in the material? (Please be specific, cite page(s), scenes, etc.)

4. What do you believe is the theme or purpose of this material? _____

5. What do you feel might be the result of a student's using this material? _____

6. For what age group would you recommend this material? _____

7. Is there anything good in this material? Please comment. _____

8. Would you care to recommend other school library material of the same subject and format as a replacement?

9. What action do you desire school personnel to take as a result of this written request for reconsideration?

If sufficient space is not provided, attach additional sheets. Please sign your name to each additional attachment.

Complainant's Signature

*Date***PLEASE RETURN COMPLETED FORM TO THE SCHOOL PRINCIPAL.**

Review/Revised:7/19/10

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. _____

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

Review/Revised:9/19/2016

Staff/School Council Reconsideration Decision

(Date)

Dear _____:

The staff has reviewed your request to reconsider _____.
We have decided to:

- ☐ Retain
- ☐ Replace
- ☐ Reassign (alternative)
- ☐ Other, as specified _____.

You must contact me within ten (10) days of the date of this letter if you wish to appeal this decision to the Superintendent.

Thank you for your interest in the District's schools and the instructional materials used.

Sincerely yours,

Principal/designee's Signature

School

Review/Revised:8/18/1997

Access to Electronic Media

(Acceptable Use Policy)

The Board supports reasonable access to various information formats for students, employees and the community and believes it is incumbent upon users to utilize this privilege in an appropriate and responsible manner as required by this policy and related procedures, which apply to all parties who use District technology.

SAFETY PROCEDURES AND GUIDELINES

The Superintendent shall develop and implement appropriate procedures to provide guidance for access to electronic media. Guidelines shall address teacher supervision of student computer use, ethical use of electronic media (including, but not limited to, the Internet, e-mail, and other District technological resources), and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of networks for prohibited or illegal activities, the intentional spreading of embedded messages, or the use of other programs with the potential of damaging or destroying programs or data.

Students shall be provided instruction about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyberbullying awareness and response.

Internet safety measures, which shall apply to all District-owned devices with Internet access or personal devices that are permitted to access the District's network shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet and World Wide Web;
- Safety and security of minors when they are using electronic mail, chat rooms, and other forms of direct electronic communications;
- Education of minors about appropriate online behavior including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.
- Preventing unauthorized access, including "hacking" and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors; and
- Restricting minor's access to materials that are deemed obscene, child pornography, or harmful to minors.

A technology protection measure may be disabled by the Board's designee during use by an adult to enable access for bona fide research or other lawful purpose.

The District shall provide reasonable public notice of, and at least one (1) public hearing or meeting to address and communicate its initial Internet safety measures.

Specific expectations for appropriate Internet use shall be reflected in the District's code of acceptable behavior and discipline including appropriate orientation for staff and students.

Access to Electronic Media

(Acceptable Use Policy)

PERMISSION/AGREEMENT FORM

A written parental request shall be required prior to the student being granted independent access to electronic media involving District technological resources.

The required permission/agreement form, which shall specify acceptable uses, rules of on-line behavior, access privileges, and penalties for policy/procedural violations, must be signed by the parent or legal guardian of minor students (those under 18 years of age) and also by the student. This document shall be kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Superintendent with a written request.

EMPLOYEE USE

Employees shall use electronic mail, technology resources, and network access only for purposes directly associated with work-related activities.

Employees shall not use a code, access a file, or retrieve any stored communication unless they have been given authorization to do so. (Authorization is not required each time the electronic media is accessed in performance of one's duties.) Each employee is responsible for the security of his/her own password.

Employees are encouraged to use electronic mail and other District technology resources to promote student learning and communication with the home and education-related entities. If those resources are used, they shall be used for purposes directly related to work-related activities.

Technology-based materials, activities and communication tools shall be appropriate for and within the range of the knowledge, understanding, age and maturity of students with whom they are used.

Networking, communication and other options offering instructional benefits may be used for the purpose of supplementing classroom instruction and to promote communications with students and parents concerning school-related activities.

District employees and activity sponsors may not set up social networking accounts using District resources or create such accounts associated with a school/District location or organization unless specific authorization is given by the Superintendent/designee.

District employees and activity sponsors may set up authorized blogs using District resources and following District guidelines to promote communications with students, parents, and the community concerning school-related activities and for the purpose of supplementing classroom instruction.

In order for District employees and activity sponsors to utilize a District approved blog or authorized social networking account for instructional, administrative or other work-related communication purposes, they shall comply with the following:

1. They shall request prior permission from the Superintendent/designee.

Access to Electronic Media

(Acceptable Use Policy)

EMPLOYEE USE (CONTINUED)

2. If permission is granted, an authorized site will be established by the Superintendent's designee and specific permissions will be set for the appropriate school personnel to conduct and monitor blogging activities.
3. Once the blog site or authorized social networking account has been created, and permissions set, the sponsoring staff member is responsible for the following:
 - a. Monitoring and managing the site(s) to promote safe and acceptable use; and
 - b. Observing confidentiality restrictions concerning release of student information under state and federal law.

Staff members are discouraged from creating personal social networking sites to which they invite students to be friends. Employees taking such action do so at their own risk.

All employees shall be subject to disciplinary action if their conduct relating to use of technology or online resources violates this policy or other applicable policy, statutory or regulatory provisions governing employee conduct. The Professional Code of Ethics for Kentucky School Certified Personnel requires certified staff to protect the health, safety, and emotional well-being of students and confidentiality of student information. Conduct in violation of this Code, including, but not limited to, such conduct relating to the use of technology or online resources, must be reported to Education Professional Standards Board (EPSB) as required by law and may form the basis for disciplinary action up to and including termination.

COMMUNITY USE

On recommendation of the Superintendent/designee, the Board shall determine when and which computer equipment, software, and information access systems will be available to the community.

Upon request to the Principal/designee, community members may have access to the Internet and other electronic information sources and programs available through the District's technology system, provided they attend any required training and abide by the rules of usage established by the Superintendent/designee.

DISREGARD OF RULES

Individuals who refuse to sign required acceptable use documents or who violate District rules governing the use of District technology shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, or other computing and telecommunications technologies.

Employees and students shall be subject to disciplinary action, up to and including termination (employees) and expulsion (students) for violating this policy and acceptable use rules and regulations established by the school or District.

Access to Electronic Media

(Acceptable Use Policy)

RESPONSIBILITY FOR DAMAGES

Individuals shall reimburse the Board for repair or replacement of District property lost, stolen, damaged, or vandalized while under their care. Students or staff members who deface a District web site or otherwise make unauthorized changes to a web site shall be subject to disciplinary action, up to and including expulsion and termination, as appropriate.

RESPONDING TO CONCERNS

School officials shall apply the same criterion of educational suitability used to review other educational resources when questions arise concerning access to specific databases or other electronic media.

AUDIT OF USE

Users with network access shall not utilize District resources to establish electronic mail accounts through third-party providers or any other nonstandard electronic mail system.

The Superintendent/designee shall establish a process to determine whether the District's education technology is being used for purposes prohibited by law or for accessing sexually explicit materials. The process shall include, but not be limited to:

1. Utilizing technology that meets requirements of Kentucky Administrative Regulations and that blocks or filters internet access for both minors and adults to certain visual depictions that are obscene, child pornography, or, with respect to computers with Internet access by minors, harmful to minors;
2. Maintaining and securing a usage log; and
3. Monitoring online activities of minors.

RETENTION OF RECORDS FOR E-RATE PARTICIPANTS

Following initial adoption, this policy and documentation of implementation shall be retained for at least ten (10) years after the last day of service in a particular funding year.

REFERENCES:

[KRS 156.675](#); [KRS 365.732](#); [KRS 365.734](#)
[701 KAR 005:120](#)
[16 KAR 1:020 KAR 001:020 \(Code of Ethics\)](#) (Code of Ethics)
47 U.S.C. 254/Children's Internet Protection Act; 47 C.F.R. 54.520
Kentucky Education Technology System (KETS)
47 C.F.R. 54.516; 15-ORD-190

RELATED POLICIES:

03.13214/03.23214; 03.1325/03.2325; 03.17/03.27
08.1353; 08.2322
09.14; 09.421; 09.422; 09.425; 09.426; 09.4261
10.5

Adopted/Amended: 8/17/2015
Order #: 23

Access to Electronic Media

The District offers access to and use of technology, the Internet and email as part of the instructional process.

Students must sign a Student Acceptable Use Policy agreement before direct access to technology, the Internet or teacher directed electronic mail (email) would be provided. Written parental consent shall be required before any student is given direct, hands-on access to technology, the Internet or to teacher-directed electronic mail. However, educators may use the Internet during class-directed group demonstrations with or without parental consent. Students will be held accountable for violations of the Student Acceptable Use Policy agreement and understand that disciplinary action may be taken.

Except in cases involving students who are at least eighteen (18) years of age and have no legal guardian, parents/guardians may request that the school/District:

- Provide access so that the parent may examine the contents of their child(ren)'s email files;
- Terminate their child(ren)'s individual email account and/or Internet access; and
- Provide alternative activities for their child(ren) that do not require Internet access.

Parents/guardians wishing to challenge information accessed via the District's technology resources should refer to Policy 08.2322/Review of Instructional Materials and any related procedures.

LOCAL TECHNOLOGY RESOURCES

- Users shall not violate State and Federal legal requirements addressing student and employee rights to privacy, including unauthorized disclosure, use and dissemination of personal information.
- The use of your account, District devices, and network resources must be in support of education and research consistent with the District's educational objectives.
- Any use of the computer network must conform to state and federal law, network provider policies and licenses, and District policy.
- Use of the computer network for charitable purposes must be approved in advance by the Superintendent/designee.
- The computers and computer network constitutes public facilities and may not be used to support or oppose political candidates or ballot measures.
- Users may not give their passwords to anyone.
- Users may not transmit, access, or store obscene, profane, abusive threatening, or sexually explicit language.
- Users may not create or share computer viruses, worms, or other malicious code.
- Users may not destroy another person's data.
- Users may not damage or destroy any technology or related devices, such as computer systems, computer networks, or school/teacher/District websites.
- Users may not use the network for commercial purposes.

08.2323 AP.2 - No Existing Procedure
To Be Reviewed at 2/20/17 Meeting

Access to Electronic Media**LOCAL TECHNOLOGY RESOURCES (CONTINUED)**

- Users may not monopolize the resources of the District's network by such things as running large programs and applications over the network during the day, sending massive amounts of email to other users, or using system resources for nonacademic games or gaming.
- Users may not break or attempt to break into other computer networks.
- Users are responsible for the appropriateness and content of material they store, transmit, or publish on the network. Hate mail, harassment, discriminatory remarks, or other antisocial behaviors are expressly prohibited.
- Users may not participate in MUD (multi-use games) via the network.
- Users are not permitted to get from, or put into, the network copyrighted material (including software), or threatening or sexually explicit material. Copyrights must be respected.
- Staff members may bring personal devices for work-related use at school/work locations with specific permission of the building administrator/designee.
- Students may bring personal devices for educational use at school only after receiving a digital driver's license and specific permission of the building administrator/designee.
- Personal devices, both staff and students, will only be permitted to join the District network after each user has successfully completed a digital citizenship course and received a digital driver's license.
- Student personal devices may only be used in the classroom with permission of the teacher.
- Staff members who wish to loan their personal devices to students should do so with caution, for instructional purposes only, and only when accessing the network and Internet via District resources.

INTERNET REGULATIONS

- Network and Internet access through the school is to be used for instruction, research, and school-related activities. School access is not to be used for private business or personal, nonschool-related communications.
- Teachers, Library Media Specialists, and other educators are expected to select instructional materials and recommend research sources in print or electronic media. Educators will select and guide students on the use of instructional materials on the Internet.
- Users may not offer network or Internet access to another individual via their District accounts.
- Student users may not offer use of their personal devices to other student users.
- Purposefully annoying other Internet users, on or off the District system, is prohibited. This includes such things as continuous talk requests, unauthorized social networking contacts, and chat rooms.
- Students shall not reveal their own names or personal information to or establish relationships with "strangers" on the Internet, unless a parent or teacher has coordinated the communication.

Access to Electronic Media**ELECTRONIC MAIL REGULATIONS (CONTINUED)**

- Users may not access, copy or transmit another user's messages without permission.
- Users should not reveal a personal address or phone number or those of other students unless a parent or a teacher has coordinated the communication.
- Users may not send electronic messages using another person's name or account.
- Users may not send electronic messages anonymously.
- Users may not create, send, or participate in chain E-mail.

Users should not expect files stored on District servers or through District provided or sponsored technology services, to be private. People who operate the system do have access to all mail Messages relating to or in support of illegal activities may be reported to the authorities.

Review/Revised:6/18/12

Student User Agreement and Parent Permission Form

DIRECTIONS: After reading the Student Acceptable Use Policy and related administrative procedures for District technology, Internet and E-mail access, please read and fill out the appropriate portions of this contract completely and legibly. The signature of a parent or guardian shall be required for direct access for all students. Please return the contract to your child's teacher.

I have read the Student Acceptable Use Policy and related administrative procedures for technology, Internet and E-mail access. I understand and will abide by the stated Terms and Conditions. I further understand that violation of the regulations is unethical and may constitute a criminal offense. If I commit any violation, my access privileges may be revoked, school disciplinary action and/or appropriate legal action may be taken.

Student Name (please print) _____

Student Signature: _____

Date _____

PARENT OR GUARDIAN

As the parent or guardian of this student, I have read the District's Student Acceptable Use Policy and related procedures for technology, Internet and E-MAIL access. I understand that this access is designed for education purposes and that District schools have taken available precautions to eliminate access to controversial material. However, I also recognize it is impossible for District employees to restrict access to all controversial materials, and I will not hold District personnel responsible for materials this student may acquire on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give my permission for the student named above to have Internet access and certify that the information contained on the form is correct.

CONSENT FOR USE

By signing this form, you hereby accept and agree that your child's rights to use the electronic resources provided by the District and/or the Kentucky Department of Education (KDE) are subject to the terms and conditions set forth in District policy/procedure. Please also be advised that data stored in relation to such services is managed by the District pursuant to policy 08.2323 and accompanying procedures. You also understand that the e-mail address provided to your child can also be used to access other electronic services or technologies that may or may not be sponsored by the District, which provide features such as online storage, online communications and collaborations, and instant messaging. Use of those services is subject to either standard consumer terms of use or a standard consent model. Data stored in those systems, where applicable, may be managed pursuant to the agreement between KDE and designated service providers or between the end user and the service provider. Before your child can use online services, he/she must accept the service agreement and, in certain cases, obtain your consent.

Parent or Guardian (please print) _____

Parent's/Guardian's Signature: _____

Date _____

Review/Revised:6/18/12

Application for Remote User Account

PLEASE PRINT WHEN COMPLETING THE FOLLOWING APPLICATION.

PERSONAL INFORMATION

First name _____ Middle Initial _____ Last Name _____

Work Address _____

Number and Street

City, State and ZIP Code

Home Address _____

Number and Street

City, State and ZIP Code

Daytime Phone Number _____ Evening Phone Number _____

Check one of the following: ☐ Staff Member ☐ Community Member ☐ Student

COMPUTER INFORMATION

Brand _____

Model _____

RAM Memory _____

Hard Disk Drive (size) _____

Modem Speed _____

DISTRICT RESPONSIBILITIES

The District does not provide commercial software programs for use at home. It is the responsibility of the user to legally acquire the necessary software for remote network or Internet access. A list of appropriate software programs and sources will be provided with each account.

While the technical staff in the District will make every effort to assist private citizens in their efforts to access the District's electronic resources, their primary responsibility is the students and teachers of the District. A list of KETS approved workstations and minimum workstation configuration will be provided with each account.

Review/Revised:7/25/2005

Individual Learning Plan Web Release

I am the parent or guardian of _____, a student under the age of eighteen (18) who is enrolled in grades six through twelve (6-12) in the _____ school district. I hereby authorize the District to enable a feature of web based Individual Learning Plan ("ILP") software, which will permit my student to invite third parties to have access to his/her ILP information or portions of such information via the web (internet). The purpose of this feature is to help my student with career and college plans by permitting him/her to share ILP information with persons or organizations such as college admissions officers, organizations offering scholarships, and potential employers. However, I understand this feature could permit my student to release ILP information to other third parties. I agree that the District, its employees, and agents shall not be responsible, nor shall they incur any liability for any disclosure made by the student using this software feature. The Family Educational Rights and Privacy Act (FERPA) and similar state statutes (KFERPA) generally require parents to consent before the educational records relating to their student(s) are disclosed to third parties.

I understand that the above software feature is not itself a disclosure of education records, but it will enable my student to disclose confidential educational records information. I specifically authorize and give my consent to the disclosure of ILP educational records information to third parties by my student through the use of the software feature as described above.

I understand that once this signed form is returned to the school, it will stay in effect as long as my child is enrolled in the District (unless I or my child on turning 18 requests a change).

I also understand that the sharing feature will not be enabled for my child unless this completed form is returned to the school.

Signature of Parent/Guardian

Date

PLEASE COMPLETE AND RETURN THIS FORM TO YOUR CHILD'S SCHOOL BY _____ (DATE).

Review/Revised:11/15/2010

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 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 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](#)

Adopted/Amended: 10/17/2016

Order #: 57

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.

RELATED POLICY:

08.2321

Adopted/Amended: 10/17/2016

Order #: 57

Previewing Materials/Video Request

Each year the District will provide to each school a list of approved videos that do not require prior approval by the Principal or Assistant Principal.

Requests to view videos that are not included on the approved list must be submitted to the Principal/Assistant Principal for approval. Requests shall be submitted on this form at least one (1) week prior to classroom viewing.

Teacher	Class
Period(s)	Viewing Date
Video/Taped TV	Rating
Previewed by Teacher ____ YES ____ NO	
Standards/Core Content to be Addressed:	
Purpose/Educational Value:	
Follow-up Activities used as a result of viewing this video/taped TV show:	

Teacher's Signature_____
Date of Request

____ APPROVED ____ NOT APPROVED

Principal's Signature

Review/Revised:9/15/08

School Calendar

DEVELOPMENT OF CALENDAR

On or before May 15, the Board, upon recommendation of the Superintendent, shall adopt a school calendar prior to each upcoming school year that establishes or includes:

1. Opening and closing dates of the school term,
2. Beginning and ending dates of each school month,
3. Days on which students are scheduled to receive instruction at school within designated start and dismissal times (student attendance days) and the length of each student attendance day in accordance with [KRS 158.060](#),
4. A minimum school term of not less than one hundred eight-five (185) days composed of student attendance days, teacher professional days, and holidays,
5. A student instructional year of at least one thousand sixty-two (1062) hours of instructional time or not less than one-hundred seventy (170) student attendance days,
6. Instructional time required for kindergarten per [KRS 157.320](#),
7. Any instructional time to be banked to make up for full days that may be missed due to an emergency,
8. Days in addition to the student instructional year for the make-up of instructional time missed due to emergency equal to the greatest number of days missed system-wide over the preceding five (5) school years, and
9. Days on which schools shall be dismissed.

ADDITIONAL REQUIREMENTS

A testing window in accordance with [KRS 158.6453](#) to accommodate state-mandated assessments shall also be included.

The Board may schedule days for breaks in the calendar that shall not be counted as part of the minimum student instructional year.

Schools shall be closed on the Tuesday after the first Monday in November in Presidential election years.

If any school in the District is used as a polling place, the school District shall be closed on the day of the election, and those days may be used for professional development activities, professional meetings, or parent-teacher conferences. Subject to the requirement that schools shall be closed on Presidential Election Day, the District may be open on the day of an election if no school in the District is used as a polling place.

AMENDING THE CALENDAR

The Board may amend the school calendar after it is adopted due to an emergency. The Board may lengthen or shorten any remaining student attendance days by thirty (30) minutes or more, as necessary provided it meets at minimum, a student instructional year as defined in statute. No student attendance day may contain more than seven (7) hours of instructional time unless the District submits and receives approval from the Commissioner of Education for an innovative alternative calendar.

School Calendar**EMERGENCY WAIVERS**

Emergency day waivers may be requested if the District has missed more than twenty (20) regular student attendance days and demonstrates that an extreme hardship will result if not granted the waiver. Board requests for District-wide emergency day waivers shall be submitted to the Commissioner.

REFERENCES:

[KRS 2.190](#); [KRS 118.035](#)
[KRS 157.320](#); [KRS 157.360](#)
[KRS 158.070](#); [KRS 158.6453](#)
[702 KAR 007:130](#); [702 KAR 007:140](#)

Adopted/Amended: 7/18/2016
Order #: 5

Student Attendance Day**STUDENT ATTENDANCE DAY**

The length of the student attendance day designated by the Board shall provide students with no less than the minimum number of student attendance days/hours required by law. The Board may request approval of an alternative school calendar based on procedures set out in Kentucky Administrative Regulation.

EXCEPTIONS

Kindergarten (entry level of the primary program) shall be provided no less than the equivalent of half-day sessions, five (5) days a week for a full school year for each kindergarten student with students assigned to either morning or afternoon sessions.

Students with disabilities and students attending primary school may attend less than six (6) hours per day under programs approved by the Board and the Commissioner of Education.¹

MASTER SCHEDULE

An up-to-date master (bell) schedule shall be on file in each school and up-to-date master (bell) schedules for each school shall be on file in the District's central office.

REFERENCES:

¹[KRS 158.060](#)
[KRS 157.320](#)
[KRS 157.360](#)
[KRS 158.030](#); [KRS 158.070](#)
[702 KAR 007:125](#)
[702 KAR 007:140](#)

Adopted/Amended: 8/17/2015

Order #: 23

School Term

The school term shall include at least four (4) days to be used for professional development and collegial planning activities for the professional staff as directed by statute, regulations, and policy. Additional days permitted by statute and authorized by the Board may be used for professional development and planning activities for the professional staff. Four (4) days may be used for holidays, and two (2) days may be used for planning activities.

If schools are scheduled to operate during days designated for statewide professional meetings, the District shall permit employees who are delegates to attend in keeping with statutory requirements.¹

REFERENCES:

¹[KRS 158.070](#)
[KRS 2.110](#); [KRS 156.095](#)
[702 KAR 007:125](#); [702 KAR 007:140](#); [704 KAR 003:035](#)
[OAG 97-25](#)

Adopted/Amended: 8/18/2014
Order #: 24

Emergency Closings

When, in the judgment of the Superintendent, an emergency exists, s/he shall close the schools or reduce the hours of the school day as appropriate in the interest of the health and safety of the pupils.

REFERENCE:

[702 KAR 007:125](#)

RELATED POLICY:

06.21

Adopted/Amended: 8/9/1988

Order #: 34

Program Evaluation**IMPLEMENTATION OF PLAN**

The Superintendent/designee shall develop and implement a District Improvement Plan for the evaluation of educational programs focused primarily on measurable student achievement data. This plan shall include both objective and subjective measures of student outcomes in relation to District educational objectives developed and approved by the Board.

Based on the timeline, criteria and procedures developed by the Kentucky Department of Education, the District's program evaluation plan shall include audits and reviews in the areas designated by regulation.¹

REFERENCES:

¹[703 KAR 005:230](#)
[KRS 158.645](#); [KRS 158.6451](#); [KRS 158.6453](#)

RELATED POLICIES:

01.111, 01.42
02.44, 02.441, 02.442
04.1, 08.222

Adopted/Amended: 7/16/2012

Order #: 4