

EXPLANATION: THE "EVERY STUDENT SUCCEEDS ACT OF 2015 (P. L. 114-95)" INCLUDES AREAS THAT WILL NEED TO BE CONSIDERED WHEN A DISTRICT DEVELOPS ITS DISTRICT IMPROVEMENT PLAN. IN ADDITION, THE ACT EXPANDS THE LIST OF PERSONS TO BE CONSULTED IN DEVELOPMENT OF THE LOCAL PLAN.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

EXPLANATION: THE KDLA RECORDS RETENTION SCHEDULE NOW REQUIRES DISTRICT IMPROVEMENT PLANS TO BE RETAINED PERMANENTLY. FINANCIAL IMPLICATIONS: NONE ANTICIPATED

POWERS AND DUTIES OF THE BOARD OF EDUCATION

01.111 AP.2

District Planning Committee

SCHOOL YEAR _____

MEMBERS APPOINTED BY THE SUPERINTENDENT:

Student(s)	Parent(s) ¹	Community Representative(s) ¹	Board Member(s) ²	Council Member(s)	Other School Leader(s) ¹	Teacher(s)	Paraprofessional(s) ¹	Principal(s)	Central Office Administrator(s)	Other Administrator(s) ¹	Classified Staff

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¹The Board may propose to the Superintendent candidates to serve as community and parent representatives.

²The Board shall select its representative(s) to the committee.

³Additional input as required by Every Student Succeeds Act.

COMMITTEE APPOINTMENTS APPROVED BY THE BOARD ON _____ Date

ORIENTATION/TRAINING

Orientation and/or training was provided to committee members on the following topics:

Areas	Facilitator/Trainer	Date(s) Provided
<input type="checkbox"/> Appropriate stakeholder input into the development and review of the plan		
<input type="checkbox"/> Planning skills to assist in developing required plan provisions		
<input type="checkbox"/> Identifying sources of assistance to address reduction of physical and mental health barriers to learning and established gap targets		
<input type="checkbox"/> Other: Including plan elements required by ESSA		
<input type="checkbox"/> Other:		

As appropriate, the Superintendent shall provide the committee with pertinent District data, including but not limited to: student academic performance and noncognitive data, the school facilities plan prepared by the Local Planning Committee, and the most recent annual school report card.

POWERS AND DUTIES OF THE BOARD OF EDUCATION

01.111 AP.2
(CONTINUED)

District Planning Committee

PROCESS GUIDELINES

Consistent with requirements of 703 KAR 5:225 and [ESSA](#), the Committee shall:

1. *Identify data to be collected and analyzed to determine causes and contributing factors*, which must include an annual review of disaggregated student assessment data and a standards-based process for measuring organizational effectiveness.
2. *Review gap targets* established by the Board.
3. *Conduct a needs assessment that includes, based on a model of the District's choice, examples of which include, but is not be limited to:*
 - A description of the data reviewed and process used to develop the needs assessment;
 - A review of the previous plan and its implementation to inform development of the new plan; and
 - Perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.
 - The AdvanceEd accreditation process; or
 - A process aligned with the Kentucky Standards and Indicators for School Improvement (SISI).
4. *Use the reporting structure required* by Kentucky Administrative Regulation.
5. *Develop goals, objectives, strategies, and activities* to enhance student achievement based on the needs assessment and analysis, which shall include targets or measures of success, timelines, persons responsible, and a budget that addresses funding and other resources needed.
6. *Schedule a public meeting* at which the information is discussed by various stakeholders (Board and council members, students, District staff, and citizens).
7. *Conduct required implementation and impact checks* each year to evaluate plan activities and achievement of plan goals and objectives, with results to be reported to the Board.

The Committee also shall provide information and updates, as directed by the Superintendent/designee, to promote communication and coordination between the District Planning Committee and school councils.
8. *Schedule a review and update* of the plan at least once a year.
9. *Submit updated plan* to Superintendent and Board, school staff, school councils, and the community for review and comment as directed by Policy 01.111.
10. *Maintain copies of the plan for five (5) years permanently* and other documentation to illustrate compliance with state and federal requirements.

The format of the District plan shall be consistent with parameters set forth in the [AdvanceEd-Adaptive System of School Improvement Support Tools \(ASSIST\)](#) platform. ~~(ASSIST)~~.

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EXPLANATION: SB 1 AMENDS KRS 158.649 CHANGING THE BIENNIAL TARGET FOR ELIMINATING ACHIEVEMENT GAPS TO EVERY YEAR. THESE PROPOSED CHANGES ARE IN COMPLIANCE WITH THOSE AMENDMENTS.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

EXPLANATION: THE "EVERY STUDENT SUCCEEDS ACT OF 2015 (P. L. 114-95)" INCLUDES AREAS THAT WILL NEED TO BE CONSIDERED WHEN A SCHOOL DEVELOPS ITS SCHOOL IMPROVEMENT PLAN.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

EXPLANATION: THE KDLA RECORDS RETENTION SCHEDULE NOW REQUIRES SCHOOL IMPROVEMENT PLANS TO BE RETAINED PERMANENTLY.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

ADMINISTRATION

02.442 AP.21

Comprehensive School Improvement Plan Reports

The council, or Principal in a school without a council, shall organize the school improvement planning process in accordance with Board policy and the following procedures. Selection of committee members shall reflect reasonable minority representation and encourage active minority participation and include input from parents, faculty and staff.

PROCESS GUIDELINES

Consistent with requirements of 703 KAR 5:225 and the Every Student Succeeds Act of 2015 (ESSA), the council/committee shall:

1. Analyze performance data for the school's students, including an annual review of disaggregated assessment data.
2. Review gap targets established by the Board. (Upon agreement of the Superintendent and SBDM council, or the Principal if there is not a council, the Board shall establish an biennial/annual target for the school for reducing identified gaps in achievement.)
3. Conduct a comprehensive needs assessment for the school.
4. Document progress notes to evaluate plan activities and achievement of plan goals and objectives, with results to be reported to the council/committee and to the Board via the Superintendent.

The council/committee also shall provide information and updates, as directed by the Superintendent/designee, to promote communication and coordination between the District Planning Committee and school councils.

5. Schedule a review and update of the plan by the council/committee at least once a year, as determined by the committee.
6. Submit updated plan to Superintendent, Board and community for review and comment.
7. Submit school's Section 7 allocation requests to the Board, aligned with the CSIP and as approved by the council/committee or Principal.
8. Maintain copies of the plan for five (5) years permanently and other documentation to illustrate compliance with state and federal requirements.

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Comprehensive School Improvement Planning

FORMAT OF WRITTEN PLAN

COMPONENT	PERSON(S) RESPONSIBLE	TARGET DATE	DATE COMPLETED
MISSION STATEMENT			
GOALS (FOCUSING ON STUDENT PERFORMANCE AND ACHIEVEMENT GAPS)			
OBJECTIVES (SCHOOL CHANGES NEEDED TO REACH GOALS)			
PRIORITY NEEDS:			
<ul style="list-style-type: none"> ▪ addressing student performance weaknesses ▪ closing achievement gaps 			
ACTION COMPONENTS (STRATEGIES & ACTIVITIES) CONSISTENT WITH BOARD/COUNCIL ROLES			
PLAN ACTIVITIES/METHOD TO EVALUATE PLAN			
SCHEDULED IMPLEMENTATION & IMPACT CHECK(S) INCLUDING REPORTS TO COUNCIL/COMMITTEE AND BOARD – RECOMMENDED AT LEAST ONCE ANNUALLY			
ASSURANCE OF PROCESS USED TO DEVELOP PLAN			
OTHER PROCESS COMPONENTS REQUIRED BY 703 KAR 5:225 OR ESSA:			

EXPLANATION: UNDER THE "EVERY STUDENT SUCCEEDS ACT OF 2015 (P. L. 114-95)" PARENTS ARE INFORMED WHEN THEIR CHILD HAS BEEN ASSIGNED OR TAUGHT FOR FOUR (4) OR MORE CONSECUTIVE WEEKS BY A TEACHER NOT CERTIFIED IN THAT GRADE LEVEL AND SUBJECT AREA. FINANCIAL IMPLICATIONS: PARENTAL NOTIFICATION COSTS

PERSONNEL

03.112 AP.22

- CERTIFIED PERSONNEL -

ESSA Qualification Notifications

ANNUAL NOTIFICATION - OPTION TO REQUEST PROFESSIONAL QUALIFICATIONS

TO: _____ <i>Parent's Name</i>
FROM: _____ <i>School Name</i>
REGARDING: _____ <i>Student's Name</i>
DATE: _____ GRADE _____

Dear Parent/Guardian,

Because our District receives federal funds for Title I programs as a part of the Every Student Succeeds Act (ESSA), you may request information regarding the professional qualifications of your child's teacher(s) and paraprofessional(s), if applicable.

If you would like to request this information, please contact _____
by phone at _____ or by e-mail at _____.

Sincerely, _____
Principal/designee

ESSA Qualification Notifications
NOTIFICATION RE: TEACHER QUALIFICATIONS

TO: _____
Parent's Name

FROM: _____
School Name

REGARDING: _____
Student's Name

DATE: _____ **GRADE:** _____

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Dear Parent/Guardian,

Our school is dedicated to providing the best instructional staff we can to teach our students. However, because our school receives Title I federal funds, the federal Every Student Succeeds Act (ESSA) requires us to inform you that your child has been assigned to a teacher who does not meet applicable State certification or licensure requirements to teach the subject at your child's grade level. Your child

has been assigned to _____ for _____
Name of teacher *Subject and grade level*
for this school year.

has been assigned to _____ for _____
Name of teacher *Subject and grade level*
for the past four (4) weeks (20 instructional days.)

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Please let me know if you have questions about this information (_____).
Telephone #

Sincerely, _____
Principal/designee

EXPLANATION: NEW FMLA CERTIFICATION FORM FOR USE WHEN AN EMPLOYEE REQUESTS MILITARY CAREGIVER LEAVE.
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

PERSONNEL

03.12322 AP.1

- CERTIFIED PERSONNEL -

Family and Medical Leave Compliance

REQUIRED NOTICES

As required by law, the District shall post information and distribute notices using documents prepared by the United States Department of Labor (DOL) to implement the federal Family and Medical Leave Act. The FMLA poster provided by the DOL must be displayed in a conspicuous place at all locations where employees and applicants for employment can see it, including those work locations to which no eligible employees are assigned.

Posters, notices to provide to employees, and designated forms may be downloaded from the following (DOL) web site:

<http://www.dol.gov/dol/topic/benefits-leave/fmla.htm>

These include the following:

- FMLA Poster (PDF) - <http://www.dol.gov/whd/regs/compliance/posters/fmlaen.pdf>
- WH-380-E Certification of Health Care Provider for Employee's Serious Health Condition - <http://www.dol.gov/whd/forms/WH-380-E.pdf>
- WH-380-F Certification of Health Care Provider for Family Member's Serious Health Condition - <http://www.dol.gov/whd/forms/WH-380-F.pdf>
- WH-381 Notice of Eligibility and Rights & Responsibilities - <http://www.dol.gov/whd/forms/WH-381.pdf>
- WH-382 Designation Notice - <http://www.dol.gov/whd/forms/WH-382.pdf>
- WH-384 Certification of Qualifying Exigency for Military Family Leave - <http://www.dol.gov/whd/forms/WH-384.pdf>
- WH-385 Certification for Serious Injury or Illness of Covered Servicemember - <http://www.dol.gov/whd/forms/WH-385.pdf>
- **WH-385-V Certification for Serious Injury or Illness of a Veteran for Military Caregiver Leave - <https://www.dol.gov/whd/forms/wh385V.pdf>**

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EXPLANATION: THE "EVERY STUDENT SUCCEEDS ACT OF 2015 (P.L. 114-95)" HAS A NEW DEFINITION OF PROFESSIONAL DEVELOPMENT.
FINANCIAL IMPLICATIONS: COST OF PROVIDING TRAINING

PERSONNEL

03.19 AP.1

- CERTIFIED PERSONNEL -

Professional Development

DEFINITIONS

Professional development is defined as professional learning that is an individual and collective responsibility, that fosters shared accountability among the entire education workforce for student achievement, and:

1. Aligns with Kentucky Academic Standards in 704 KAR 3:303, educator effectiveness standards, individual professional growth goals, and school, district, and state goals for student achievement;
2. Focuses on content and pedagogy, as specified in certification requirements, and other related job-specific performance standards and expectations;
3. Occurs among educators who share responsibility for student growth;
4. Is facilitated by school and district leaders, including curriculum specialists, principals, instructional coaches, competent and qualified third-party facilitators, mentors, teachers or teacher leaders;
5. Focuses on individual improvement, school improvement, and plan implementation; and
6. Is on-going.

Professional development program means a sustained, coherent, relevant, and useful professional learning process that is measurable by indicators and provides professional learning and ongoing support to transfer that learning to practice.

Every Student Succeeds Act of 2015 (ESSA) defines professional development as activities that are an integral part of school and local educational agency strategies for providing educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards; and that are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

PROFESSIONAL DEVELOPMENT PROGRAM

The school and District, under the direction of the Professional Development Coordinator (PDC), shall develop and implement plans of continuing professional development. The plans shall include, but not be limited to, the following components:

1. A clear statement of the school or District mission;
2. Evidence of representation of all persons affected by the Professional Development plan;
3. A needs assessment analysis;
4. PD objectives that are focused on the school or District mission, derived from needs assessment, and that specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results.

Professional Development

PROFESSIONAL DEVELOPMENT PROGRAM (CONTINUED)

Professional development activities shall be in accordance with federal guidelines and Kentucky State Regulation.

CERTIFIED STAFF RESPONSIBILITIES

In addition to job-embedded professional learning included in the Professional Development Plan, it is the responsibility of each full-time certified staff member to complete the twenty-four (24) hours of professional development required in the District calendar. Part-time employees shall complete the appropriate portion of the twenty-four (24) hours.

NEW TEACHER ORIENTATION

Prior to the opening of school all teachers new to the District shall be required to attend an orientation session to acquaint new personnel with Board policies, administrative procedures, Central Office staff, and the Principal(s) to whom they are assigned. The Superintendent/designee will be responsible for the program and all arrangements.

REQUIREMENT MUST BE FULFILLED

Professional development is ongoing. However the twenty-four (24) hours required by statute must be fulfilled by May 1 of each year. If it is not, repayment for the appropriate hours will be deducted from the individual's paycheck.

It is the responsibility of the individual to provide appropriate documentation for all completed professional development. Internal offerings are documented by sign-in sheets. For activities outside the District, it is the responsibility of the individual to obtain the appropriate form prior to attendance, have it completed and return it to the PDC. Registration costs, meals, and mileage are the responsibility of the individual unless supplemental funds are provided by another source.

RELATED PROCEDURES:

03.125 AP.21
03.19 AP.21

EXPLANATION: HB 195 AMENDS MULTIPLE STATUTES TO CHANGE THE GENERAL EDUCATION DIPLOMA (GED) TO HIGH SCHOOL EQUIVALENCY DIPLOMA.
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

PERSONNEL

03.221 AP.22

- CLASSIFIED PERSONNEL -

Checklist of Items to be on file for the Hiring of Classified Personnel

ITEMS 1-4 MUST BE ON FILE BEFORE ITEM 5 IS COMPLETED

Name _____ Telephone _____

Address _____ Social Sec.# _____

Effective date of hire _____ Position _____

- _____ 1. Application, including a list of states of former residence and dates of residency, and picture identification
- _____ 2. Copy of high school diploma/~~GED~~High School Equivalency Diploma
- _____ 3. Food Service Test results (food service applicants only)
- _____ 4. Criminal check
- _____ 5. Interview by Personnel Director, Maintenance Director, Food Service Director other Directors, and/or the Principal
- _____ 6. Health form (physical) and TB Risk Assessment per 702 KAR 1:160
- _____ 7. Bloodborne pathogen training
- _____ 8. State and Federal tax forms
- _____ 9. Form I-9
- _____ 10. Health insurance application and checklist
- _____ 11. Kentucky Retirement System Application (Copy)
- _____ 12. Life Insurance application
- _____ 13. Labor information provided to employer
- _____ 14. Contract of employment and signed copy of job description

EXPLANATION: AS NEEDED TO QUALIFY FOR A FEDERAL TITLE IV GRANT, DISTRICTS MUST CONDUCT A NEEDS ASSESSMENT TO IDENTIFY AREAS OF NEED OUTLINED IN THE EVERY STUDENT SUCCEEDS ACT OF 2015 (P.L. 114-95).
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

FISCAL MANAGEMENT

04.1 AP.1

Needs Assessment

SCHOOL NEEDS ASSESSMENT

By the end of the second month of the school year, each site administrator shall conduct and submit to the Superintendent a needs assessment. In SBDM schools the administrator shall conduct the assessment at the direction of the council.

If the school has developed a strategic plan or improvement plan, items identified in those plans should help determine needs. As the school develops its improvement plan, as outlined by the Department of Education, the needs assessment will assist in determining the contents of that plan.

GUIDELINES FOR SCHOOL ASSESSMENTS

The annual needs assessment shall identify existing programs, strengths of the school, and where needs exist. Examples of needs to be addressed are:

1. Instructional program
2. Student support services (counselors, music teachers, etc.)
3. Major equipment (science, technology, etc.)
4. Major maintenance (roof, heating and cooling, painting, door replacement, etc.)

DOCUMENTS TO BE REVIEWED

In preparing the District needs assessment, the Superintendent shall include a review of pertinent information, including but not limited to:

- Student academic assessment results (state-mandated tests, AP scores, nationally normed tests, SAT, ACT, etc.)
- Student noncognitive variables (attendance, drop-out rates, retention rates, etc.)
- District strategic plan or recommendations from the District's long-range plan
- Goals and objectives established by the Board and those set out in statute
- Needs assessments of individual schools
- Capital outlay needs of the District, including major maintenance needs
- Personnel salaries (Specific salary increases should not be included in the needs assessment.)
- Recommendations of accrediting associations such as the Southern Association for Elementary and Secondary Schools
- Staffing levels (The needs assessment should review staffing and programs included or funded in the schools' and District budgets.)

Needs Assessment

PRESENTATION TO THE BOARD

By December 1 the Superintendent shall have completed the District needs assessment, tabulated the results, and presented a summary report to the Board for its review and utilization in developing budget priorities. The report shall include the estimated cost for each item, and costs shall be within the revenues available to the District.

The Superintendent, at his/her discretion, may involve a committee to assist in development of the District needs assessment.

DISTRICT NEEDS ASSESSMENT (ESSA TITLE IV)

As needed to qualify for a federal Title IV grant, the District needs assessment must be conducted once every three (3) years as specified in Every Student Succeeds Act of 2015 (ESSA). The needs assessment shall be done with input from stakeholders, including, but not limited to: parents, teachers, principals, school and community leaders, local government representatives, and others with relevant and demonstrated expertise in the area. The assessment shall examine needs for improvement of the following:

- 1. Access to, and opportunities for, a well-rounded education for all students;
- 2. School conditions for student learning in order to create a healthy and safe school environment; and
- 3. Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

REFERENCE:

20 U.S.C. § 7116(d)

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EXPLANATION: THERE IS NO STATUTORY REQUIREMENT TO PUBLISH BUS ROUTES IN THE NEWSPAPER.

FINANCIAL IMPLICATIONS: DECREASED COSTS OF PUBLISHING IN THE NEWSPAPER

TRANSPORTATION

06.31 AP.1

Bus Scheduling and Routing

SCHEDULING AND ROUTING

The Director of Transportation/Central Office designee shall prepare a route map and schedule of stops for each bus in the District. These maps will show the routes traveled by buses both morning and afternoon.

WRITTEN DESCRIPTION

A written description of each route shall be kept on the bus; a copy shall be filed with the Principal of the school(s) the bus serves, and the original shall be filed with the Director of Transportation/Central Office designee. This description shall include any characteristics peculiar to the route such as dangerous turns, steep grades, signals, and special information about any danger areas.

EXTENSION OF BUS ROUTES

The Principal and Transportation Director will survey the need for a route extension on request by interested parties.

NEW DRIVERS AND ROUTES

At least one (1) week prior to the opening of school, each new driver and each experienced driver with a new route shall receive his/her map and schedule. The drivers shall drive their routes before school opens in order to become familiar with the route and the schedule.

~~NOTIFICATION TO PARENTS~~

~~Bus routes will be published in the local newspaper at least one (1) week prior to the first day of school for students.~~

DRIVER TO FINALIZE SCHEDULE

Each driver shall finalize his/her route schedule within ten (10) driving days after school opens. This route schedule will contain the names of the students riding the bus, the name of the road(s) on which the bus is routed, each stop's number, the time of the stop, the grade of the pupil, and the school the pupil attends. Drivers shall notify the Director of Transportation/Central Office designee of any revisions to their routes.

EXPLANATION: THERE IS NO REQUIREMENT FOR SCHOOL DISTRICTS TO PROVIDE CHILD SAFETY RESTRAINT SYSTEMS ON BUSES FOR PRESCHOOL STUDENTS UNLESS THEY ARE PROVIDING DISTRICT TRANSPORTATION TO A HEAD START PROGRAM.
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

TRANSPORTATION

06.32 AP.1

Eligibility for Transportation

STUDENTS WITH DISABILITIES

The need for special transportation for students with disabilities must be determined by the ARC or Section 504 Team and stated in the student's Individual Education Plan (IEP) or Section 504 Plan.

CAREER AND TECHNICAL STUDENTS

High school students attending an area career and technical school or extension center are eligible to be transported from the high school to the career and technical school. Transportation will be provided by the District in accordance with state regulations.

PRESCHOOL TRANSPORTATION

~~The District shall provide Child Safety Restraint Systems for use by preschool students being transported on District buses in compliance with guidelines established by the National Highway Traffic Safety Administration.~~

When the parent/guardian, or a person authorized by the parent/guardian to accept the child, is not present upon midday or afternoon delivery, the child shall be taken to a prearranged location. The parent/guardian shall be notified of the child's location and shall be responsible for pick up.

Upon the third (3rd) time the assigned adult is not present to receive the child, the parent(s)/guardian will be requested to provide transportation for the child.

CHILDREN IN FOSTER CARE

The Superintendent will appoint a Point of Contact (POC) to coordinate activities relating to the District's provision of services to children placed in foster care, including transportation services, when the District is notified by the Cabinet for Health and Family Services in writing that the Cabinet has designated its foster care POC for the District. The Superintendent may appoint the District POC prior to such notice from the Cabinet.

The District will collaborate with the Cabinet when transportation is required to maintain children placed in foster care in a school of origin outside their usual attendance area or District when in the best interest of the student. Under the supervision of the Superintendent/designee, the District POC will invite appropriate District officials, the Cabinet POC, and officials from other districts or agencies to consider how such transportation is to be promptly arranged and funded in a cost effective manner. The arrangement and funding will be in accordance with the Cabinet's authority to use child welfare funding when required to maintain children in foster care in their school of origin when in the best interest of the student.

If there are additional costs to be incurred in providing transportation to maintain a student in the school of origin, the District will provide transportation to such school if:

- The Cabinet agrees to reimburse the District for the cost of such transportation;
- The District agrees to pay for the cost of such transportation; or
- The District and the Cabinet agree to share the cost of such transportation.

Eligibility for Transportation

DEFINITIONS

“Foster Care” means 24-hour care for children placed away from their parents, guardians, or person exercising custodial control or supervision and for whom the Cabinet has placement care and responsibility.

“School of origin” means the school in which a child is enrolled at the time of placement in foster care.

While “Best Interest” is not defined in ESSA, that determination shall take into account all relevant factors, including consideration of the appropriateness of the current educational setting, and the proximity to the school in which the child is enrolled at the time of foster care placement.¹

REFERENCES:

¹[Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care](#)

KRS 605.120

922 KAR 1:350

42 U.S.C. § 675(4)(A)

20 U.S.C. § 6311(g)(1)(E)

20 U.S.C. § 6312(c)(5)

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

EXPLANATION: THIS IS TO CLARIFY THE PROCESS FOR PARENTS TO FOLLOW TO REQUEST SPECIAL DIETARY SERVICES FOR THEIR CHILD AND OUTLINES DISTRICT RESPONSIBILITIES.
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

SUPPORT SERVICES

07.1 AP.11

Food Allergies and Special Dietary Needs

The District School Nutrition Program shall provide modified menus or food preparation for students as required by their individual education plan (IEP), Section 504 plan, or health plan.

The District School Nutrition Program shall be informed of any student who is unable to consume the meals normally served at the school in which s/he is enrolled.

Nutrition Program services shall provide for substitution of food items based on child-specific medical guidance.

PARENTAL ASSISTANCE RESPONSIBILITIES

Parents ~~will be asked to~~requesting dietary accommodations for their child shall:

1. Notify the school principal of any food allergy or special dietary need related to a disabling condition or medical necessity.
2. Provide a written statement containing medical information from a District approved recognized medical authority (RMA) authorized to practice within the State of Kentucky as noted in the student's IEP, 504 plan or health plan.
3. Provide updated medical information as requested by the District.
4. Participate in any meetings or discussions regarding the student's meal plan.
5. Notify the school of any changes relating to the food allergy or special dietary need.

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SCHOOL SITE RESPONSIBILITIES

1. Inform school nutrition personnel who to notify when they receive a request from a parent or student for accommodations related to food allergies.
- ~~2.~~ Identify children requiring special dietary modifications
- ~~2.3.~~ The Principal or designee shall refer a student with known or suspected special dietary needs for special services as required by law and shall notify the Special Education Director, Section 504 Coordinator, school nurse or health services assistant, as appropriate, given the nature of the medical requirement or disabling condition known or suspected.
- ~~3.4.~~ The Principal or designee shall make staff and the student aware of precautions needed related to field trips, classroom parties, allergy alert identification, intervention strategies, and other issues necessary to promote student safety.
- ~~4.5.~~ Admissions and Release Committee (ARC) chairs, Section 504 chairs, the school nurse, or the school nurse assistant, as appropriate, shall communicate plan requirements to all potential plan implementers, such as designated School Nutrition staff, the student's teachers, etc.
- ~~5.6.~~ Monitor and update the IEP, Section 504 plan, or health plan as needed.

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FOOD & NUTRITION SERVICES RESPONSIBILITIES

1. Provide food item services and/or substitutions for students based on medical need. Menus will not be modified based on personal preference.
2. Provide training to school nutrition personnel on how to react to food allergies and food-related emergencies and how to modify menus.
3. Maintain special dietary information on each student identified as having special dietary needs and update this information as needed.

EXPLANATION: THE KENTUCKY DEPARTMENT OF EDUCATION NO LONGER HAS A DIVISION NAMED STUDENT/FAMILY SUPPORT SERVICES AND NO LONGER REQUIRES DISTRICTS TO SEND THE DOCUMENTS AS LISTED BELOW.
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

CURRICULUM AND INSTRUCTION

08.1312 AP.1

Application for Home/Hospital Instruction

The Home/Hospital Instruction application is incorporated by reference in 704 KAR 7:120. This application, ~~including the accompanying medical verification form and home/hospital committee decision form,~~ is available from the ~~Division of Student/Family Support Services,~~ Kentucky Department of Education website.

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RELATED PROCEDURES:

08.1312 AP.21

~~08.1312 AP.22~~

08.1312 AP.23

EXPLANATION: THE "EVERY STUDENT SUCCEEDS ACT OF 2015 (P. L. 114-95)" REQUIRES DISTRICTS TO NOTIFY PARENTS OF THEIR RIGHT TO REQUEST AND RECEIVE INFORMATION REGARDING STATE OR DISTRICT ASSESSMENT POLICIES.
FINANCIAL IMPLICATIONS: COST OF PROVIDING NOTICES

CURRICULUM AND INSTRUCTION

08.222 AP.21

ESSA Assessment Notification

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ANNUAL NOTIFICATION - OPTION TO REQUEST ASSESSMENT INFORMATION

TO:	_____
	<i>Parent's Name</i>
FROM:	_____
	<i>School Name</i>
REGARDING:	_____
	<i>Student's Name</i>
DATE:	_____
GRADE:	_____

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Dear Parent/Guardian,

Because our District receives federal funds for Title I programs as a part of the Every Student Succeeds Act (ESSA), you may request information addressing any State or District policy regarding student participation in any assessments mandated by ESSA, by the State or District. If you would like to request this information, please contact _____ by phone at _____ or by e-mail at _____.

Sincerely,

Principal/designee

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* Student Handbook of handbook is completed then send this home Web site

EXPLANATION: THE "EVERY STUDENT SUCCEEDS ACT OF 2015 (P. L. 114-95)" AND MCKINNEY-VENTO ACT REQUIRE DISTRICTS TO ELIMINATE BARRIERS TO THE IMMEDIATE ADMISSION OF HOMELESS YOUTH AND FOSTER CHILDREN. THE DISTRICT IS TO WORK WITH THE LOCAL CHILD WELFARE AGENCY AND/OR OTHER AGENCIES TO OBTAIN ANY NECESSARY ENROLLMENT DOCUMENTATION AFTER THE STUDENT IS ENROLLED.
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

STUDENTS

09.12 AP.1

Student Enrollment and Homeless/Immigration Status

IMMIGRANT STATUS

The Principal/designee shall notify school staff that a student's right to enrollment does not depend on his/her or the parent/guardian's immigration status.

School personnel should not engage in any practice that would inhibit or discourage an unauthorized alien student or any other student from attending.

HOMELESS STUDENTS

The term "homeless" shall refer to children and youths who lack a fixed, regular and adequate nighttime residence and includes those that are:

1. Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Abandoned in hospitals;
5. Residing in a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; and/or
7. Migratory children who are living in the previously described circumstances.

GUIDELINES FOR ENROLLMENT

1. In general, only minimal information, such as name and age, can be required to enroll any student in school.
2. Types of reliable proof of a student's identity and age may include, but are not be limited to:
 - Passport
 - Military identification or immigration card
 - Baptismal certificate
 - Copy of the record of baptism that has been notarized or duly certified and reflects the date of the student's birth
 - Any religious record authorized by a religious official
 - Recording of the student's name and birth in a family Bible or other religious text

Student Enrollment and Homeless/Immigration Status

GUIDELINES FOR ENROLLMENT (CONTINUED)

- Notarized statement from the parents or another relative or guardian as to the date of the student's birth
 - Prior school record indicating the date of the student's birth
 - Driver's license or learner's permit
 - Adoption record
 - Affidavit of identity and age
 - Any government document or court record reflecting the date of the student's birth
 - Oral proof when the native language of a parent or guardian is not a written language.
3. A student's exact date of birth (month, day and year) is not required for initial enrollment.
 4. When a student is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs and street outreach programs may offer proof of age and identity of a student for initial enrollment purposes.
 5. The District homeless student coordinator shall ~~assist homeless students~~ work with the local child welfare agency, the school last attended, or other relevant agencies to obtain essential records that are not in existence so that enrollment shall not be delayed or denied.
 6. To the extent possible, the District homeless student coordinator shall attempt to provide required notices to non-English speaking parents via written language understandable to the general public and in the native language or other mode of communication of the parent with documentation of the attempt. If the native language of the parent is not a written language, the coordinator should take steps to ensure that the notice is translated orally or by other means so that the parent understands the content of the notice and that there is written evidence of the translation to the extent possible with documentation of the attempt.

EXPLANATION: THE BOARD MAY DESIGNATE A STUDENT'S ADDRESS AS DIRECTORY INFORMATION UNDER FERPA; HOWEVER, UNDER THE MCKINNEY-VENTO ACT, INFORMATION REGARDING A STUDENT'S LIVING SITUATION IS NOT CONSIDERED DIRECTORY INFORMATION. AS A RESULT, INFORMATION ABOUT A STUDENT'S LIVING SITUATION MUST BE PROVIDED THE SAME PROTECTIONS AS OTHER NON-DIRECTORY, PERSONALLY IDENTIFIABLE INFORMATION (PII) CONTAINED IN STUDENT EDUCATION RECORDS UNDER FERPA.
 FINANCIAL IMPLICATIONS: NONE ANTICIPATED

STUDENTS

09.14 AP.12

Student Directory Information Notification

Consistent with the Family Educational Rights and Privacy Act (FERPA), parents (or students 18 or older) may direct the District not to disclose directory information listed below. We are required to disclose a student's name, address, and telephone listing at the request of Armed Forces recruiters or institutions of higher education, unless a parent or student who has reached age 18, requests that this information *not* be disclosed.
Information about the living situation of a homeless student is not considered directory information.

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Date

Dear Parent/Eligible Student,

This letter informs you of your right to direct the District to withhold release of student directory information for _____ . Following is a list of items that the District considers

Student's Name

student directory information. If you wish information to be withheld, please choose one (1) of the two (2) options below in both Sections I and II. Choose Option 1 if the District may not release any item of directory information; Option 2, if the District may release only selected items of information. Then check those items that may be released. Please be advised that parents cannot prevent the school from using directory information on District-issued ID cards or badges.

If we receive no response within thirty (30) days of the date of this letter, all student directory information will be subject to release without your consent. If you return this signed form on time, we will withhold the directory information consistent with your written directions, unless disclosure is otherwise required or permitted by law. Once there has been an opt-out of directory information disclosure, the District will continue to honor that opt-out until the parent or the eligible student rescinds it, even after the student is no longer in attendance.

<u>Student Directory Information Listing</u>	
Section I	Section II
Release to Third Parties other than Armed Forces Recruiters and Institutions of Higher Education	Armed Forces Recruiters & Institutions of Higher Education
(Parent or student who has reached age 18 may sign below to direct the District to withhold information in this section.)	(Parent or student who has reached age 18 may sign below to direct the District to withhold information in this section.)
CHOOSE ONE OF THE OPTIONS BELOW:	Choose one of the Options below:
<input type="checkbox"/> Option 1: The District MAY NOT RELEASE ANY information listed below.	<input type="checkbox"/> Option 1: The District MAY NOT RELEASE ANY information listed below.
<input type="checkbox"/> Option 2: The District MAY RELEASE ONLY the information checked below.	<input type="checkbox"/> Option 2: The District MAY RELEASE ONLY the information below.
<i>If you choose Option 2, check the item(s) of information listed below that the District may release.</i>	
<input type="checkbox"/> Student's name <input type="checkbox"/> Student's address <input type="checkbox"/> Student's school email address <input type="checkbox"/> <input type="checkbox"/> Student's telephone number <input type="checkbox"/> Student's date and place of birth <input type="checkbox"/> Student's major field of study <input type="checkbox"/> Information about the student's participation in officially recognized activities and sports	<input type="checkbox"/> Student's weight and height (if a member of an athletic team) <input type="checkbox"/> Student's dates of attendance <input type="checkbox"/> Degrees, honors and awards the student has received <input type="checkbox"/> Student's photograph/picture <input type="checkbox"/> Most recent educational institution attended by the student <input type="checkbox"/> Grade level
<ul style="list-style-type: none"> • Student's name • Student's address • Student's telephone number (if listed) 	
NOTE: IF DIRECTED TO WITHHOLD A STUDENT'S NAME, GRADE LEVEL, OR PHOTOGRAPH, THAT INFORMATION WILL NOT BE INCLUDED IN ANY SCHOOL OR DISTRICT PUBLICATION RELEASED TO THE PUBLIC. A PARENT WISHING TO PERMIT SUCH INFORMATION ABOUT HIS/HER CHILD (NAME, PICTURE, ETC.) TO BE INCLUDED IN A SCHOOL OR DISTRICT PUBLICATION (YEARBOOK, SPORTS PROGRAM, ETC.) THAT IS SOLD FOR FUND-RAISING PURPOSES MUST PROVIDE WRITTEN CONSENT FOR SUCH PURPOSES.	

Parent/Student Signature

Date

EXPLANATION: CONSIDER REMOVING "SCHOOL ATHLETICS" FROM FEE WAIVER EXAMPLE TO CLARIFY WAIVERS DON'T APPLY TO EXTRACURRICULAR ACTIVITIES.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

EXPLANATION: 702 KAR 3:220 REQUIRES ALL DISTRICTS HAVE PROCEDURES IN PLACE FOR STUDENTS TO APPLY FOR WAIVER OF FEES. THIS DOCUMENT IS BEING SENT AS AN OPTION TO MEET THAT REQUIREMENT.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

STUDENTS

09.15 AP.21

Application for Waiver of Fees

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 _____	

Name of Parent/Guardian _____

Address of Parent/Guardian _____

Home Telephone _____ If none, number of nearest neighbor _____

In the chart below, list the Name, Birthdate, School, and Grade for **all other** children in the home:

NAME	BIRTHDATE	GRADE	SCHOOL ATTENDING

Employment Status of Parent/Guardian:

Mother: Employed Unemployed

Employer's Name _____ Address _____

Father: Employed Unemployed

Employer's Name _____ Address _____

Gross Family Income from last Income Tax Return _____

1. Is the family presently receiving or eligible to receive any type of financial aid from the Kentucky Cabinet for Health & Family Services? YES NO
2. If your child is granted free/reduced price meal status, do you grant permission for school food service personnel to disclose that information to the following District personnel for the sole purpose of determining if your child is eligible for a fee waiver for such activities as textbook rental ~~and school athletic~~ and field trip fees, etc.?
 - School administrators
 - Other District personnel, such as activity sponsors, who do not otherwise have access to information in connection with the School Nutrition program. YES NO

EXPLANATION: THIS CLARIFIES THAT 702 KAR 5:030 STATES THAT THE PRINCIPAL IS RESPONSIBLE FOR A SYSTEM OF ADEQUATE SUPERVISION OF PUPILS ENTERING AND LEAVING BUSES AT SCHOOL. OTHER PERSONNEL MAY PROVIDE SUPERVISION IN OTHER AREAS.
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

STUDENTS

09.221 AP.1

Supervision of Students

RESPONSIBILITY

Principals shall develop and implement a plansystem of supervision for their schools to address students as they enter and leave the bus at school.

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Schools may use authorized personnel in supervisory capacities in the following areas:

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1. Bus loading and unloading;
2. Meals;
3. Halls, restrooms, and playgrounds;
4. Time before and after the school day;
5. Field trips and other school activities; and
6. Other as neededIssues.

~~Prior to the opening of school each year, the Principal shall submit the plan to the Superintendent/designee for review and to the Board for its approval.~~

REFERENCE:

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702 KAR 5:030

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EXPLANATION: KRS 620.030 REQUIRES TEACHERS, SCHOOL ADMINISTRATORS, OR OTHER SCHOOL PERSONNEL WHO KNOW OR HAVE REASONABLE CAUSE TO BELIEVE THAT A CHILD UNDER 18 IS DEPENDENT, ABUSED OR NEGLECTED, OR IS A VICTIM OF HUMAN TRAFFICKING TO REPORT IT TO LAW ENFORCEMENT.
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

STUDENTS

09.227 AP.1

Child Abuse/Neglect/Dependency

MAKING AN ORAL REPORT

District employees who receive information from or about a student that causes them to know or gives them reasonable cause to believe that a child is dependent, neglected, ~~or~~ abused, or is a victim of human trafficking will promptly make an oral report to the proper authorities listed in Policy 09.227 and may assist the student in making such a report. All employees who know or have reasonable cause to believe that a child is dependent, neglected, or abused have the responsibility to report. Any attempt to prevent such a report is illegal.

The individual making an oral report should make a personal record of the report, including the date and time of report and name of the individual to whom the report was made.

The confidentiality of identifying information pertaining to individuals making a report is protected as provided by statute (KRS 620.050).

will need to go to or Website then go to Superintendent's office.

EXPLANATION: THE OFFICE OF CIVIL RIGHTS REQUIRES DISTRICTS TO HAVE A COMPLAINT PROCESS REGARDING WEBSITE ACCESSIBILITY. THIS NEW FORM MEETS THAT REQUIREMENT.
FINANCIAL IMPLICATIONS: PRINTING COSTS.

COMMUNITY RELATIONS

10.5 AP.24

Website Accessibility Complaint and Grievance Form

DATE OF COMPLAINT/GRIEVANCE: _____

COMPLAINANT NAME: _____

(Please Print)

ADDRESS: _____

EMAIL: _____

PHONE: _____

WEBSITE ADDRESS (OR LOCATION) OF ACCESSIBILITY PROBLEM: _____

DESCRIPTION OF THE PROBLEM ENCOUNTERED: _____

SOLUTION DESIRED: _____

SIGNATURE: _____

Thank you for bringing this matter to the District's attention. You may be contacted if more information is needed to process your complaint/grievance. The investigation process is typically completed within fifteen (15) working days from the date it was received.

The complaint or grievance will be investigated by the Superintendent/designee. The complainant shall be contacted no later than five (5) working days following the date the District receives the information. The procedures to be followed are:

- An investigation of the complaint shall be completed within fifteen (15) working days. Extension of the time line may only be approved by the Superintendent.
- The investigator shall prepare a written report of the findings and conclusions within five (5) working days of the completion of the investigation.
- The investigator shall contact the complainant upon conclusion of the investigation to discuss the findings and conclusions and actions to be taken as a result of the investigation.

A record of each complaint and grievance shall be maintained at the District office. The record shall include a copy of the complaint or grievance filed, report of findings from the investigation, and the disposition of the matter.

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