

KSBA Procedure Service

2018 Procedure Update (#22) Checklist

District: Spencer County Schools

To enable KSBA to track and store your District's administrative procedures in our procedure database, please indicate below what decision you have made on the proposed new/revised procedures enclosed for your review. We will forward printed or reproducible copies of the procedures when we receive this form and update your online manual if you belong to that service.

Procedure Number	Adopt as Written	Adopt with Modification*	Date of District/ Board Review	Keep Current Procedure	Delete Procedure
01.91 AP.1	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
01.911 AP.1	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
01.9111 AP.1	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
02.14 AP.2	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
03.11 AP.1	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
03.11 AP.21	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
03.121 AP.1	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
03.121 AP.22	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
03.18 AP.22	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
05.45 AP.1	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
06.32 AP.1	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
08.133 AP.1	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
09.111 AP.21	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
09.12 AP.1	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
09.224 AP.1	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
03.6 AP.2	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
03.6 AP.21	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
09.123 AP.2	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

09.123 AP.1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03.28 AP.21	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Please attach a copy of the modified policy. DO NOT RETYPE A DRAFT - simply indicate the district-initiated changes by writing in colored ink, circling, highlighting, etc.

Superintendent's Signature

Date

**Please return this completed form to KSBA at your earliest opportunity.
Please contact your KSBA Consultant IF you need KSBA to completely reprint all policy pages or to order additional new manuals, instead of just getting copies of the updated policies.**

EXPLANATION: KRS 150.1594 REQUIRES CHARTER SCHOOL AUTHORIZERS TO HAVE POLICIES AND PRACTICES CONSISTENT WITH THE PRINCIPLES AND PROFESSIONAL STANDARDS FOR AUTHORIZERS OF PUBLIC CHARTER SCHOOLS, INCLUDING STANDARDS RELATING TO: 1. ORGANIZATIONAL CAPACITY AND INFRASTRUCTURE; 2. SOLICITING AND EVALUATING APPLICATIONS; 3. PERFORMANCE CONTRACTING; 4. ONGOING PUBLIC CHARTER SCHOOL OVERSIGHT AND EVALUATION; AND 5. CHARTER APPROVAL, RENEWAL, AND REVOCATION DECISION MAKING.

FINANCIAL IMPLICATIONS: FUNDING FOR CHARTER SCHOOLS IS NOT COVERED IN THE CURRENT STATE BUDGET FOR 2018-20. FINANCIAL IMPLICATIONS COULD INCLUDE COSTS FOR STARTUP ACTIVITIES, TRAINING, GENERAL OVERSIGHT, MONITORING, INTERVENTIONS, DATA TRACKING, ETC.

POWERS AND DUTIES OF THE BOARD OF EDUCATION

01.91 AP.1

Charter School Authorization

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AUTHORIZER DUTIES

Under KRS 160.1594, a public charter school authorizer shall:

- Solicit, invite, and evaluate applications;
- Approve new and renewal applications that meet statutory requirements;
- Decline applications that:
 1. Fail to meet statutory requirements; or
 2. Are for a school that would be under the direction of any religious denomination; and
- Negotiate and execute in good faith contracts with each authorized charter school;
- Monitor the performance and compliance of charter schools in accordance with contract terms;
- Determine whether each charter merits renewal or revocation;
- Establish and maintain practices consistent with professional standards for authorizers, including:
 1. Organizational capacity and infrastructure;
 2. Soliciting and evaluating applications;
 3. Performance contracting;
 4. Ongoing public charter school oversight and evaluation; and
 5. Charter approval, renewal, and revocation decision making.

Pursuant to KRS 160.1592, an authorizer shall semiannually consider for approval a charter school's proposed amendments to the contract.

- Authorizers may consider requests more frequently upon mutual agreement with the charter.
- Denials of amendment requests are appealable under KRS 160.1595.

KRS 160.1596 requires authorizers to collect, analyze, and report to the KBE all state required assessment and achievement data for each charter it oversees.

Charter School Authorization**AUTHORIZER DUTIES (CONTINUED)**

By August 31, 2019, and annually thereafter, each authorizer must submit to the (1) Commissioner, (2) Education and Workforce Development Secretary, and (3) Interim Joint Committee on Education a report that includes:

- Number of applications received, reviewed, and approved;
- Authorizing duties performed by the authorizer;
- Summary of the academic and financial performance of each charter school;
- Names of each charter school that have not yet begun to operate; and
- Names of each charter school during the prior academic year that:
 1. Closed during or after the year; and
 2. Had their contract nonrenewed or revoked.

701 KAR 8:020 requires authorizers to publicly report on oversight and services provided to charter schools under its authority and authorizing functions provided by the authorizer, including operating costs and expenses as detailed in an annual audited financial statement.

EXPLANATION: CHARTER STATUTES AND REGULATIONS REQUIRE BOARDS AS AUTHORIZERS TO HAVE AN APPLICATION PROCESS POLICY AND PROCEDURE.
FINANCIAL IMPLICATIONS: DEPENDENT UPON AUTHORIZATION OF A CHARTER SCHOOL

POWERS AND DUTIES OF THE BOARD OF EDUCATION

01.911 AP.1

Charter School Application

The charter school application shall include the following:

1. Performance information, financial information, and closure information for any charter school under the applicant or board of directors;
2. Details and documentation of the outreach the applicant or proposed board of directors has had with the students or community that is the focus of the charter school application;
3. Details of whether the charter application replicates or substantially replicates:
 - a. A charter application that the applicant, proposed board of directors, or another entity previously withdrew from consideration and the reasons it was withdrawn;
 - b. A charter application that was rejected by an authorizer and the reasons the charter application was rejected; or
 - c. A charter school that was previously closed and the reasons for the closure.

The Board shall request and secure a certificate of existence from the Secretary of State for any business entity or its designee included as an applicant or in the proposed board of directors and, if the applicant or board of directors includes a foreign entity, request and secure a certificate of authorization for the entity from the Secretary of State.

The Board shall publish on the District website the names of all persons, and their roles, who are involved in the review of charter applications. Review of charter applications shall be conducted pursuant to requirements of the Open Meetings Act.

The required application is incorporated by reference in regulation and can be accessed via the Kentucky Department of Education:

<https://education.ky.gov/districts/legal/Documents/KY%20Charter%20School%20Application%20and%20Addendum.pdf>

REFERENCE:

701 KAR 8:020

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EXPLANATION: CHARTER STATUTES AND REGULATIONS REQUIRE BOARDS AS AUTHORIZERS TO HAVE A CONTRACT POLICY AND PROCEDURE.
FINANCIAL IMPLICATIONS: DEPENDENT UPON AUTHORIZATION OF A CHARTER SCHOOL

POWERS AND DUTIES OF THE BOARD OF EDUCATION

01.9111 AP.1

Charter School Contracts

CONTRACT PERFORMANCE

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The District will use academic, financial, operational measures, and performance frameworks for public charter school oversight and evaluation with which the District shall evaluate the charter school's performance under the charter contract.

CONTRACT REQUIREMENTS FOR SCHOOL PRE-OPENING

The Board shall include mutually agreed upon pre-opening requirements or conditions to:

1. Monitor the start-up progress of the newly approved public charter school;
2. Ensure that the charter school is prepared to open timely and smoothly on an agreed upon date; and
3. Ensure that the charter school meets all benchmarks related to facilities, health, safety, insurance, school personnel, enrollment, curriculum and instruction, operations and fiscal management, governance, and other legal requirements for the charter school opening.

Failure by the charter school to comply with these requirements or conditions may result in the immediate revocation of the charter contract. Such failure may result in the delay in the charter school opening by up to one (1) year if the Board does not determine that the charter school is more likely than not to close during the school year. Such failure shall result in the delay in the opening of the charter school by up to one (1) year if the Board does determine that the charter school is more likely than not to close during the school year.

CONTRACT FINANCIAL REQUIREMENTS

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The Board shall include the following provisions for charter school financial solvency and sustainability:

1. Requirement that no member of the charter school board of directors, no education service provider, and no charter school employee shall knowingly recommend and no member of the charter school board shall knowingly vote for an expenditure in excess of the charter school's income and revenue of any fiscal year, as shown by the budget adopted the charter school board of directors and approved by the local Board;
2. Requirement that a member of the charter school board of directors, an education service provider, or a charter school employee who knowingly expends or authorizes such an expenditure of charter school funds or who knowingly authorizes or executes any employment, purchase, or contract in violation of these requirements, shall be jointly and severally liable in person and upon any official fidelity bond given to the local Board to the extent of any payments on the void claim;

Charter School Contracts**CONTRACT FINANCIAL REQUIREMENTS (CONTINUED)**

4. Requirement that, if at any time during any fiscal year of the charter school's existence, a member of the charter school board of directors, an education service provider, or a charter school employee, knows or reasonably should know that the charter school has or will become unable to pay in full its projected expenses as they fall due, the charter school shall immediately advise the Kentucky Department of Education and the local Board and provide the Department and the local Board with all financial information relating to revenues and expenses of the charter school necessary to determine the extent and cause of any potential operating deficit.

Failure to provide the notice to or cooperate with the Department and the local Board as required in this section in the production of financial information pursuant to this section shall result in:

- a. The local Board shall determine whether grounds exist to revoke the charter contract;
- b. The knowingly acting member of the charter school board of directors, the education service provider, or the charter school employee may be subject to liability;

5. Requirement that the charter school board of directors maintain separate accountings of all funds received and disbursed by each charter school under the charter school board of directors;

6. Requirement that the charter school board of directors maintain separate accountings of all funds received and disbursed by each charter school under that charter school board of directors.

CONTRACT REQUIREMENTS FOR SCHOOL CLOSURE

The local Board shall include specific, exclusive reasons and timelines for closure initiated by the charter school board of directors, closure protocol including policies and procedures applicable to the school closure, as well as requirements pursuant to state statutes or regulations.

CONTRACT ENROLLMENT REQUIREMENTS

The Board shall require that the charter school shall not prohibit a student from attending and shall not unenroll or withdraw a student unless the charter school has complied with KRS 158.150.

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Charter School Contracts**CONTRACT REQUIREMENTS FOR EDUCATION SERVICE PROVIDERS**

The Board shall require in the charter contract that any contract between a charter school board of directors and an education service provider (ESP) shall be approved by the local Board prior to execution of the contract between the charter board and the ESP. The contract between the charter board and the ESP shall comply with the following:

1. Clear establishment of the primacy of the charter contract with the local Board over the contract between the charter board and the ESP;
2. Clearly identifies the charter school board of directors as the party ultimately responsible for success or failure of the charter school and defines the ESP as a vendor of services;
3. Prohibits the ESP from selecting, approving, employing, compensating, or serving as members of the charter school board of directors;
4. Requirement that the charter school board of directors directly select, retain, and compensate the charter school's legal counsel, finance staff, audit firm, and school leader;
5. Provision for payments to the charter school to be made to an account controlled by the charter school board of directors, not the ESP;
6. All instruction materials, furnishings, and equipment purchased or developed with charter school funds be the property of the charter school, not the ESP;
7. Identification and description of roles and responsibilities of the charter school board of directors and the ESP, including all services to be provided under the contract between the charter school board of directors and the ESP;
8. Identification and description of performance measures and consequences by which the charter school board of directors shall hold the ESP accountable for performance, aligned with the performance measures in the contract between the local Board and the charter school board of directors;
9. Identification and specific description of all compensation to be paid to the ESP, including all fees, bonuses, and conditions, consideration, and restrictions on such compensation;
10. Identification and description of terms of any facility agreement that may be part of any relationship between the charter school board and the ESP;
11. Identification and description of financial reporting requirements and provisions for the charter school board of directors' financial oversight of the ESP and the charter school;

Charter School Contracts**CONTRACT REQUIREMENTS FOR EDUCATION SERVICE PROVIDERS (CONTINUED)**

12. Identification and description of all other financial terms of the contract, including disclosure and documentation of all loans or investments by the ESP to the charter school board, and provision for the disposition of assets upon closure;

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13. Assurances that the charter school board shall maintain independent fiduciary oversight and authority over the charter school budget and ultimate responsibility for the charter school's performance including that:

a. The charter school board of directors shall be structurally independent from the ESP and shall set and approve charter school policies;

b. The terms of the contract between the charter school board and the ESP are reached through arm's-length negotiations in which the charter school board is represented by legal counsel that does not also represent the ESP;

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14. Provisions for contract termination without penalties for the charter school without costs beyond the pro-rated value of the services provided by the education service provider; and

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15. Respective responsibilities of the charter school board and the ESP in the event of school closure.

The contract between the local Board and the charter school board shall prohibit delegation of the charter school board of directors' responsibilities in this section to the ESP.

CONTRACT APPROVAL BY THE COMMISSIONER OF EDUCATION

The local Board shall not enter a charter contract for start-up, conversion, renewal of a charter school, or agree to any charter contract or contract amendment unless submitted to the Commissioner of Education who shall approve or deny but include reasons and any suggestions for remedy of those reasons. Failure to meet the Commissioner's requirements for approval shall render the contract or amendment void.

EXPLANATION: KDE CONTINUES TO MAINTAIN STATUTORY AUTHORITY FOR APPROVAL OF ALL SUPERINTENDENT EVALUATION PLANS PER KRS 156.557, HOWEVER, IT IS OUR UNDERSTANDING THAT KDE WILL NO LONGER BE REQUIRING ADHERENCE TO THE RECENT SPGES MODEL. BOARDS MAY CONTINUE INCORPORATING THE BEST PRACTICES FROM THE SPGES MODEL IF THEY SO CHOOSE. IF BOARDS DEVELOP THEIR OWN EVALUATION PLAN, IT MUST BE MEANINGFUL AND TIED TO GOALS THAT IMPACT STUDENT ACHIEVEMENT, GAP CLOSURE, AND OTHER ITEMS THAT ARE RELEVANT TO THE SUCCESS OF STUDENTS IN EACH DISTRICT. AT THE TIME OF THIS UPDATE, THE KSBA MODEL ALIGNED WITH THE FORMER SPGES STANDARDS, IS UNDER REVIEW BY THE KENTUCKY DEPARTMENT OF EDUCATION.
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

ADMINISTRATION

02.14 AP.2

Evaluation of the Superintendent

~~The Board will utilize the Kentucky Department of Education evaluation instrument and procedures for the Superintendent Professional Growth and Effectiveness System (SPGES). The instrument and procedures may be found at the link below. Subject to the approval of the Kentucky Department of Education (KDE),~~ The Board may utilize locally developed superintendent evaluation procedures.

~~<http://education.ky.gov/teachers/PGES/SPGES/Pages/Early-Info.aspx>~~

EXPLANATION: SB 101 AMENDS KRS 160.380 TO CHANGE THE THIRTY DAY VACANCY REQUIREMENTS TO FIFTEEN DAYS. SB 101 HAS AN EMERGENCY CLAUSE MAKING THE AMENDMENTS CURRENTLY EFFECTIVE.
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

PERSONNEL

03.11 AP.1

Hiring

The following procedures shall apply in the recruitment, selection, and employment of all classified and certified personnel hired in the District.

RECRUITMENT

Recruiting shall be the responsibility of the Superintendent/designee. Efforts shall be made to recruit a quality staff to include, but not be limited to:

1. Working through placement bureaus of regional and state colleges and universities;
2. Working with state educational associations and the state department of education;
3. Conducting recruitment programs, as appropriate; and
4. Advertising through appropriate media.

POSTING

Vacancies shall be posted in the Central Office, in each school building during the school year and in the following as appropriate: local and/or state newspapers, predetermined locations in the community; professional publications, and/or campus recruiting offices.

NOTE: Districts are required to post all certified vacancies on the Kentucky Department of Education's web site.

All postings at the local level shall be posted and the closing date for receiving applications shall be listed when vacancies are posted.

CERTIFIED VACANCIES

The Superintendent/designee shall notify the Chief State School Officer of the vacancy at least ~~fifteen (15)~~^{thirty (30)} days prior to filling the position. When such a vacancy needs to be filled in fewer than ~~fifteen (15)~~^{thirty (30)} days to prevent disruption of necessary instructional or support services, a waiver may be requested from the Chief State School Officer. If the waiver is approved, the appointment shall not be made until the person selected has been approved by the Chief State School Officer.

APPLICATIONS

Completed applications should be filed in the office of the Superintendent and accompanied by transcripts and certificates, as appropriate.

The Superintendent/designee shall review each application for completeness and shall send a notice to each applicant indicating (a) the date of the review and (b) any additional materials requested.

SELECTION FACTORS

The Superintendent/designee shall screen applicants based on the following factors:

1. Certification and/or license (when required for the position)
2. Educational background

Hiring**SELECTION FACTORS (CONTINUED)**

3. Previous work experience
4. Recommendations
5. Personal characteristics exhibited during the application process
 - a. Ability to communicate
 - b. Ability to work cooperatively with others
 - c. Applicant's educational philosophy
 - d. Knowledge of work area or subject matter
6. Results from required assessment(s)

EMPLOYMENT

For SBDM schools, hiring shall follow statutory guidelines and the provisions of policy 02.4244, and the Superintendent shall complete the hiring process. Decisions on Central Office and District personnel shall be made by the Superintendent/designee. The Superintendent shall inform the Board of the appointment of all personnel.

CONTRACT

Personnel hired by the Superintendent shall be notified of their contractual obligations by letter. The contract must be signed and returned to the Personnel Office within two (2) weeks.

GUIDELINES FOR APPLICANT EVALUATION

1. Meet the Candidate
 - Job Fair
 - University Contact
 - Referral from other source
 - Submitted application
2. Receive Application
3. Observe candidate in a classroom setting (preferably in person if at all possible; if not, ask for a videotaped lesson). Look for:
 - Positive Teacher/Student Interactions
 - Lesson Design (how engaging is the lesson?)
 - Classroom Management
4. Check references both on paper and make phone calls.

If the applicant is a student teacher:

 - Talk with the university liaison
 - Talk with the principal
 - Talk with the supervising teacher
 - Check any other references provided or if you know someone at that school, check with them.

Hiring

GUIDELINES FOR APPLICANT EVALUATION (CONTINUED)

If the applicant is teaching at another school:

- Talk with the principal
- Talk with the personnel office at the Board of Education where employed
- Check any other references provided or if you know someone at that school or in that district, check with them.

Ask specific questions such as:

- How long have you known the applicant?
- In what capacity?
- What are the applicant's strengths?
- What could the applicant improve upon?
- How does the applicant interact with students?
- Does the applicant provide rigorous, challenging, meaningful, and engaging work for students? Can you provide an example of this?
- How would you rate this person's classroom management?
- Does this person have good attendance?
- Would you want this person teaching your child?
- Would you rehire this person?

Look for discrepancies in references. ALWAYS check with the candidate's principal.

5. Interview the candidate using questions the committee feels are important.
6. Choose the best candidate for the students using these guiding questions:
 - Would you want your child to have this person as a teacher?
 - Would you want to team teach with this person?

EXPLANATION: SB 101 AMENDS KRS 160.380 TO CHANGE THE THIRTY DAY VACANCY REQUIREMENTS TO FIFTEEN DAYS. SB 101 HAS AN EMERGENCY CLAUSE MAKING THE AMENDMENTS CURRENTLY EFFECTIVE.
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

PERSONNEL

03.11 AP.21

Job Vacancy Notice

To: Superintendent/designee

From: _____ Date: _____

SCHOOL/DEPARTMENT: _____

CLASSIFICATION OF JOB TO BE POSTED: _____

CLASS CODE, IF APPLICABLE _____ HOURS PER DAY _____ DAYS PER YEAR _____

FUNDING SOURCE _____

STARTING DATE: _____ PAY CATEGORY: _____

CHECK ONE: ☐ FULL-TIME ☐ PART-TIME ☐ FLEX ☐ TEMPORARY

IS THIS A NEW POSITION? ☐ YES ☐ NO

JOB REQUIREMENTS: _____

APPLICATION DEADLINE: _____

SPECIAL ADVERTISING NEED(S): _____

(Unless otherwise noted, all certified positions shall be posted for fifteen [15] ~~thirty [30]~~ calendar days.)

ADDITIONAL INFORMATION: _____

All requests for job vacancy postings must be submitted in writing on this form to the Superintendent/designee.

Signature: _____ Date: _____

The Board of Education does not discriminate on the basis of race, color, national origin, age, religion, sex, genetic information, or disability in employment, educational programs or activities.

RECOMMENDED: SB 152 AMENDS KRS 157.390 TO ALLOW A DISTRICT TO HAVE DIFFERENTIATED COMPENSATION FOR TEACHERS EMPLOYED IN A SCHOOL THAT IS IDENTIFIED BY THE KENTUCKY DEPARTMENT OF EDUCATION AS BEING IN TARGETED OR COMPREHENSIVE SUPPORT AND IMPROVEMENT STATUS.
FINANCIAL IMPLICATIONS: COST OF HIGHER SALARIES

PERSONNEL

03.121 AP.1

- CERTIFIED PERSONNEL -

Salaries

SALARY SCHEDULE DEVELOPED AND APPROVED

The Board shall approve a single salary schedule, a separate salary schedule or index system for extra services and supervision, and a salary schedule for substitute teachers during or before the July Board meeting.

The single salary schedule shall meet state requirements for Ranks I, II, III, IV, and V, provide employment for the school term as set by the Board in keeping with statutory requirements and contain experience categories.

Extra services compensation shall be based on additional duties and responsibilities assigned, time demands and expertise and shall be included in compensation upon receipt of all required documentation.

~~A District may provide monetary compensation, in addition to that provided through the single salary schedule, to all classroom teachers employed in a school that is identified by the Kentucky Department of Education as being in targeted or comprehensive support and improvement status.~~

The substitute salary schedule shall be a per diem schedule based on rank and experience but may be lower than the rate of pay for regular full-time teachers. Checks shall be issued on paydates designated by the Board.

SALARY FOR PERSONNEL WHO RESIGN

Certified personnel who resign during the school year or at the end of the school year will be paid in full on the regular payday of the month following the resignation. Final payment will be calculated as follows: Annual salary divided by the number of days of employment times number of days taught minus salary previously received, equals balance due at time of resignation. Staff may be paid only for those holidays occurring prior to resignation.

EXTENDED EMPLOYMENT

Extended employment is defined as the number of days certified personnel are contracted to work in addition to the minimum school term. Extended employment will be approved only for those activities which are necessary to improve the educational programs in the school district. The length of employees' regular work day shall be established by the Board and reflected in the job description for each position. Saturday and Sunday will not be placed on the calendar as workdays except as approved in advanced by the Superintendent.

EXTENDED EMPLOYMENT WORK PLAN

An individual calendar and extended work plan shall be prepared by the employee who has been employed for a period exceeding the minimum school term. The plan shall be approved by the employee's supervisor and submitted to the Superintendent.

AMENDMENT TO EXTENDED EMPLOYMENT WORK PLAN

Amendments to the extended employment calendar and/or the work plan for teachers must be approved by the building Principal. Changes for all other personnel must be approved by the Superintendent.

EXPLANATION: SB 236 (2017) AMENDED KRS 160.380 TO REQUIRE APPLICANTS TO PROVIDE A LETTER FROM THE CABINET FOR HEALTH AND FAMILY SERVICES STATING THAT THERE ARE NO FINDINGS OF SUBSTANTIATED CHILD ABUSE OR NEGLECT ON RECORD. SB 101 (2018) HAS AN EMERGENCY CLAUSE MAKING THE AMENDMENTS CURRENTLY EFFECTIVE.
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

PERSONNEL

03.121 AP.22

Employee Checklist

EMPLOYEE'S NAME _____ EMPLOYEE ID# _____

APPLICATION ON FILE

EDUCATION LEVEL

Transcripts

Kentucky Teaching Certification

EMPLOYMENT PAPERWORK/FORMS

FULL-TIME BENEFIT FORMS

Medical Exam/TB Skin Test

Health Insurance

Criminal Records Check

Board Life Insurance

Payroll Information Sheet

State Life Insurance

State & Federal Tax Forms

Health Insurance Checklist

Direct Deposit Forms

ACA Notification

I-9 Form

403b Notification

Driver's License

Women's Healthcare/Cancer Rights

Social Security Card

COBRA Letter

Retirement Forms

AUP/Confidentiality

Letter from Cabinet for Health and Family Services stating that there are no findings of substantiated child abuse or neglect on record (applicants hired on or after April 4, 2018)

EMPLOYMENT HISTORY

SCHOOL YEAR	SCHOOL	POSITION	CONTRACT	SALARY RECORD
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
DATE EMPLOYED	RESIGNED	RETIRED	TERMINATED	
_____	_____	_____	_____	

EXPLANATION: CHANGES TO 704 KAR 3:370 REMOVE THE PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM AND ESTABLISH A STATEWIDE FRAMEWORK FOR PERSONNEL EVALUATION.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

PERSONNEL

03.18 AP.22

~~-CERTIFIED PERSONNEL-~~

Evaluation Committee/Evaluators and Observers

EVALUATION COMMITTEE TASKS

An Evaluation Committee consisting of an equal number of teachers and administrators shall develop the certified evaluation plan, the personnel evaluation procedures and forms meeting all requirements of the Kentucky Framework for Personnel Evaluation.

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~~The following tasks have been completed by the Evaluation Committee, which shall consist of equal numbers of teachers and administrators:~~

- ☐ ~~Developing the processes to be used in formative and summative evaluations for certified positions below the level of District Superintendent.~~
- ☐ ~~Developing all forms associated with the evaluation process.~~
- ☐ ~~Establishing a procedure for certified employees to review their summative evaluation.~~

TRAINING AND TESTING OF EVALUATORS AND OBSERVERS

In meeting the evaluation requirements of KRS 156.557 and 704 KAR 3:370, evaluators shall be trained, tested, and approved according to the District's certified evaluation plan on a four (4) year cycle, and observers shall be trained as follows:

~~Year one (1) of the District's evaluator training cycle shall include the following training requirements: Evaluator training shall include:~~

- a) Initial certified evaluation training and testing provided by the Kentucky Department of Education or provider approved by the Department;
- b) Training on KRS 156.557 and 704 KAR 3:370;
- c) ~~Training in identifying effective teaching and management practices, in effective observation and conferencing techniques, in development of student growth goals, in providing clear and timely feedback, in establishing and assisting with a professional growth plan, and in summative decision techniques; and~~
- e)d) A minimum of six (6) hours annually of personnel evaluation system training approved by the Instructional Leadership Improvement Act established in 704 KAR 3:325.
- d) ~~Training provided by KDE for all certified administrator evaluators who have never evaluated certified school personnel; and~~

~~Training, for all other evaluators, by a provider who has been approved by KDE as a trainer for the Instructional Leadership Improvement Program established in 704 KAR 3:325.~~

Evaluation Committee/Evaluators and ObserversTRAINING AND TESTING OF EVALUATORS AND OBSERVERS (CONTINUED)

~~Year one (1) of the District's evaluator training cycle shall include the following testing requirements:~~

- ~~) An evaluator shall successfully complete testing of research-based and professionally accepted teaching and management practices and effective evaluation techniques;~~
- ~~) The testing shall be conducted by KDE or an individual or agency approved by KDE; and~~
- ~~) The testing shall include certification as an observer through the KDE-approved observer certification process for an evaluator who is evaluating teachers or other professionals.~~

~~KDE shall issue year one (1) approval as an evaluator upon the evaluator's successful completion of the required evaluation training and testing program and successful completion of observer certification.~~

~~Years two (2) and three (3) of the District's evaluator training and testing cycle shall include a minimum of six (6) hours in each year and shall include:~~

- ~~(-) Observer calibration training, in the KDE-approved technology platform, for all evaluators who observe teachers or other professionals, for the purpose of evaluation;~~
- ~~(-) Update training on personnel evaluation statutes and administrative regulations; and~~
- ~~(-) Training for evaluators on any changes to the personnel evaluation system and certified evaluation plan, policies, or procedures.~~

~~Year four (4) of the District's evaluator training and testing cycle shall include refresher evaluator training and, if evaluating teachers or other professionals, recertification training and testing.~~

TRAINING AND TESTING OF OBSERVERS

The District certified evaluation plan may require the use of additional trained administrative personnel to observe and provide information to the evaluator. Peer observations may be used as a source of evidence only if requested by the teacher or other professional and would be used to inform summative ratings.

The District shall require authorized peer observation observers to complete the KDE-approved peer observer training be performed by individuals who are trained in peer observation techniques and responsibilities prior to the first such observation at least once every three (3) years. Peer observation training shall include training in effective observation and conferencing techniques and the roles and responsibilities of peer observers, evaluatees, and certified school personnel.

District Contact

The District shall designate a contact person responsible for monitoring evaluator training and for implementing the system.

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EXPLANATION: THIS CLARIFIES THE PRINCIPAL'S AUTHORITY OF THE ORDERLY CONDUCT AND SAFETY ON SCHOOL PROPERTY AND REMOVES A MINISTERIAL DUTY.
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

SCHOOL FACILITIES

05.45 AP.1

Crowd Control

PRINCIPAL'S ~~AUTHORITY~~ RESPONSIBILITY

~~It is the~~ The Principal's responsibility shall have authority to promote the orderly conduct and safety of the students and other spectators attending events on school property. Crowd control procedures shall include the following:

1. ~~The Principal shall ensure that enough~~ Assignment of authorized school personnel are assigned to provide adequate supervision.
2. The Principal shall request law enforcement personnel to be present if s/he anticipates the crowd may pose a conduct or safety problem.
 - a) Law enforcement personnel shall be provided for athletic events, as approved by the Superintendent.
 - b) The Principal shall ~~determine~~utilize his or her judgment regarding the number of officers needed and advise as to their placement.
3. The admission gate or entrance shall be controlled and admission limited to eligible students, chaperones, guests, spectators, and other authorized persons.
4. ~~No one~~Persons under the influence of alcohol or drugs shall be admittedare subject to exclusion from the event.
5. If a disturbance occurs, school authorities shall determine if the event needs to be concluded and may close the event, as appropriate, and send those in attendance off the school grounds.

RELATED POLICIES

05.3
09.311
09.35

EXPLANATION: HB 527 DEFINES BEST INTEREST OF THE CHILD AND REQUIRES DISTRICTS TO PROVIDE TRANSPORTATION TO THE SCHOOL OF ORIGIN IF DETERMINED TO BE IN THE BEST INTEREST OF THE CHILD AS IT RELATES TO EDUCATIONAL STABILITY.
FINANCIAL IMPLICATIONS: COST OF TRANSPORTING STUDENTS

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.

DISTANCE LIMITATIONS

Three (3)- and (4)-year-old preschool children and students with disabilities are not required to meet the distance specifications in Policy 06.32 to be eligible for school transportation.

PRESCHOOL TRANSPORTATION

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 returned to the school upon completion of the route. 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 ~~designate~~appoint a Foster Care Liaison~~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, Department for Community Based Services ("the Department") in writing that the ~~Cabinet~~Department has designated its foster care ~~point of contact~~POC for the District. The Superintendent may ~~designate~~appoint the Foster Care Liaison~~District POC~~ prior to such notice from the ~~Department~~Cabinet.

The District will collaborate with the ~~Cabinet~~Department 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 Foster Care Liaison~~POC~~ ~~may~~will invite appropriate District officials, the ~~Cabinet~~Department ~~point of contact~~POC, ~~the foster parents~~, and officials from other districts or agencies to consider how such transportation is to be promptly arranged and funded in a cost effective manner in accordance with the Department's authority to use child welfare funding. The Department, in consultation with the District, shall make the determination on whether the child shall remain enrolled in the school of origin based on the best interest of the child, weighing the promotion of educational stability as a primary factor.

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Eligibility for TransportationCHILDREN IN FOSTER CARE (CONTINUED)

If the Department finds it is in the best interest of a child to remain in the school of origin upon placement of the child in a new school district, reasonable transportation shall be offered from the location of placement to the school of origin in which the child is enrolled for any regularly scheduled school day. Such may result in additional transportation costs to a foster parent, child placing agency, child care facility, or the District. The District will provide transportation if necessary to maintain a child in the school of origin if the Department agrees to reimburse the District for the cost of such transportation. Transportation costs incurred shall be reimbursed by the Department on request. Alternatively, the District may agree to pay the cost of such transportation or the District and the Department may agree to share the cost.

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.

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 public school in which a child ~~was~~ enrolled immediately prior to ~~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.⁴

"Best interest of the child" takes into consideration the following factors including but not limited to:

- The benefits to the child of maintaining educational stability;
- The appropriateness of the current educational setting;
- The child's attachment and meaningful relationships with staff and peers at the current educational setting;
- The influence of the school's climate on the child;
- The safety of the child; and
- The proximity of the placement to the school of origin, and how the length of a commute would impact the child.¹

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TRANSPORTATION

06.32 AP.1
(CONTINUED)

Eligibility for Transportation

REFERENCES:

¹ ~~Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care~~

¹ ~~New Section of KRS 199.800 to 199.805~~

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: THE "EVERY STUDENT SUCCEEDS ACT OF 2015" (P. L. 114-95) ELIMINATED THE "SUPPLEMENTAL EDUCATION SERVICES" PROGRAM AND REPLACED IT WITH THE "DIRECT STUDENT SERVICES" PROGRAM WITH A DIFFERENT SET OF OFFERINGS.
FINANCIAL IMPLICATIONS: POSSIBLE TRANSPORTATION AND MATERIAL/PROGRAM COSTS

CURRICULUM AND INSTRUCTION

08.133 AP.1

Extended School/Direct Student Services

Eligible students shall be provided extended school (ESS) and/or direct student services (DSS) in accordance with the following procedures.

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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 PARENTS OF EXTENDED SCHOOL SERVICES

Parents of eligible students shall be notified using procedure 08.133 AP.2.

The District will **provide** a notice 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 must apply to be eligible for the after school tutorial program. Upon application, they may also be considered for enrollment in the summer school program as required by P. L. 114-95, (Every Student Succeeds Act of 2015). Their eligibility and selection shall be based on the same criteria as students enrolled in the District schools.

Extended School/Direct Student Services**DIRECT STUDENT SERVICES**

Direct student services shall be available to students in schools identified by the State for comprehensive support and improvement and for low-achieving students in schools implementing targeted support and improvement plans. Direct student services include:

- Enrollment in academic courses not otherwise available at a student's school;
- Credit recovery and academic acceleration courses;
- Activities that assist students in successfully completing postsecondary level instruction that are accepted for credit at such institutions (Advanced Placement, International Baccalaureate, etc.);
- Components of a personalized learning approach such as high-quality academic tutoring; and
- Transportation to allow a student enrolled in a school identified for comprehensive support and improvement to transfer to another public school.

Costs associated with direct student services shall be in compliance with state and federal law and regulations.

REFERENCES:

KRS 158.6459

704 KAR 3:390

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

RELATED PROCEDURE:

08.133 AP.2

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EXPLANATION: REVISIONS TO 902 KAR 2:060 REQUIRE A CURRENT IMMUNIZATION CERTIFICATE FOR HOME-SCHOOLED STUDENTS WHO ARE ATTENDING IN-SCHOOL CLASSES OR PARTICIPATING IN SPORTS OR OTHER SCHOOL SPONSORED EXTRA-CURRICULAR ACTIVITIES.
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

STUDENTS

09.111 AP.21

Home Schooling Notification

Please return the completed form to the Director of Pupil Personnel at the District's Central Office.

This letter is to inform you that my child/children will be participating in a home schooling program. The beginning date for participation in this program will be _____.

Month Day Year

Following is the home school address and the names and ages of the students who will be participating:

STUDENTS NAME(S) AND DATE OF BIRTH:

CURRENT SCHOOL:

HOME SCHOOL ADDRESS:

Name Street State Zip Code

I have received from the Director of Pupil Personnel (DPP)/designee a copy of the "Home School Information Packet and Best Practice Document" and other supplemental material provided by the District. The DPP/designee offered to meet with me and explain the legal requirements that apply to home schools. It is further acknowledged that this notice of intent to provide home schooling shall be binding from the effective date stated above and shall remain in full force for no longer than to the end of the current or upcoming school year, whichever is first. This notice may be dissolved upon enrollment or re-enrollment of the above named child(ren) in a school in the District or any other public or private school. At such time a home-schooled child re-enrolls in the District, it is understood that certified personnel of the school system shall either place the student according to successful performance in courses that are sequential such as English, math, history, and science or conduct tests similar in nature and content to that used for other students receiving credit in that subject. Once assessment of the child's educational development is completed, a final determination of grade placement will be made. **KRS 158.140, 704 KAR 3:307**

Signature of Father/Legal Guardian and/or Signature of Mother/Legal Guardian

Telephone (Home and Work) Telephone (Home and Work)

Address (if different than student's) Address (if different than student's)

City, State, Zip City, State, Zip

NOTE: Home school parents are to receive a home school information packet.

Home Schooling Notification**PROCEDURE**

The DPP/designee will offer to meet with the home school teacher to review legal requirements, provide a copy of the best practice document, offer other supplemental materials available from the District and request a copy of the home school curriculum from the home school teacher. If a meeting is not possible, copies of the "Home School Information Packet and Best Practice Document" and related information shall be mailed to the home school teacher. The DPP/designee shall use the summary below as a guideline for discussing topics with a prospective home school teacher.

SUMMARY OF REQUIREMENTS

Home school teachers are required by state law to do the following:

- Teach the child reading, writing, spelling, grammar, history, math, and civics. KRS 156.160
- Provide no fewer student attendance days than required in current state law.
- Maintain attendance records. KRS 159.040
- Maintain academic records. It is suggested that you maintain a portfolio (compilation) of the child's best work from year to year. KRS 159.040/KRS 156.160
- Make records available in case of inquiry. KRS 159.040
- Make sure that children between the ages of six (6) and eighteen (18) shall attend an educational institution as described in Kentucky compulsory attendance law. KRS 159.010

Parents of home-schooled students are required by state law to do the following:

- If moving from the District, notify the Superintendent in writing. KRS 159.160
- After notifying the Superintendent of intent to home school, continue to notify the Superintendent each school year prior to the opening of the new school year if planning to continue the home school for the new school year. KRS 159.160

A current immunization certificate shall be required for home-schooled students prior to attending one (1) or more in school classes or participating in sports or other school sponsored extra-curricular activities.

EXPLANATION: REVISIONS TO 704 KAR 7:090 ADD UNACCOMPANIED YOUTH, CHANGE THE HOMELESS COORDINATOR TO LIAISON, AND ADD FOSTER CARE LIAISON.
FINANCIAL IMPLICATION: 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 AND UNACCOMPANIED YOUTH

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~~ liaison shall work with the local child welfare agency, the school last attended, or other relevant agencies to obtain essential records that are not in existence and immediately place the student in appropriate programs so that enrollment shall not be delayed or denied.
 6. To the extent possible, the District homeless student ~~coordinator~~ liaison 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~~ liaison 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.

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CHILDREN IN FOSTER CARE

The foster care liaison may also be the homeless education liaison. The foster care liaison's responsibilities shall be to ensure that:

1. The child in foster care remains in his or her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest;
2. If it is not in the child's best interest to stay in his or her school of origin, the child is immediately enrolled in the new school even if the child is unable to produce records normally required for enrollment; and
3. That the new (enrolling) school immediately contacts the school of origin to obtain relevant academic and other records.

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EXPLANATION: HB 147 AMENDS KRS 158.838 TO ADD MEDICATION PRESCRIBED TO TREAT SEIZURE DISORDER SYMPTOMS, REQUIRES THAT A SEIZURE ACTION PLAN BE CREATED FOR STUDENTS WITH SEIZURE DISORDERS, TRAINING FOR PERSONNEL AND HOW THEY CAN BE CONTACTED DURING AN EMERGENCY.
FINANCIAL IMPLICATIONS: COST OF TRAINING

STUDENTS

09.224 AP.1

Emergency Medical Care Procedures

The emergency medical care procedures listed below are to be followed in case of serious accidents and/or sudden illnesses occurring in the schools:

EMERGENCY INFORMATION

Emergency care information for each student shall be filed in the Principal's office. This information is to include:

1. Student's name, address and date of birth.
2. Parents' names, addresses and home, work and emergency phone numbers.
3. Name and phone number of family physician and permission to contact health care professionals in case of emergency.
4. Name and phone number "emergency" contact (person other than parent/guardian) to reach, if necessary.
5. Unusual medical problems, if any.

MEDICAL EMERGENCY PROCEDURES

The following procedures shall be used in a medical emergency:

1. Administer first aid by a school employee trained in first aid and CPR in accordance with state regulation.
2. Contact the child's parent or other authorized person(s) listed on the school emergency card to:
 - a) Inform parent or authorized contact that the child is not able to remain at school.
 - b) Indicate the apparent symptoms; however, do not attempt to diagnose.
 - c) Advise the contact that s/he may want to contact a health care practitioner regarding the child's condition.
3. Take care of child until parent, health care practitioner or ambulance arrives.
4. Use emergency ambulance service if needed.
5. Administer medication in accordance with District policy and procedure when ordered by the student's personal health care practitioner.
6. Keep the student in a first aid area if s/he appears to be unable to return to the classroom.
7. Do not allow the student to leave school with anyone other than the parent/guardian/designee after an accident or when ill.
8. After a child has an accident or becomes ill at school, arrange transportation home with the parent/guardian/designee.
9. Report all emergency situations to the building administrator.
10. Treat students with contagious diseases, including AIDS, according to state guidelines.
11. Employees shall follow the District's Exposure Control Plan when clean-up of body fluids is required.

Emergency Medical Care Procedures**SUPPLIES/PERSONNEL**

1. Each school shall have an approved first aid kit and designated first aid area.
2. At least two (2) adult employees in each school shall have completed and been certified in a standard first aid course, including but not limited to, CPR.
3. Each school shall maintain epinephrine in a minimum of two (2) locations in the school, including but not limited to the school office and the school cafeteria for administration to students or staff who may have a life-threatening allergic reaction but have no written individual health plan in place, and shall have at least two (2) employees in addition to the school nurse trained to administer epinephrine by auto-injector.
4. As provided by Policy 09.224, any school that has a student enrolled with diabetes or seizure disorders shall have on duty during the school day or during any school-related activities in which the student is a participant, at least one (1) school employee who is a licensed medical professional, or has been appropriately trained to administer or assist with the self-administration of glucagon, insulin or FDA-approved seizure rescue medication or medication prescribed to treat seizure disorder symptoms approved by the FDA as prescribed by the student's health care practitioner. The training shall also include recognition of the signs and symptoms of seizures and the appropriate steps to be taken to respond to these symptoms.
5. The parent or guardian of each student diagnosed with a seizure disorder shall collaborate with school personnel to implement a seizure action plan, prepared by the student's treating physician, which shall be kept on file in the office of the school nurse or school administrator.
6. Any school personnel or volunteers responsible for the supervision or care of a student diagnosed with a seizure disorder shall be given notice of the seizure action plan, the identity of the school employee or employees trained in the administration of seizure medication, and how they may be contacted in the event of an emergency.

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DOCUMENTATION

A complete record of any emergency care provided shall be made and filed with the student's health record. The following information shall be recorded:

1. Time and place accident or illness occurred.
2. Causative factors, if known.
3. Type of care provided and name(s) of person(s) who gave emergency treatment.
4. Condition of the student receiving emergency care.
5. Verification of actual contacts and attempts to contact parent/guardian.
6. List of names of persons who witnessed the accident or illness and the treatment rendered, as appropriate.

STUDENTS

09.224 AP.1
(CONTINUED)

Emergency Medical Care Procedures

RELATED POLICIES:

09.224
09.2241

RELATED PROCEDURES:

09.224 AP.21
09.2241 AP.21
09.2241 AP.22
09.2241 AP.23

EXPLANATION: SB 236 (2017) AMENDED KRS 160.380 TO STATE THAT A SUPERINTENDENT WHO IS REQUIRING A BACKGROUND CHECK MAY REQUIRE THE VOLUNTEER TO PROVIDE A LETTER FROM THE CABINET FOR HEALTH AND FAMILY SERVICES STATING THAT THERE ARE NO FINDINGS OF SUBSTANTIATED CHILD ABUSE OR NEGLECT ON RECORD. SB 101 (2018) HAS AN EMERGENCY CLAUSE MAKING THE AMENDMENTS CURRENTLY EFFECTIVE.
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

PERSONNEL

03.6 AP.2

Volunteer Registration Form

Spencer County Schools will accept adult/parent volunteers into the schools according to the following procedures:

1. All volunteers must complete a Volunteer Registration Form. Names of approved volunteers shall be maintained at the Central Office and forwarded to school Principals.
2. An annual Administrative Office of the Clerk (AOC) records check shall be completed on volunteers who attend school for special occasions such as school parties, who accompany their own children but have no supervisory responsibilities for other children on school trips and/or who visit schools on a regular basis to assist as a volunteer.

A copy of the AOC is sent to the Personnel Assistant in order to keep a current list of volunteers.

3. An initial criminal records check shall be conducted on individuals who have contact with students on a school schedule, approved by the Principal, or who have supervisory responsibility for students. These individuals include parents or volunteers who accompany students on school-related trips/activities and have supervisory duties for students and volunteers who have regular classroom duties working with and tutoring students under the supervision of a certified staff member.

After the initial criminal records check, an AOC check shall be conducted on these volunteers every five (5) years.

4. The Superintendent may also require such a volunteer to provide a letter from the Cabinet for Health and Family Services stating that there are no findings of substantiated child abuse or neglect on record.

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VOLUNTEER REGISTRATION FORM

Volunteers must complete and submit to the Central Office a Volunteer Registration Form. Copies of this form, along with preaddressed envelopes to the AOC office, shall be maintained at the Central Office.

After completing and submitting the form to the Principal, the volunteer shall be notified by the school if a criminal records check is necessary.

When the AOC records check is returned with clearance, the Central Office will notify the schools and the volunteers.

OTHER VISITORS

Parents, guardians, or other visitors who come to the District schools to observe a classroom, a class program, or a schoolwide program are not subject to AOC checks. These visits require the Principal's approval.

PERSONNEL

03.6 AP.2
(CONTINUED)

Volunteer Registration Form

Organization: Spencer County Board of Education

Address: 207 West Main Street, Taylorsville, Kentucky 40071

Contact Person: _____ E-mail: _____

Phone Number: 502-477-3250 Fax: 502-477-3259

Administrative Office of the Courts

Pretrial Services

~~100 Millcreek Park~~ 1001 Vandalay Drive

Frankfort, Kentucky 40601

1-800-928-6381

Social Security: _____

Date of Birth: _____

Full Name: _____

Maiden or Alias Names: _____

Street Address/P.O. Box: _____

City, State, Zip Code: _____

All approved volunteers will be notified by e-mail address or post card.

E-mail _____

~~Please check the school(s) you wish to volunteer. Thank you.~~

~~Preschool~~ ☐ ~~Hillview Academy~~ ☐

~~Spencer County Elementary~~ ☐ ~~Spencer County Middle~~ ☐

~~Taylorsville Elementary~~ ☐ ~~Spencer County High~~ ☐

~~Mentor~~ ☐ ~~Field Trips~~ ☐ ~~Classroom~~ ☐ ~~School Events~~ ☐

~~Do you want the school(s) to contact you regarding your schedule of availability?~~

~~Yes~~ ☐ ~~No~~ ☐ ~~Phone Number~~ _____

EXPLANATION: SB 236 (2017) AMENDED KRS 160.380 TO STATE THAT A SUPERINTENDENT WHO IS REQUIRING A BACKGROUND CHECK MAY REQUIRE THE VOLUNTEER TO PROVIDE A LETTER FROM THE CABINET FOR HEALTH AND FAMILY SERVICES STATING THAT THERE ARE NO FINDINGS OF SUBSTANTIATED CHILD ABUSE OR NEGLECT ON RECORD. SB 101 (2018) HAS AN EMERGENCY CLAUSE MAKING THE AMENDMENTS CURRENTLY EFFECTIVE.
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

PERSONNEL

03.6 AP.21

Criminal Records Release Authorization For Volunteers

The criminal background check requirement request should be completed using the form accessible via the website of the Administrative Office of the Courts.

<http://courts.ky.gov/resources/legalforms/LegalForms/RU004.pdf>

The Superintendent may also require such a volunteer to provide a letter from the Cabinet for Health and Family Services stating that there are no findings of substantiated child abuse or neglect on record.

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Link to DPP-156 Central Registry Check and more information on the required Cabinet Letter:

<http://manuals.sp.chfs.ky.gov/chapter30/33/Pages/3013RequestfromthePublicforCANCChecksandCentralRegistryChecks.aspx>

Educational Enhancement Opportunity Request Form

All Educational Enhancement Opportunity Request Forms (EEORFs) are to be submitted from a student's school at least five (5) days prior to the anticipated event.

Any student having three (3) or more unexcused absences and/or failing one (1) or more class(es) will not be considered for the EEORF opportunity.

Principal/designee will send completed and validated form to Director of Pupil Personnel (DPP) for approval. Completed form must include grades and current attendance. Principal/designee will also ensure that parent/guardian understands that a brief age appropriate report is to be turned in by the student. This report must be turned in to student's school within five (5) days following the student's return. In order for the days absent to be excused as Educational Enhancement Days, the school must receive the report within the five (5) day deadline. The days shall be designated as unexcused absences until the report is submitted. The report shall then be forwarded to the DPP.

SUBMISSION PROCEDURE

The following steps must be followed when a parent/guardian requests an EEO form from the designee(s) at the student's school.

- The designee(s) should familiarize the parent/guardian with what is needed for successful application and approval.
- The school designee(s) will may also utilize this opportunity with parent/guardian for a review of student's attendance and grades.
- The form must be filled out legibly and The form is to be completed adequately in its entirety (including a selection made from choices one through six [1-6] as well as the paragraph at the bottom explaining the three (3) criteria listed). Both the student as well as the parent/guardian must sign the bottom of the form.
- All EEO requests are to be submitted from student's school along with attendance and grades. All required items should be e-mailed to C. Scott and Mr. Bob the DPP/designee.
- An e-mail will be sent to the school from the DPP Office announcing the decision of either "approved", contingent upon receipt of age/grade appropriate report or "not approved" that has been reached for that EEO. In the case of a "not approved" decision, a short explanation will be given. If approved, the Principal/designee may contact the parent/guardian.
- The designee from the school Director of Pupil Personnel will then contact the parent/guardian and notify him/her of the decision along with the explanation if needed.
- The EEO may be resubmitted via e-mail once the criteria is met (the EEO form along with attachments must be resubmitted via e-mail in its entirety if resubmitted).
- The parent/guardian may also contact the DPP if further questions or explanations are needed.
- The student's completed report should be e-mailed to the DPP Office. If the report is too large then please send an e-mail advising that you will be placing it in the pony and please do so.

****Remember, the student must have less than three (3) unexcused absences and must be passing all classes for the request to be considered.**

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STUDENTS

DRAFT 7/19/18

09.123 AP.2

Educational Enhancement Opportunity-Request Forms

EDUCATIONAL ENHANCEMENT OPPORTUNITY REQUEST

To request an absence to participate in an educational enhancement activity, please complete this application and return it to your school's principal at least five (5) days prior to the anticipated event. The following standards shall apply to all requests:

1. The proposed activity must have significant education value.
2. The proposed activity must be directly related to one (1) of the core curriculum subjects of English, science, mathematics, social studies, foreign language, and/or the arts.
3. The proposed activity is:
☐ An intensive program related to the core curriculum;
☐ An educational foreign exchange program
☐ Other (explain) _____
4. Approval may be given for up to ten (10) school days.
5. Unless the Principal determines that extenuating circumstances exist, requests for date(s) falling within State or District testing periods shall not be granted; and
6. The Principal will determine if the activity is of significant educational value.

If the request is approved, the student will not be counted absent and will be able to make up work. The student's grade(s) shall not be affected adversely for lack of class attendance or class participation.

Decisions may be appealed to the Superintendent and then to the Board of Education under the District's Grievance policy.

Student Full Legal Name: _____ - _____ Date of Application _____

Name of School _____ Homeroom Teacher _____

Date of Birth: _____ Age: _____ Grade Level: _____ Home Phone _____

Residence Address: _____

City: _____ State: _____ Zip Code: _____

Excused Absences To Date _____ Unexcused Absences To Date _____ Total Absences to Date _____

Date(s) of Intended Absence(s) _____

Please explain the nature of the event the student will be attending and how the activity meets the criteria of (1) having an educational purpose, (2) having "significant educational value," and (3) how the activity is directly related to one of the core curriculum subjects of English, science, mathematics, social studies, foreign language or the arts. Please attach a schedule of activities/events to be attended. (Use additional paper, if needed, and attach to this completed form.)

Signature of Student

Date

Signature of Parent/Guardian

Date

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STUDENTS

09.123 AP.2
(CONTINUED)

Educational Enhancement Opportunity ~~Request~~ Forms

EDUCATIONAL ENHANCEMENT OPPORTUNITY REQUEST FORM

FOR SCHOOL USE ONLY – TO BE COMPLETED BY PRINCIPAL/DESIGNEE

This request must meet all three criteria to be eligible for an educational opportunity absence:

1. This request is for an absence that will have “significant educational value” and be “intensive” in nature. Yes ☐ No ☐
2. The activity is tied to one of the core curriculum subjects of English, science, mathematics, social studies, foreign language or the arts. Yes ☐ No ☐

As Principal, I recommend ☐ I do not recommend ☐ that this educational opportunity absence be granted.

Principal's Rationale:

Signature of Principal

Date

Educational Enhancement Opportunity Forms**EEO FLOW CHART**

Student Name _____ Grade _____ Date _____

1. The EEO request has been made at least 5 days prior to the anticipated event.

Initials _____ Date of request _____ Date of anticipated event _____

2. The Parent/guardian understands what is needed for successful application and approval of EEO.

Initials _____ Date _____

3. The proposed activity has educational value.

Initials _____ Date _____

4. The proposed activity is related to one of the core curriculum subjects.

Initials _____ Date _____

5. The anticipated event does not exceed ten (10) school days.

Initials _____ Date _____

6. The parent/guardian understands that an age/grade appropriate report must be turned in within five (5) school days of returning from the event.

Initials _____ Date _____

7. The anticipated event does not fall within state or district testing periods.

Initials _____ Date _____

8. The student does not have three (3) or more unexcused absences (including tardies) to date.

Initials _____ Date _____

9. The student is passing all classes.

Initials _____ Date _____

Administrator's Signature _____ Date _____

TO BE COMPLETED BY DPP

Accepted: _____ Not Accepted: _____

Reason: _____

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STUDENTS

09.123 AP.2

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Educational Enhancement Opportunity Forms

MONTHLY ATTENDANCE AND EEO REPORT

SCHOOL -

MONTH -

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TRUANCY

NUMBER OF TRUANCY AFFIDAVITS SUBMITTED -

NUMBER OF TRUANCY AFFIDAVITS ACCEPTED -

NUMBER OF STUDENTS WITH SIX (6) OR MORE UNEXCUSED ABSENCES (NOT SUBMITTED) -

EEO

NUMBER OF EEOs SUBMITTED -

NUMBER OF EEOs ACCEPTED -

NUMBER OF EEOs DENIED -

NUMBER OF EEOs RETURNED -

STUDENTS

ALL NEW LANGUAGE 7/19/18

09.123 AP.1

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Attendance Procedures

TRUANCY FLOW CHART

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Student Name _____ Grade _____ Date _____

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AT THREE (3) UNEXCUSED ABSENCES (LOCAL SCHOOL LEVEL):

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1. Three (3) day letter to parent/guardian.

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Initials _____ Date _____

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2. Phone call to parent/guardian in order to determine reason for missed school and solution.

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Initials _____ Date _____

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3. Student conference held in order to determine reason for missed school and solution.
(Grades 6-12)

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Initials _____ Date _____

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4. Parent/guardian conference held/attempted in order to determine reason for missed school and solution.

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Initials _____ Date _____

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5. Date student reached six (6) unexcused absences.

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Date of 6th UX _____ Initials _____ Date _____

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6. Date student referred to DPP.

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Initials _____ Date _____

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7. Once a student has reached six (6) unexcused absences, the completed affidavit and truancy evaluation form are to be sent to the DPP. All completed forms must include signature where indicated as well as printed reports identified on affidavit.
***Remember, unexcused absence totals are calculated using a combination of unexcused days and unexcused tardies (three (3) unexcused tardies is equivalent to one (1) unexcused day).**

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ONCE THE AFFIDAVIT AND TRUANCY FORM ARE SENT TO THE DPP, NO CHANGES TO A STUDENT'S ATTENDANCE RECORD MAY BE MADE.

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Administrator's Signature _____ Date _____

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TO BE COMPLETED BY DPP

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Accepted: _____ Not Accepted: _____

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Yes No Yes No

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Reason: _____

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- CLASSIFIED PERSONNEL -**Classified Personnel Evaluation**

EMPLOYEE'S NAME _____ SCHOOL YEAR _____

WORKSITE/SCHOOL _____ SUPERVISOR _____

POSITION:☐ CUSTODIAN☐ INSTRUCTIONAL ASSISTANT☐ CLERICAL PERSONNEL☐ SCHOOL NUTRITION EMPLOYEE☐ MAINTENANCE PERSONNEL☐ OTHER, SPECIFY _____**EXPLANATION OF THE SCALE:**

EXCEEDED (E)

UNSATISFACTORY (U)

NOT APPLICABLE (NA)

SATISFACTORY (S)

IMPROVEMENT NEEDED (IN)

JOB KNOWLEDGE:

Evaluate skill/knowledge of the information, procedures, materials, equipment, techniques, etc., required for the position.

- (a) Has necessary skills to complete tasks required in current job.
- (b) Understands and completes all records, reports, and documents required.
- (c) Has working knowledge of equipment/material that is necessary for completion of assigned task.
- (d) Attends appropriate in-service programs.
- (e) Adheres to Board policies.

E	S	IN	U	NA

Comments: _____
_____**PRODUCTIVITY AND QUALITY OF WORK:**

Rate the completion, accuracy, timeliness, and volume of work.

- (a) Completes the required tasks.
- (b) Completes tasks accurately.
- (c) Completes tasks in a timely manner.
- (d) Uses proper safety measures when working.
- (e) Takes initiative in seeking and completing tasks without supervision.

E	S	IN	U	NA

Comments: _____

Classified Personnel Evaluation**RESPONSIBILITY, DEPENDABILITY, AND ATTENDANCE:**

Consider efforts to ensure the successful completion of tasks, extra efforts made to meet work demands, attendance, dependability, and general assistance.

- (a) Uses discretion with confidential or privileged information.
- (b) Follows directions.
- (c) Uses good judgment in performing responsibilities.
- (d) Organizes work responsibilities and sets priorities.
- (e) Has a good attendance record.
- (f) Reports to work punctually.
- (g) Returns to work from break and/or lunch punctually.

E	S	IN	U	NA

Comments: _____

INTERPERSONAL RELATIONS:

Consider relationships with other employees, students, and the community, and willingness to perform required duties and to help others accomplish tasks.

- (a) Deals with students and parents in a positive, constructive manner.
- (b) Deals with colleagues and supervisors in a positive, constructive manner.
- (c) Cooperates in accomplishing school and District goals and objectives.
- (d) Handles problems in a constructive and fair manner.
- (e) Works through line/staff relationships when addressing problems.
- (f) Offers differing opinions in a constructive and helpful manner.
- (g) Demonstrates effective written and verbal communication skills.

E	S	IN	U	NA

Comments: _____

SUMMARY

Overall job performance on applicable items.

E	S	IN	U	NA

Classified Personnel Evaluation

Overall, does the employee meet the designated performance standards? ☐ Yes ☐ No
Comment: _____

Growth and Development: Activities in which the employee has participated which could increase job effectiveness.

Improvement in the areas noted on this evaluation can be achieved by the following:

This review has been discussed with the employee who has been given a copy. Signatures acknowledge completion of the evaluation and not necessarily agreement.

(Employee's Signature)

(Date)

(Supervisor's Signature)

(Date)

Employee's Comments: _____

RELATED PROCEDURE:

03.28 AP.22

Review/Revised:10/20/09