

Board Meeting Agenda

AGENDA PREPARATION AND DISSEMINATION

The Superintendent shall consult with the Board Chairperson to ensure that an agenda is prepared for all regular and special meetings of the Board. For special meetings, the Board shall consider only those matters which are listed on the agenda.

Board members may review and offer suggestions for future Board meeting agendas during the Board Planning Calendar portion of regular Board meetings. Board members may also suggest topics for inclusion via e-mail to the Board Chairperson, with copy to the Superintendent. Board input is considered and coordinated as the Superintendent and Board leadership develop subsequent Board Planning Calendars and Board Meeting Agendas. In some instances, the Board Chairperson and Superintendent may determine that a requested topic is best addressed through a written report to Board members rather than through inclusion on the Board Meeting Agenda.

Agenda Items and related presentations and supporting background material shall be provided to the Board members on or before the Wednesday preceding the regular meeting except if significant extenuating circumstances preclude it. Any Item added to the Agenda after that date shall note the necessity for immediate action in the rationale for that Item.

Items may be placed on a proposed special called meeting agenda at the direction of the Chairperson and shall be placed on the proposed agenda if requested in writing by three (3) or more Board members.

The agenda of a regular meeting may be amended at the meeting upon affirmative vote of at least four (4) members. However, once the agenda for a special called meeting is posted and delivered to Board members and requesting media, it may only be amended when a new notice and reposting of the agenda, as amended, is completed prior to the twenty-four (24) hour period before the meeting as required by statute.

To reflect the Board's focus on advancing student achievement, the agenda for regular meetings shall be developed in accordance with the following requirements:

1. At least once each month when school is in session, the agenda may include a student presentation, performance, or other demonstration of student learning.
2. The Board shall recognize the achievements and contributions of students, staff, schools/councils, or community members.
3. The Board shall receive communications from citizens and schools/councils.
4. Each meeting shall contain opportunities for dialogue among Board members and Superintendent concerning student achievement issues, including the impact of student learning and support services and an analysis of progress indicators and data.
5. Each meeting shall contain an opportunity for Board members to report on noteworthy events pertaining to the work of schools and the District. Reports are expected to be brief, and other opportunities for sharing information with fellow Board members and the public will be made available to Board members for more extensive communications.
6. The agenda shall reflect a regular schedule of reports to the Board on the status of District finances, programs, and services.

Board Meeting Agenda

7. To the extent practicable, standard and/or recurring business shall be organized under the Consent Calendar.

AGENDA FORMAT

- I. Moment of Silence
- II. Pledge of Allegiance
- III. Recognitions and Resolutions
- IV. Approval of Meeting Agenda
- V. Minutes
- VI. Superintendent's Report
- VII. Persons Requesting to Address the Board Regarding Action, Information, or Consent Items
- VIII. Persons Requesting to Address the Board Regarding Non-Agenda Items
- IX. Action Items
- X. Information Items
- XI. Consent Calendar
- XII. Board Planning Calendar
- XIII. Committee Reports
- XIV. Board Reports
- XV. Executive Session (if necessary)
- XVI. Action Item (if necessary)
- XVII. Adjournment

The policy, statute or regulation that authorizes each business item and a short synopsis of each item shall appear on the agenda.

CONSENT CALENDAR ITEMS

Routine matters and recommendations of the Superintendent that the Board has had an opportunity to review and about which no opposition is expected will be voted on as a single item in a Consent Calendar. Any Board member may request an agenda item to be removed from the Consent Calendar for consideration as a separate item. To assist in the conduct of orderly and effective Board meetings, the Board member should make every effort to submit the request prior to the meeting via e-mail to the Board Chairperson, copying the Superintendent.

Board Meeting Agenda

Depending on the reason for the request and whether Board action is time-sensitive, the Board Chairperson may:

1. Remove the item from the agenda entirely, and add it to the agenda of the next regularly scheduled Board meeting as an Action Item; or
2. Remove the item from the Consent Calendar so the Board may consider it as a separate item during the current Board meeting.

BOARD MEMBER REQUESTS FOR INFORMATION REGARDING AGENDA ITEMS

To assist in the conduct of orderly and effective Board meetings, to the degree possible, questions by Board members regarding Board agenda items and clarification of recommendations to the Board should be dealt with prior to the meeting. Board members should submit requests for information regarding Board agenda items to the Superintendent as early as possible to allow the Superintendent and staff adequate time to prepare a response prior to the Board meeting.

DISTRICT EMPLOYEES/MEMBERS OF THE PUBLIC

District employees and members of the public may address the Board during the period set aside by the Board without submitting an item for the agenda. No action shall be taken during this portion of the meeting on issues raised by employees or the public unless deemed an emergency by the Board.

Employees' concerns dealing with a grievance/communication issue must first be addressed in keeping with the Board's established policy/procedures.

REFERENCE:

[KRS 160.290](#)

RELATED POLICIES:

01.44

01.5

03.16/03.26

Adopted/Amended: To Come

ORDER #: To Come

Text highlighted in Yellow is recommended by KSBA.

Text highlighted in Blue is additional text recommended by KSBA after consultation

Text highlighted in Green is recommended by JCPS Counsel and staff.

LEGAL: THE "EVERY STUDENT SUCCEEDS ACT OF 2015 (P. L. 114-95)" FOCUSES ON AND STRENGTHENS FAMILY ENGAGEMENT IN TITLE I PROGRAMS AND ACTIVITIES.

FINANCIAL IMPLICATIONS: WILL DEPEND ON EXTENT OF MATERIALS AND STAFF TIME NEEDED FOR REQUIRED NOTIFICATIONS

CURRICULUM AND INSTRUCTION

08.13451

Title I - Parent Involvement and Family Engagement Policy

MEANING OF THE TERM "PARENTS AND FAMILY" WITHIN THIS POLICY

Within this policy, the term "parents and family" is inclusive of adults who interact with the District in support of their child, which generally, includes biological, adoptive, and foster parents; grandparents; legal and informal guardians; and adult siblings. This policy shall not be construed to authorize the disclosure of personally identifiable information relating to an individual student as protected under FERPA and KFERPA other than to the parent(s) or eligible student unless there is a valid consent, an exception applies, or disclosure is otherwise required by law.

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

EXPECTATIONS FOR PARENT INVOLVEMENT AND FAMILY ENGAGEMENT

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 and family 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, family and the schools.

All comments indicating parents' and family concerns with the Title I plan shall be collected and submitted along with the plan to the Department of Education.

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 and family 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/achievement levels in the challenging state academic standards; the achievement level of their child on (to the parents only) each of the state academic/the challenging state academic standards assessments; and (3) if requested by the parent(s), 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 per cent (1%) of its allocation for the purpose of promoting parent involvement and family engagement and shall distribute to Title I schools not less than ninety-five percent (90.5%) of the reserved funds. Parents and family of participating students shall be provided the opportunity to

Title I - Parent Involvement and Family Engagement Policy

SUPPORT FOR PROGRAM (CONTINUED)

help decide how this portion of the Title I funds will be allotted for parental involvement and family engagement activities.

The District will provide coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement and family engagement 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 and family, transporting them to meeting sites and/or implementing home visits, providing child-care for meetings, encouraging them to use available parent and family resource centers, and working with them to improve parenting skills, particularly those that will assist them in
2. working with their child to improve his/her educational achievements. Resources may include individuals, agencies, materials, and services.
3. Sharing options for coordinating and integrating Title I program strategies with services of other community programs, businesses, and agencies.
4. Identification of ways in which parents and family can be involved and engaged in staff training activities to demonstrate the value of parent involvement and family engagement and various techniques designed to successfully engage parents and family as equal partners in their child's education.
5. Making a good faith effort to convene an annual meeting at a convenient time to which all parents and family 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.
6. 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.
7. 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 and family engagement policy, which must meet all legal requirements,

(CONTINUED)

Title I - Parent Involvement and Family Engagement Policy

SCHOOL POLICY (CONTINUED)

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 and family engagement 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

Family Educational Rights and Privacy Act of 1974 (20 U.S.C. § 1232g, as amended)

Kentucky Family Education Rights and Privacy Act (KRS 160.700, et seq., as amended)

20 U.S.C. § 6318; 34 C.F.R. § 200.28

RELATED POLICIES:

03.112; 08.1345; 09.11; 09.14

LEGAL: SB 50 SETS NEW GUIDELINES FOR DEVELOPMENT OF THE SCHOOL CALENDAR INCLUDING SPECIFIC REQUIREMENTS FOR MEETINGS IN WHICH BOARDS HEAR DISCUSSION AND ADOPT SCHOOL CALENDARS.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

POWERS AND DUTIES OF THE BOARD OF EDUCATION

01.42

Regular Meetings

TIME AND PLACE

The Board shall conduct an organizational meeting at its first meeting in January. The dates, times, and places of regular meetings shall be approved each year by the Board and entered in its minutes. The schedule of regular meetings shall be made available to the public.² Rescheduled regular meetings shall be noticed and held as special meetings.^{1 & 4}

Notice to Board members of regular meetings shall be given by adoption of scheduled meeting dates, times, and places.

The Board may, at its discretion, conduct its meetings at places and dates other than those approved, provided that Board members and the general public receive timely notice in keeping with statutory requirements for special called meetings.

The Board shall hold at least (1) regular business meeting each month.

All meetings of the Board, and any committees or subcommittees thereof, shall be held at specified times and places which are convenient to the public.

Note: Additional notice requirements applicable to regular meetings held for purposes of adopting the school calendar are located in KRS 158.070 and are covered in Board Policy 08.3.

OPEN MEETINGS

All meetings of a quorum of the members of the Board at which any public business is discussed or at which any action is taken are to be public meetings, open to the public at all times, except as provided in KRS 61.810.³

VIDEO TELECONFERENCES

The Board may conduct its meeting by video teleconference. Notice of a video teleconference shall comply with the requirements of KRS 61.820. In addition, the notice shall clearly state that the meeting will be a video teleconference and precisely identify the locations involved, including the location, if any, that is primary.

The same procedures with regard to participation, distribution of materials and other matters shall apply in all video teleconference locations.

REFERENCES:

¹KRS 160.270

²KRS 61.820; OAG 78-274; OAG 78-614

³KRS 61.810

⁴92-OMD-1677; 04-OMD-056

KRS 158.070

KRS 61.826

RELATED POLICIES:

01.421; 01.43; 01.44; **08.3; 08.31**

LEGAL: THE "EVERY STUDENT SUCCEEDS ACT OF 2015 (P. L. 114-95)" REQUIRES HIGH QUALITY, PERSONALIZED AND EVIDENCE BASED PROFESSIONAL DEVELOPMENT.
FINANCIAL IMPLICATIONS: COST OF PROVIDING TRAINING

PERSONNEL

03.19

- CERTIFIED PERSONNEL -

Staff Meetings and Professional Development

The Board expects all employees to participate in meetings or activities designed to increase their skills and competencies or to contribute to their professional growth.

STAFF ORIENTATION

The District shall provide orientation for all new and/or selected personnel at the beginning of the school year. The orientation shall provide information and activities to enhance effective job performance. Orientation may be held at other times as necessary.

PROFESSIONAL DEVELOPMENT PROGRAM TO BE PROVIDED

The Board shall provide for its instructional and administrative staff a high quality, personalized, and evidence based professional development (PD) program that meets the goals established in KRS 158.6451, the Every Student Succeeds Act (ESSA), and in the local needs assessment. At the direction of the Superintendent or designee and in conjunction with each school, the PD coordinator shall facilitate the development and implementation of this program for all certified employees. Programs may also include classified staff and parent members of school councils and committees.

The PD program for the District and each school shall be incorporated into the Comprehensive School/District Improvement Plan. Prior to the implementation of the program, the school PD plan shall be made public, and the District PD plan shall be posted to the District web site.

The program shall be based on a Board-approved PD plan for the District, which is designed (1) to help achieve student capacities established by KRS 158.645 and goals established by KRS 158.6451; (2) to support the District's mission, goals and assessed needs; and (3) to increase teachers' understanding of curriculum content and methods of instruction appropriate for each content area based on individual school plans. The PD plan shall reflect individual needs of schools and shall be aligned with the Comprehensive School/District Improvement Plan, ESSA requirements, and teacher growth plans.

SCHOOL RESPONSIBILITIES

Each school shall plan professional development with the PD coordinator and, when appropriate, with other schools to maximize training opportunities.

DOCUMENTATION

The school/District PD plan shall include the method for evaluating impact on student learning and using evaluation results to improve professional learning.

Documentation of completed professional development, including a written evaluation, shall be required. Unless an employee is granted leave under an appropriate Board policy, failure to complete and document the required hours of professional development during the academic year shall result in a reduction in salary and may be reflected in the employee's evaluation.

Staff Meetings and Professional Development

REFERENCES:

KRS 156.095
KRS 156.553
KRS 158.070
KRS 158.645; KRS 158.6451
KRS 160.345
704 KAR 3:035
704 KAR 3:325
P. L. 114-95 (Every Student Succeeds Act of 2015)

RELATED POLICIES:

03.1911
09.22

LEGAL: 2 C.F.R. § 200.430 REQUIRES DISTRICTS TO FOLLOW UNIFORM GRANT GUIDANCE FOR TRACKING PERSONNEL EXPENSES PAID FOR BY FEDERAL FUNDS. AUDITORS MAY ASK FOR A POLICY STATING SUCH. THIS NEW POLICY COMPORTS WITH THAT REGULATION.
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

FISCAL MANAGEMENT

04.92

Uniform Guidance

Federal funds received by the District are to be administered and federally funded personnel expenses documented¹ in accordance with applicable Uniform Grant Guidance requirements.¹

REFERENCES:

¹2 C.F.R 200.430(i)

2 C.F.R. Part 200

RELATED POLICIES:

01.11

08.1345

LEGAL: FEDERAL REGULATION 45 C.F.R. § 1310.10 REQUIRES THAT SCHOOL DISTRICTS PROVIDE CHILD SAFETY RESTRAINT SYSTEMS FOR PRESCHOOL HEAD START STUDENTS USING DISTRICT TRANSPORTATION.

FINANCIAL IMPLICATIONS: POSSIBLE COST OF CHILD SAFETY RESTRAINT SYSTEMS

TRANSPORTATION

06.2

Safety

DEVELOPMENT OF PROGRAM

The Superintendent shall develop a transportation safety program as required by applicable law and administrative regulation. Appropriate safety information shall be disseminated annually in writing to District employees, parents, and pupils.

BOOSTER SEATS

When students who are under eight (8) years old and between forty (40) and fifty-seven (57) inches in height are transported in District-owned or leased vehicles designed for nine (9) or fewer passengers, they shall be properly secured in a child booster seat. Per KRS 189.125, a child of any age who is greater than fifty-seven (57) inches in height is not required to be secured in a booster seat.

Child Safety Restraint Systems shall be utilized for preschool Head Start students being transported using District vehicles in compliance with guidelines established by the National Highway Traffic Safety Administration.

REFERENCES:

KRS 158.110

KRS 189.125

702 KAR 5:030

702 KAR 5:060

702 KAR 5:080

45 C.F.R. § 1310.10

RELATED POLICY:

06.12

LEGAL: 702 KAR 6:090 HAS BEEN REVISED SO THAT THE STATE NUTRITIONAL REQUIREMENTS FOR COMPETITIVE FOODS NOW ALIGN WITH THOSE OF THE FEDERAL REGULATION 7 C.F.R. 210.11.
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

SUPPORT SERVICES

07.12

Vending Machines

REQUEST

Vending machines will be installed in the school only at the request of the Principal or the Director of School and Community Nutrition Services.

BIDDING

The Board may bid the installation of vending machines, using specifications established by the Superintendent/designee.

STUDENT USE

Vending machine use by students shall be in compliance with current federal and state regulations. All sales from vending machines during and after the school day shall meet the nutrition guidelines established in state and federal regulations. Only school-day-approved beverages shall be sold in elementary schools and middle schools during the school day, e.g. water, one hundred percent [100%] fruit/vegetable juice, low-fat milk, (unflavored), non-fat milk (unflavored or flavored) as permitted by the school meal requirements.

For students at the high school level, only school-day-approved beverages may be sold in vending machines during the school day, e.g. water, one hundred percent [100%] fruit/vegetable juice, low-fat milk (unflavored), non-fat milk (unflavored or flavored), as permitted by the school meal requirements.

In addition to the beverages listed above, other beverages as allowed in 7 C.F.R. Parts 210 and 220, ~~and state law and regulation, (whichever is more restrictive)~~ may be available in vending machines at the high school level.

Size of beverages shall not exceed eight (8) ounces for elementary schools, twelve (12) ounces for middle schools and twenty (20) ounces for high schools.

All sales, outside of the school meal program, shall be prohibited on the school campus from midnight before until thirty (30) minutes after the close of the last lunch period of the school day. From thirty (30) minutes after the last lunch period closes until thirty (30) minutes after the school day, food and beverages sold must conform with nutritional standards specified in state and federal regulations.

REFERENCES:

KRS 156.160; KRS 158.854; KRS 160.290
7 C.F.R. 210.11b; 7 C.F.R. 220
702 KAR 6:090

RELATED POLICY:

07.111

RECOMMENDED: THIS IS TO CLARIFY THAT DISTRICTS THAT OFFER THE OPPORTUNITY FOR STUDENTS TO EARN DUAL-CREDITS THROUGH THE KENTUCKY DUAL-CREDIT SCHOLARSHIP PROGRAM, MUST FOLLOW THE REQUIREMENTS OUTLINED IN THE KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION AND KENTUCKY DEPARTMENT OF EDUCATION DUAL CREDIT POLICY FOR KENTUCKY PUBLIC AND PARTICIPATING POSTSECONDARY INSTITUTIONS AND SECONDARY SCHOOLS.

FINANCIAL IMPLICATION: DEPENDENT UPON AGREEMENTS WITH PARTICIPATING POSTSECONDARY INSTITUTION

CURRICULUM AND INSTRUCTION

08.1131

Alternative Credit Options

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

ONLINE COURSES

High school students may also earn academic credit to be applied toward graduation requirements by completing online courses offered through agencies approved by the Board. Credit from an online course 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 removed from the regular school setting, but educational services are to be continued; or
5. The Principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment.
6. Unless otherwise approved by the Principal/designee, students taking such courses must be enrolled in the District and must take the courses during the regular school day at the school site.

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

As determined by school/council policy, students applying for permission to take an online course shall complete prerequisites and may include teacher/counselor recommendations to confirm the student possesses the capacity needed to function effectively in an online 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.

Provided online courses are part of the student's regular school day coursework and within budgetary parameters, the tuition fee and other costs for an online course shall be borne by the District for students enrolled full-time, from funds that have been allocated to the school. The Superintendent shall determine, within the budget adopted by the Board, whether additional funding shall be granted, based on supporting data provided by the Principal.

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

Alternative Credit Options**WORK EXPERIENCE OPPORTUNITIES**

The Board may provide work experience opportunities for students in the schools and in the community as an expansion and enrichment of the instructional program.

The Superintendent/designee shall review and recommend for Board approval all work experience opportunities.

DUAL-CREDIT SCHOLARSHIP PROGRAM

The District may offer the opportunity for students to earn dual-credits through the Kentucky Dual-Credit Scholarship Program and follows the guidelines outlined in the “*Kentucky Council on Postsecondary Education and Kentucky Department of Education Dual Credit Policy for Kentucky Public and Participating Postsecondary Institutions and Secondary Schools*,” located on the Kentucky Department of Education website.

REFERENCES:

KRS 158.622

KRS 164.786

RELATED POLICIES:

08.113; 08.2323; 09.1221; 09.3; 09.435

LEGAL: THIS CLARIFIES THAT “PRIVILEGE” ONLY APPLIES TO INFORMATION INTENDED TO BE CONFIDENTIAL BUT IS NOT ABSOLUTE AND BELONGS TO THE CLIENT. HOWEVER THIS MAY BE OVERRIDDEN BY REPORTING STATUTES.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

CURRICULUM AND INSTRUCTION

08.14

Guidance

The Board shall staff all schools with certified counselors necessary to provide a guidance program 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.

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 as provided by applicable law.¹

REFERENCES:

¹KRE 506 (Kentucky Rules of Evidence); KRS 158.154; KRS 158.155; KRS 158.156;
KRS 620.030
KRS 61.878; 703 KAR 4:060; 704 KAR 3:305

RELATED POLICIES:

08.113; 09.14

Program Evaluation

Focusing primarily on measurable student achievement data, the Superintendent/designee shall develop procedures to evaluate instructional programs annually, as they relate to Board goals. Procedures shall include both objective and subjective measures of student outcomes in relation to District educational objectives developed and approved by the Board. The results of the evaluation shall be presented to the Board.

~~Based on the timeline, criteria and procedures developed by the Kentucky Department of Education, the District's program evaluation procedures shall include audits and reviews in the areas designated by regulation.⁴~~

REVIEW OF NEW PROGRAMS

Prior to implementation, the Superintendent/designee shall review proposals to offer new school and District programs not addressed by Kentucky Academic Standards and make recommendations to the Board. The recommendations to the Board shall contain data supporting the need for the program, an explanation of how the program is expected to improve student achievement, and a schedule for updating the Board on student progress resulting from the new program.

REFERENCES:

KRS 158.645; KRS 158.6451; KRS 158.6453
703 KAR 5:230

RELATED POLICIES:

01.111; 01.42
02.44; 02.441; 02.442
04.1; 08.222

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

STUDENTS

09.1223

Persons Over Compulsory Attendance Age

ADMISSION OF RESIDENT STUDENTS OVER AGE TWENTY-ONE (21)

Resident students over age twenty-one (21) may be admitted on a tuition basis.

A student currently enrolled in the District who reaches his/her twenty-first (21st) birthday after the school year begins shall be eligible to complete that school year tuition free. Any student who reaches his/her twenty-first (21st) birthday on or before the day school begins shall be subject to a tuition charge as determined by the Board. This policy does not apply to those war veterans covered by KRS 158.105 or to individuals enrolled in any experimental program approved by the Board.

Students under age twenty-one who have earned a **GED-High School Equivalency Diploma** shall be permitted to enroll to work toward completion of graduation requirements.

EXCEPTION

The District may provide an approved high school program to a student who is a refugee or legal alien until the student graduates or until the end of the school year in which the student reaches the age of twenty-one (21), whichever comes first.

STUDENTS WITH DISABILITIES

In cases which involve students with disabilities, the procedures mandated by federal and state law for such students shall be followed.¹

REFERENCES:

¹P. L. 105-17
KRS 157.200
KRS 157.360
KRS 158.100
KRS 158.105
KRS 158.140
KRS 159.010
KRS 159.030
704 KAR 3:305