LEGAL: HOUSE BILL 9 (2021) CREATED KRS 78.510 – KRS 78.852 TO CLARIFY THAT THE “RETIREMENT OFFICE” MEANS THE KENTUCKY PUBLIC PENSIONS AUTHORITY (KPPA) WHICH INCLUDES THE KENTUCKY RETIREMENT SYSTEM (KRS) AND THE COUNTY EMPLOYEES’ RETIREMENT SYSTEM (CERS) AND SEPARATED CERS FROM KRS. ALL REFERENCES TO SUCH INCLUDE BOTH.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

# POWERS AND DUTIES OF THE BOARD OF EDUCATION BD01.0

Definitions

The following expressions are defined with respect to their intended meanings in the context of this manual:

Policies

An expression of the will of the elected Board of Education or the school council. Although other statutes may have Board policy implications, the general scope of Board policies is defined by KRS 160.290 and KRS 160.340. The scope of council policies is defined by KRS 160.345. Board policies cover the general management and governance of school district operations and functions. Within the parameters of the District’s legal authority, violations of policy may provide grounds for administrative response or action as relates to students, District employees, parents, and members of the community, but such policies are not intended to heighten standards of care, establish grounds for liability or create rules for immunities enjoyed by defendants in civil judicial actions against the Board, its members, District employees, officers, or volunteers.

Administrative Procedures

Statements of the Superintendent and/or District administration. Procedures are administrative instruments to implement Board policy and other legal mandates.

Administrative Regulations

References such as "State Board regulations", “state regulations", and “administrative regulations" shall mean Kentucky Administrative Regulations (KAR) promulgated by the Kentucky Board of Education.

Full‑Time/Part‑Time

Individual districts should consider the implications of these parameters for their personnel policies. In general, certified employees who work five six‑hour days per week during the school term shall be regarded as full‑time, whether they serve 9 1/4 months or some amount of extended employment short of 12 months. Classified employees whose work is inherently associated with the school term (e.g. cafeteria employees, bus drivers) shall also be regarded as full‑time even though their employment is less than twelve months in duration.

Superintendent

It should be inferred that policies that charge the Superintendent with preparing and/or implementing provisions of procedures, plans or programs for Board review shall also embrace any other employee to whom the Superintendent may delegate such charges.

Teacher

Except for referenced statutes which specify a different definition for the purposes of those statutes, in this manual the term teacher shall refer to any person, other than the Superintendent, for whom certification is required as a basis for employment.

**Husband and Wife**

The term husband and wife, as used in the policy manual, shall be deemed to include a spouse in a legally recognized marriage unless the context otherwise requires.

# POWERS AND DUTIES OF THE BOARD OF EDUCATION BD01.0

# (Continued)

Definitions

Parent or Guardian

Parent, as used in this manual, means parent, legal guardian, or other person authorized by law to act as a parent as the context requires.

Masculine Gender

Unless otherwise noted, all gender references include both male and female.

Children and Youth With Disabilities

In compliance with federal law and unless otherwise indicated, use of the terms "handicapped/exceptional/special education" shall refer to children and youth with disabilities.

School Nutrition Program

Use of the term "food service" shall also refer to the District’s School Nutrition Program.

Student Attendance Day

Unless otherwise noted, use of the term "instructional day" shall have the same meaning as “student attendance day”.

Health Provider

Unless otherwise noted, the terms “health care provider” and “health care practitioner” have the same meaning.

Charter School

Use of the term “charter school” means a public charter school.

Charter School Authorizer

A local board of education as defined in KRS 160.1590.

**Kentucky Public Pensions Authority**

Use of the terms Kentucky Retirement System (KRS) or County Employees’ Retirement System (CERS) includes the Kentucky Public Pensions Authority (KPPA).

Related Policies

The listing of related policies at the bottom of a document is a generic list and may include some policy numbers that this manual does not contain.

References

Legal references listed in this manual, such as state and federal statutes and regulations, Kentucky Attorney General Opinions, and court cases are provided as a tool for additional research and are not intended to be viewed as a complete listing of legal resources applicable to a particular topic.

# POWERS AND DUTIES OF THE BOARD OF EDUCATION BD01.0

# (Continued)

Definitions

References:

1KRS 157.320; 102 KAR 1:036; 702 KAR 1:035

KRS 78.510 – KRS 78.852

KRS 158.144

KRS 160.290; KRS 160.340; KRS 160.345

KRS 160.1590

KRS 405.028

701 KAR 8:010; 701 KAR 8:020; 701 KAR 8:030; 701 KAR 8:040

702 KAR 6:010; 702 KAR 6:020; 702 KAR 6:040

702 KAR 6:075; 702 KAR 6:090

LEGAL: REVISIONS TO 701 KAR 5:150 REQUIRE THAT A DISTRICT SEEKING COMMISSIONER APPROVAL OF A NONTRADITIONAL INSTRUCTION (NTI) PLAN ANNUALLY INCORPORATE IT INTO THE COMPREHENSIVE DISTRICT IMPROVEMENT PLAN (CDIP).

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

LEGAL: AMENDMENTS TO 703 KAR 5:225 CREATE ADDED FLEXIBILITY BY CLARIFYING TIMELINES AND CREATING PROVISIONS FOR THE INCLUSION OF NEW PLAN ELEMENTS CREATED BY OTHER STATE STATUTES OR REGULATIONS.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

# POWERS AND DUTIES OF THE BOARD OF EDUCATION AB01.111

District Planning

Planning Committee

A District planning committee, representative of the community and the school district, shall be appointed by the Superintendent and approved by the Board to develop, review, and revise annually a Comprehensive District Improvement Plan (CDIP).

Selection of committee members shall reflect reasonable minority representation and encourage active minority participation.1

Planning Cycle

The District’s planning cycle shall follow a process of continuous improvement as data becomes available. The structure of the CDIP shall include completion of a narrative summary of the current state of the school between August 1 and October 1 of each school year and completion of the needs assessment between October 1 and November 1 of each school year. A process for development of the CDIP is to be completed between November 1 and January 1 of each school year, and a District level plan for providing an equitable education to English Learners is to be completed by May 1 of each school year and other components required by state statutes or regulations. Unless otherwise noted, all additional components of the CDIP must be complete by May 1 of each school year.

Plan Requirements

The District seeking Commissioner approval of the nontraditional instruction (NTI) plan shall annually incorporate it within the CDIP. The District shall submit the NTI plan to the Department by May 1 for implementation at the beginning of the upcoming school term. The primary purposes of the CDIP shall be:

* To improve student achievement on state and federal mandated testing/accountability instruments;
* To eliminate achievement gaps among groups of students; and
* To develop District strategies and services to address deficiencies and/or sustain or strengthen current efforts.

The CDIP structure shall include the components set out in 703 KAR 5:225, the Every Student Succeeds Act of 2015 (ESSA), and KRS 158.649.

As part of the District planning process, the Board shall review District academic performance on the state assessments for various groups of students in compliance with legal requirements. Upon agreement of the council, or the Principal if there is not a council, and the Superintendent, the Board shall establish an annual target for each school for reducing identified gaps in achievement.2

POWERS AND DUTIES OF THE BOARD OF EDUCATION AB01.111

# (Continued)

District Planning

Plan Requirements (continued)

If the Board determines that a school has not met its target to reduce the identified gap in student achievement for a group of students, the Board shall require the council, or the Principal if no council exists, to submit its revisions to the school improvement plan describing the use of the professional development funds and funds allocated for continuing education to reduce the school’s achievement gap for review and approval by the Superintendent. The plan shall address how the school will meet the academic needs of the students in the various gap groups.

Board Review

The plan shall be completed between November 1 and January 1 of each school year and presented to the Board for approval.

The Superintendent shall present annually the CDIP to the Board for review and approval. The Superintendent shall submit required assurances to the Kentucky Department of Education no later than September 30 of each year.

Implementation

The District shall maintain a copy of each CDIP permanently and, consistent with the District’s planning cycle, post the current CDIP on the District’s web site.

The CDIP shall serve as a resource for Board decision making.

School Plans

The CDIP shall be broad enough to allow each school to develop its own plan, within the goals and objectives of the District.

District Report Cards

The District shall post the District report card on its website, as required by ESSA. District report cards shall be widely accessible to the public, in an understandable and uniform format, and when possible, written in a language that parents can understand.

As outlined in KRS 160.463, a copy of the report card is to be publicized by one of the following methods:

1. In the newspaper of the largest general circulation in the county;
2. Electronically on a website of the District; or
3. By printed copy at a prearranged site at the main branch of the public library within the District.

If b or c above is selected, the Superintendent shall cause notification to be published in the newspaper with largest circulation in the county that includes the electronic address of the website or the address of the library where the report card can be viewed by the public.

The District shall send a District report card to parents containing information about performance as outlined in KRS 158.6453 and 703 KAR 5:140, and information on electronic access to a summary of the results for the District shall be published in the newspaper with the largest circulation in the county.

POWERS AND DUTIES OF THE BOARD OF EDUCATION AB01.111

# (Continued)

District Planning

References:

1KRS 156.500

2KRS 158.649

KRS 158.070; KRS 158.6453; KRS 160.290; KRS 160.340; KRS 160.345; KRS 160.463

701 KAR 5:150; 703 KAR 5:140; 703 KAR 5:225; 703 KAR 5:280; 704 KAR 3:390

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

Related Policies:

02.44; 02.441; 02.442; 04.1; 09.21

LEGAL: HB 453 AMENDS THE NOTICE REQUIREMENTS IN KRS 61.826 TO PROVIDE SPECIFIC INFORMATION ON HOW ANY MEMBER OF THE PUBLIC OR MEDIA ORGANIZATION MAY VIEW A TELECONFERENCE MEETING ELECTRONICALLY. THE NOTICE SHALL IDENTIFY A PRIMARY PHYSICAL LOCATION IF TWO OR MORE MEMBERS ARE MEETING FROM THE SAME LOCATION.

FINANCIAL IMPLICATIONS: COST OF PROVIDING NOTICE

LEGAL: HB 121 AMENDS KRS 160.270 TO REQUIRE A PUBLIC COMMENT PERIOD AT REGULAR MEETINGS OF THE BOARD.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

# POWERS AND DUTIES OF THE BOARD OF EDUCATION M01.42

Regular Meetings

Time and Place

At a July Board meeting the Board shall adopt a schedule of regular meetings for the calendar year, identifying the date, time and place of each meeting Rescheduled regular meetings shall be noticed and held as special meetings.1 & 5

Publicity

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. The schedule of regular meetings shall be made available to the public.2

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

**Public Comment Period**

Each regular meeting shall include a public comment period of at least fifteen (15) minutes. Any Board rules and policies regarding conduct during school board meetings shall apply during the public comment period.1

**Video Teleconferences**

The Board may conduct its meeting by video teleconference (including closed sessions). Notice of a video teleconference meeting shall comply with the requirements of KRS 61.820 or KRS 61.823 as appropriate. The notice shall clearly state that the meeting will be a video teleconference; provide specific information on how any member of the public or media organization may view the meeting electronically; and in any case where the Board has elected to provide a physical location, or in any circumstance where two (2) or more members of the Board are attending a video teleconference meeting from the same physical location, precisely identify a primary physical location of the video teleconference where all members can be seen and heard and the public may attend in accordance with KRS 61.840.

The same procedures with regard to participation, distribution of materials and other matters shall apply in all video teleconference locations. Members of the Board who participate in a video teleconference shall remain visible on camera at all times that business is being discussed.

POWERS AND DUTIES OF THE BOARD OF EDUCATION M01.42

(continued)

**Regular Meetings**

**Video Teleconferences (continued)**

Any interruption in the video or audio broadcast of a video teleconference at any location shall result in the suspension of the video teleconference until the broadcast is restored.

If a regular meeting is changed to a video conference, the meeting shall remain a regular meeting if the meeting occurs on the same date and time as originally scheduled and the Board follows the provisions of KRS 61.823 to provide a notice that meets these requirements.4

**References:**

1KRS 160.270

2KRS 61.820; OAG 78‑274; OAG 78‑614

3KRS 61.810

4KRS 61. 823; KRS 61.826

592‑OMD‑1677; 04-OMD-056

KRS 61.840**;** KRS 158.070

17-OMD-148

Related Policies:

01.421; 01.43; 01.44; 08.3; 08.31

LEGAL: HB 121 AMENDS KRS 160.270 TO REQUIRE A PUBLIC COMMENT PERIOD AT REGULAR MEETINGS OF THE BOARD.

Financial implications: none anticipated

# POWERS AND DUTIES OF THE BOARD OF EDUCATION O01.421

Public Participation in Open Meetings

Public Attendance

The public and the news media are permitted to attend all open meetings of the Board. No person may be required to identify himself in order to attend any such meeting.1

Exception

The chairman may impose conditions upon attendance at a given meeting only if such conditions are required for the maintenance of order.1

**Public Comment Period**

Each regular meeting shall include a public comment period of at least fifteen (15) minutes. Any Board rules and policies regarding conduct during school board meetings shall apply during the public comment period.2

Persons wishing to address the Board may do so at designated times but they first must be recognized by the chairman. When a District employee is to be discussed, individuals or groups shall contact the Superintendent at least one (1) week in advance of the next regular meeting in order to be placed on the agenda. In addition, lengthy proposals suggesting changes in policy or operation shall be submitted in writing to the Superintendent at least one (1) week prior to the next Board meeting.

Speakers

The chairman may require the name and address of the speaker. The chairman may rule on the relevance of the topic to the Board's agenda. The chairman may also establish time limits for speakers as may be required to maintain order and to ensure the expedient conduct of the Board's business.

Reference:

1KRS 61.840

2KRS 160.270

Related Policies:

01.42; 01.45; 10.2

LEGAL: HB 121 AMENDS KRS 160.270 TO REQUIRE A PUBLIC COMMENT PERIOD AT REGULAR MEETINGS OF THE BOARD.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

# POWERS AND DUTIES OF THE BOARD OF EDUCATION AH01.45

Board Meeting Agenda

Preparation

Agenda for Board meetings shall be prepared by the Superintendent at the direction of, and subject to the approval of the Chairperson.

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 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 three (3) members. However, once the agenda for a special called meeting is posted or 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.

**Public Comment Period**

Each regular meeting shall include a public comment period of at least fifteen (15) minutes. Any Board rules and policies regarding conduct during school board meetings shall apply during the public comment period.1

**Reference:**

1KRS 160.270

KRS 160.290

**Related Policies:**

01.42; 01.421; 01.44; 01.5

03.16/03.26

LEGAL: NEW REGULATION 702 KAR 1:116 REPLACES EXPIRED REGULATION 702 KAR 1:115 AND AMENDS THE PROCESS FOR APPROVAL OF BOARD TRAINING HOURS RECEIVED FROM SOURCES OTHER THAN KSBA.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

# POWERS AND DUTIES OF THE BOARD OF EDUCATION A01.83

In‑Service Training

Annual in-service training for all school board members in office as of December 31, 2014 shall include training on topics required by regulation that meet the minimum number of total training hours as follows:1

1. Twelve (12) hours for school board members with zero (0) to three (3) years of experience (to include five hours on the following: three (3) hours of finance, one (1) hour of ethics, and one (1) hour of superintendent evaluation);
2. Eight (8) hours for school board members with four (4) to seven (7) years of experience (to include four hours on the following: two (2) hours of finance, one (1) hour of ethics, and one (1) hour of superintendent evaluation); and
3. Four (4) hours for school board members with eight (8) or more years of experience (to include three hours on the following: one (1) hour of finance and one (1) hour of ethics annually and, one (1) hour of superintendent evaluation biennially).

If a Board member obtains hours through any sources other than KSBA, they shall have local Board approval prior to participation in the training event, and they shall ensure that a copy of proof of attendance including a recitation of the time, date, location, and description of the training is sent by the training provider to KSBA within two (2) weeks of completion of the training.

For Board members who begin initial service on or after January 1, 2015, annual in-service training requirements shall be twelve (12) hours for Board members with zero to eight (0-8) years of experience and eight (8) hours for Board members with more than eight (8) years of experience. Required annual training hours shall include:

1. Three (3) hours of finance, one (1) hour of ethics, and one (1) hour of superintendent evaluation for members with zero (0) to three (3) years experience;
2. Two (2) hours of finance, one (1) hour of ethics, and one (1) hour of superintendent evaluation for members with four (4) to seven (7) years experience; and
3. One (1) hour of finance, one (1) hour of ethics annually, and one (1) hour of superintendent evaluation biennially for members with eight (8) or more years experience.

In‑Service Training Regarding Charter School Authorization

Separate and apart from the above in-service training, Board members shall participate in in-service training regarding charter school authorizers as follows:

When the Board, or a collaborative of local school boards including the Board, receives a charter school application, any member of the Board or boards who has not received charter authorization training within twelve (12) months immediately preceding the date the application was received shall receive six (6) hours of in-service training prior to evaluating the charter application. Except for training provided prior to July 15, 2020, the training shall be in addition to the annual in-service training required under KRS 160.180, and the Board shall select the trainer to deliver the training to its members. Charter authorizer training shall not be required of any Board member until a charter application is submitted to the Board or boards.2

# POWERS AND DUTIES OF THE BOARD OF EDUCATION A01.83

# (Continued)

In‑Service Training

In‑Service Training Regarding Charter School Authorization (continued)

The charter authorizer training requirements shall be approved by the Commissioner of Education and shall address the following topics of authorizer responsibility and charter school formation and operation:

1. Financial governance and transparency;
2. Conflict of interest;
3. Charter application;
4. Charter school contracting;
5. Charter school monitoring;
6. Charter school renewal, nonrenewal, and revocation;
7. Charter school closure;
8. Ethics;
9. Curriculum and instruction;
10. Educational services provided for special needs, at risk, English learner, gifted, and other special population students; and
11. Physical restraint and seclusion of students.

Orientation of New Board Members

The Superintendent/designee and/or the Board Chair shall acquaint new Board members with their duties and obligations and furnish them with a copy of the Board’s policy manual and/or access to the District’s online manual and such other information and guidance materials as necessary to prepare them for service. Areas should include, but not be limited to, District budgeting, planning and student learning indicators. In addition, new Board members shall be provided assistance in locating training opportunities to help them meet statutory training requirements and to support them in learning their roles and responsibilities.

References:

1KRS 160.180

2KRS 160.1594

701 KAR 8:020

702 KAR 1:116

OAG 85‑53; OAG 85‑145

LEGAL: HB 9 AMENDS 160.1594 TO CLARIFY THAT CHARTER SCHOOL AUTHORIZERS ARE ENCOURAGED TO GIVE PREFERENCE TO APPLICATIONS THAT DEMONSTRATE INTENT, CAPACITY, AND CAPABILITY TO PROVIDE COMPREHENSIVE LEARNING EXPERIENCES TO AT RISK STUDENTS, STUDENTS WITH SPECIAL NEEDS, AND STUDENTS SEEKING CAREER READINESS.

FINANCIAL IMPLICATIONS: FUNDING FOR CHARTER SCHOOLS

# POWERS AND DUTIES OF THE BOARD OF EDUCATION A01.91

Authorization of Charter Schools

Authorization

Approval of charter school applications shall be subject to the Board finding that the school described in the application meets statutory and regulatory requirements and is likely to improve student learning and achievement; that the applicant demonstrates the ability to operate the school in an educationally and fiscally sound manner; and that approval of the application will:

* Improve student learning outcomes by creating additional high-performing schools with high standards for student performance;
* Encourage the use of different, high-quality models of teaching, governing, scheduling, or other aspects of schooling that meet a variety of student needs;
* Close achievement gaps for low-performing groups of public school students;
* Allow schools freedom and flexibility in exchange for exceptional levels of results-driven accountability;
* Increase high-quality educational opportunities within the public education system for all students, especially those at risk of academic failure; and
* Provide students, parents, community members, and local entities with expanded opportunities for involvement in the public education system.

Board Mission and Vision for Authorizing Charter Schools

The Board seeks to authorize high quality charter schools with innovative, unique, and effective academic programs that are designed to increase student performance and achievement in alignment with the strategic priorities of the Board as set forth in the District’s vision, mission and strategic plans and is encouraged to give preference to applications that demonstrate the intent, capacity, and capability to provide comprehensive learning experiences to: (a) Students identified by the applicants as at risk of academic failure; (b) Students with special needs as identified in their individualized education program as defined in KRS 158.281; and (c) students who seek career readiness education opportunities.

Authorizer Organizational Capacity

The Board shall allow the Superintendent/designee to file a letter of support or one objecting to approval of each charter application received based on substantial hardship that may result for the students who do not attend the charter school and shall allow comments at the public hearing from the Superintendent/designee if he or she has filed objections to the charter application. Any letter and supporting evidence filed by the Superintendent/designee must be published on the District website within three (3) days.

# POWERS AND DUTIES OF THE BOARD OF EDUCATION A01.91

# (Continued)

Authorization of Charter Schools

Authorizer Organizational Capacity (continued)

The Board shall consult with the Superintendent/designee on the timeline for submission, review, decision, and appeal for a charter application and/or request for contract renewal. The Board shall require the Superintendent/designee to provide information and evidence regarding the academic performance of the students identified in the charter application as the targeted community and shall publish the information on the District website within three (3) days of submission by the Superintendent/designee.

With respect to charter school applications and monitoring of existing charter schools, the Board shall not execute or renew a charter school contract if fiscal jeopardy or failure to make consistent progress towards the stated objectives of the charter school is evident or a likely outcome. In addition, the Board shall not allow an existing charter school to operate in a manner that would jeopardize the learning, safety, or well-being of its students and shall take appropriate intervention as warranted, up to and including revocation of the charter contract.

The Board shall:

* Receive, review, and take final action concerning all properly submitted charter school applications within the timelines established by all applicable statutes and regulations and shall provide a copy of a submitted charter application to the resident local District Superintendent and to any other authorizer within three (3) days.
* Conduct a comprehensive analysis of the strengths and weaknesses of each charter school application.
* Develop, in cooperation with the applicant, a charter contract that complies with all applicable statutes and regulations, subject to approval of the Board and the Commissioner of Education.
* Submit all required reports to the Kentucky Department of Education within the required timeframe, as established by all applicable statutes and regulations.
* Monitor each charter school’s progress towards the goals, objectives, and performance framework established in its charter contract, including but not limited to:
  + Taking reasonable measures to obtain charter school compliance with all applicable statutes and regulations, including, but not limited to, the Kentucky Open Records and Open Meetings laws.
  + Holding the board of directors and officers of the charter school accountable to the Board through student achievement, financial, governance, operational, and climate and culture data that shall be collected throughout the year and provided to the Board.
  + Monitoring the charter school’s academic, fiscal, and operational health, as well as school climate and culture, through a transparent accountability system, to include periodic reporting, monitoring visits, and publication of reports via the websites of the Board and the charter school.

# POWERS AND DUTIES OF THE BOARD OF EDUCATION A01.91

# (Continued)

Authorization of Charter Schools

Authorizer Organizational Capacity (continued)

* + Documenting, in writing, any discrepancies or deficiencies whether fiscal, educational, operational, or related to school climate and culture of the charter school and the steps and timelines developed by the charter school for correction and conduct additional monitoring. Copies of the documentation shall be provided to the charter school board of directors.
* Consider, as appropriate and required by law, amendments to as well as renewal, nonrenewal, and/or revocation of a charter contract.
* Publication of required information on the District website as well as each charter school’s website, including but not limited to, the charter school’s original application, charter contract, and any contract amendments.
* Compliance by each charter school with its charter contract.

Any failure of the authorizer to act on a charter application, renewal, or other appealable decision shall be deemed an approval.

References:

KRS 160.1590; KRS 160.1591; KRS 160.1592; KRS 160.1593; KRS 160.1594

KRS 160.1595; KRS 160.1596; KRS 160.1597; KRS 160.1598; KRS 160.1599

701 KAR 8:010; 701 KAR 8:020; 701 KAR 8:030; 701 KAR 8:040

Related Policies:

01.11; 01.911; 01.9111; 01.912; 01.913; 01.914

# POWERS AND DUTIES OF THE BOARD OF EDUCATION A01.911

Charter School Application Process

Application Process

Eligibility: An application to establish a charter school may be submitted to the Board by teachers, parents, school administrators, community residents, public organizations, nonprofit organizations, or a combination thereof. The Board shall accept and document the date and time of receipt of all charter school applications.

A charter school approved by the Board shall be nonsectarian in its organizational structure and operations. A charter school approved by the Board shall not discriminate against any student, employee, or any other person on the basis of ethnicity, religion, national origin, sex, disability, special needs, athletic ability, academic ability or any other ground that would be unlawful if done by a public school. A charter school approved by the Board may serve any grade or combination of grades from kindergarten through grade twelve (12).

Application: For a charter school application to be considered complete, the application (a) shall be submitted on the form of Kentucky Charter School Application as incorporated by reference in 701 KAR 8:020, (b) shall satisfy the requirements of KRS 160.1593 and 701 KAR 8:020, (c) shall satisfy the requirements of the District and shall also be submitted as a written notification of the application simultaneously to the state board as a record of the filing. Incomplete applications shall be denied. An applicant shall be provided a detailed analysis of the application which shall include any **identified deficiencies**. The applicant shall be permitted ten (10) calendar days after receipt of such analysis to address any identified deficiencies, including allowing an applicant to request a sixty (60) day extension to seek technical assistance in curing deficiencies from the state board. If supplemental information is not provided to remedy the deficiency, or the supplemental information provided is not sufficient, the application shall be denied by the Board.1

Request for Charter School Applications: The request shall contain all information that will enable an applicant to submit a complete application to the Board, including but not limited to the form of Kentucky Charter School Application, a description of specific evidences to be provided by the applicant, a Scoring Rubric, and any additional information required by the Board.

An applicant shall complete and file the application on or before October 30.

Capacity: In order for an application to be approved, the applicant must demonstrate the capacity of the applicant’s board of directors to operate a high-quality charter school as set forth in the performance contracting requirements. If an applicant intends to contract with an education management organization to operate all or parts of the proposed charter school, the applicant must demonstrate the ability of the applicant’s board of directors to operate at arms’ length from the education management organization as required in the Kentucky Charter School Application and Addendum.

# POWERS AND DUTIES OF THE BOARD OF EDUCATION A01.911

# (Continued)

Charter School Application Process

Application Process (continued)

Charter Authorization: The Board shall approve only a charter school application that has been properly and timely submitted and that demonstrates a strong capacity to establish and sustainably operate a charter school that will provide high quality learning opportunities for all of its students and which satisfies the criteria for approval described in Policy 01.91. The Board shall review the Superintendent’s recommendation and related materials and shall by majority vote approve or deny an application within sixty (60) days after the applicant’s timely submission. The Board shall not approve a charter application unless the application meets all legal requirements. The Board shall only approve initial charter contracts with a term of five (5) years in length. Within five (5) days of an approval, the Board shall submit the approved charter application to the Commissioner of Education for review and approval.

Appeal: Following any decision to deny an application, the applicant may submit a notice of appeal to the Board and the Kentucky Board of Education. The notice of appeal shall be filed within thirty (30) days after the Board’s decision to deny the application. The notice of appeal must comply with the requirements of KRS 160.1595 and 701 KAR 8:030. The requirements for the notice of appeal shall be posted on the District website.2

Conversion Charter Schools: The Board may by a majority vote designate an existing school within the District not scheduled for closure to be converted to a charter school. The processes for submission of a conversion application, community input, the Board’s review and vote, the transfer of management and operations of a conversion charter school, and the transition of employees shall adhere to the requirements of KRS 160.1599 and 701 KAR 8:040. The requirements for petitioners advocating for conversion of an existing school within the District shall be posted on the District website.3

References:

1KRS 160.1592; KRS 160.1593; KRS 160.1594; 701 KAR 8:020

2KRS 160.1595; 701 KAR 8:030

3KRS 160.1599; 701 KAR 8:040

Related Policies:

01.11; 01.91; 01.9111; 01.912; 01.913; 01.914

Legal: HB 63 amends KRS 158.4414 to require that the board shall ensure, for each campus in the District, that at least one (1) Certified school resource officer (SRO) is assigned to and working on-site full-time in the school building or buildings on the campus. If sufficient funds and qualified personnel are not available for this purpose for every campus, the board shall fulfill the requirements on a per campus basis, as approved in writing by the state school security marshal, until a certified SRO is assigned to and working on-site full-time on each campus in the district.

Financial implications: cost of hiring and training SROs

Legal: A new section of KRS 158 (KRS 158.471) provides that boards of education are authorized to establish a police department for local school districts, appoint police officers and other employees, prescribe distinctive uniforms for the police officers of the school district, and designate and operate emergency vehicles. Police officers appointed shall take an appropriate oath of office in the form and manner consistent with the Constitution of Kentucky. Police officers shall be granted with the protections provided in KRS 15.520 and shall be certified in accordance with KRS 15.380.

Financial implications: cost of establishing police department, hiring, and salaries of officers

# ADMINISTRATION A02.31

School Resource Officers (SROs)

Definition

"School resource officer" or "SRO" means an officer whose primary job function is to work with youth at a school site who has specialized training to work with youth at a school site and is:

(a) 1. A sworn law enforcement officer; or

2. A special law enforcement officer appointed pursuant to KRS 61.902; or

3. A police officer appointed as a certified SRO; and

(b) Employed:

1. Through a contract between a local law enforcement agency and a school district;

2. Through a contract as secondary employment for an officer, as defined in KRS 16.010, between the Department of Kentucky State Police and a school district; or

3. Directly by a local Board of Education.1

Assignment

By August 1, 2022, the Board shall ensure, for each campus in the District, that at least one (1) certified SRO is assigned to and working on-site full-time in the school building or buildings on the campus. If sufficient funds and qualified personnel are not available for this purpose for every campus, the Board shall fulfill the requirements on a per campus basis, as approved in writing by the State School Security Marshal, until a certified SRO is assigned to and working on-site full-time on each campus in the District.

# ADMINISTRATION A02.31

# (Continued)

School Resource Officers (SROs)

Board May Authorize Police Department

KRS 158.196 provides that the Board is authorized to establish a police department for the District, appoint police officers and other employees, prescribe distinctive uniforms for the police officers of the District, and designate and operate emergency vehicles. Police officers appointed shall take an appropriate oath of office in the form and manner consistent with the constitution of Kentucky. Police officers shall be granted with the protections provided in KRS 15.520 and shall be certified in accordance with KRS 15.380.3

If the Board establishes a police department, the Superintendent/designee shall develop standard operating procedures governing the department.

Training Requirements

All School Resource Officers (SROs) with active SRO certification shall successfully complete forty (40) hours of annual in-service training that has been certified or recognized by the Kentucky Law Enforcement Council for SROs. Any SRO who fails to successfully complete training requirements within the specified time periods, including approved extensions, shall lose his/her SRO certification and shall no longer serve in the capacity of an SRO in a school.

Firearm Requirement

Each SRO shall be armed with a firearm, notwithstanding any provision of local board policy, local school council policy, or memorandum of agreement.2

Superintendent to Report

No later than November 1 of each year, the Superintendent shall report to the Center for School Safety the number and placement of SROs in the District. The report shall include the source of funding and method of employment for each position.

References:

1KRS 158.441

2KRS 158.4414

3KRS 158.196

KRS 15.380; KRS 15.520

KRS 61.902

KRS 158.471; KRS 158.473; KRS 158.475; KRS 158.477; KRS 158.479; KRS 158.481

KRS 158.4415

Related Policy:

05.48; 09.4361

LEGAL: REPEAL OF 701 KAR 5:080 AND REVISIONS TO 701 KAR 5:100 ESTABLISH THE APPLICATION PROCESS AND GUIDELINES FOR EXEMPTION.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

# ADMINISTRATION AO02.413

Exemption

On or after January 1 and prior to March 1 of each calendar year, a school required to implement school-based decision making pursuant to KRS 160.345 may seek an SBDM exemption by submitting a written request to the Commissioner for consideration by the Kentucky Board of Education (KBE). Any school performing above its threshold level requirement as determined by the Kentucky Department of Education under KRS 158.6455 may apply to the Kentucky Board of Education for exemption from SBDM. Any school that requests such exemption shall inform the Superintendent and the Board. Implementation of an approved school-based decision making exemption shall begin on July 1 unless otherwise specified in the written request submitted to and approved by the KBE. An SBDM exemption approved by the KBE shall be valid for one (1) school year; however, a school may annually re-apply for an SBDM exemption if it meets the requirements set forth in KRS 160.345.

Any District-operated school not defined as a “school” by KRS 160.345 (1)(b) is not eligible to operate under School Based Decision Making.

Petition

Faculty members of a school who do not wish to remain under SBDM shall present a written petition to the Principal signed by a minimum of twenty‑five percent (25%) of the faculty members, indicating their desire for a vote on the matter.

Under guidelines established by its membership, the parent/teacher organization of the school or, if none exists, the largest organization of parents formed for this purpose may also submit a petition to the Principal, calling for a vote on whether to apply for an exemption.

Scheduling

On receiving a petition the Principal and senior Education Association building representative shall set the date, time and place of a faculty meeting for the purpose of voting on whether to apply for an exemption. This meeting shall be held not less than five (5) and not more than ten (10) school days from the Principal’s receipt of the petition.

Notice

Written notices of the meeting shall be provided to all faculty members assigned to the school at least five (5) school days in advance of the meeting.

Meetings

The Principal and senior Education Association building representative shall chair the meeting at which the vote is taken by the faculty. Faculty members must be present to vote. There will be signature verification for voting rights. Voting shall be by secret ballot. Ballots shall offer faculty members the opportunity to vote for or against applying for an exemption. The Principal and at least two (2) teachers chosen by the faculty shall openly count the ballots and announce the results at the conclusion of the meeting.

The parent vote on applying for an exemption shall be conducted by the parent/teacher organization of the school or, if none exists, the largest organization of parents formed for this purpose.

# ADMINISTRATION AO02.413

# (Continued)

Exemption

Meetings (continued)

An affirmative vote of the majority of the faculty and a majority of at least twenty-five (25) voting parents of students enrolled in the school shall be required to apply for an exemption from SBDM. The Principal shall forward results of the faculty and parent elections to the Superintendent and the Board.

A vote to apply for an exemption shall be held not more than once every sixty (60) calendar days.

Vote to Return

An exemption, once granted by the Kentucky Board of Education, shall continue unless the school fails to meet threshold requirements or votes to return to SBDM.

A vote to enter into SBDM shall be held no more than once every sixty (60) calendar days. Faculty members of a school who wish to re-enter School Based Decision Making (SBDM) shall present a written petition to the Principal, signed by a minimum of twenty‑five (25%) percent of the faculty members, indicating their desire for a vote on the matter.

The Principal shall chair the meeting at which the vote is taken. Voting shall be by secret ballot. Ballots shall offer faculty members the opportunity to vote for or against re-entering SBDM. The Principal and at least two (2) teachers chosen by the faculty shall count the ballots and announce the results at the conclusion of the meeting.

If two-thirds (2/3) of the faculty vote to re-enter SBDM, the school will do so. The Principal shall forward results of the vote to the Superintendent and the Board. Organization of elections to select teacher and parent representatives for the school council shall be conducted in accordance with Board Policy 02.421.

Schools of Innovation

In a designated school of innovation participating in a district of innovation application and plan, the council may request a waiver from KRS 160.345 or specific provisions within that statute by conducting a vote as set out in KRS 160.107.

References:

KRS 156.108; KRS 158.6455

KRS 160.107; KRS 160.345

701 KAR 5:100

OAG 94‑51

Related Policies:

02.421

02.4241

LEGAL: REPEAL OF 701 KAR 5:080 AND REVISIONS TO 701 KAR 5:100 ESTABLISH THE APPLICATION PROCESS AND GUIDELINES FOR ALTERNATIVE MODELS.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

# ADMINISTRATION N02.414

Alternative Models

A school may develop an alternate form of School-Based Decision Making (SBDM) under the following process.

Process

On or after January 1 and prior to March 1 of each calendar year, a school choosing to develop an alternative model for SBDM pursuant to KRS 160.345 shall submit a completed Alternative School-Based Decision Making Application through the Board to the Commissioner for consideration by the Kentucky Board of Education. A school that chooses to have school based decision making, but would like to be exempt from the administrative structure set forth by statute, may develop a model for implementing SBDM including, but not limited to, a description of the membership, organization, duties and responsibilities of a school council. The school shall submit the model through the Board to the Commissioner of Education and the Kentucky Board of Education for approval. The date of implementation of the alternative SBDM model is July 1.

Approval

The application for approval of the model shall show evidence that it has been developed by representatives of the parents, students, certified personnel and administrators of the school and that two‑thirds (2/3) of the faculty have agreed to the model. Voting procedures shall be the same as stated in Policy 02.412.

References:

KRS 160.345

701 KAR 5:100

OAG 93‑52

LEGAL: SB 1 AMENDS KRS 160.345 TO CLARIFY THAT COUNCIL ELECTIONS MAY ALLOW VOTING TO OCCUR OVER MULTIPLE DAYS AND VIA ELECTRONIC MEANS.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

# ADMINISTRATION P02.421

Election of School Council Members

Council Elections

Council elections may allow voting to occur over multiple days and via electronic means.

Membership of Council

Each participating school shall form a school council which shall be composed of two (2) parents, three (3) teachers, and the Principal or administrator. The membership of the council may be increased, but shall only be increased proportionately.

Council Elections for New or Consolidated Schools

When a new school is opened or schools are consolidated, these guidelines shall be followed:

* If a school is scheduled for closing, there is no need to hold council elections for the upcoming school year.
* Council members of a school being consolidated with another school may not carry over a term of office to the newly consolidated school’s council, but may stand for election if otherwise qualified.
* Following the opening of a new or consolidated school, elections shall be held to form a council.

Conflict of Interest

Council members shall not have a conflict of interest pursuant to KRS Chapter 45A, except the salary paid to District employees.

Terms

Terms of school council members shall be for one (1) year and shall begin on July 1 and end on June 30 of the following year. Council members whose terms are shortened due to a late vote to enter will also conclude their terms on June 30. A school council, once elected, may adopt a policy setting different terms of office for parent and teacher members subsequently elected. Annual elections for the following year's terms should be held no later than the preceding March, but the specific date shall be set by the council.

Term limitations shall not apply for a minority teacher member who is the only minority on faculty.

Vacancies

Teacher member vacancies shall be filled at a special called election and shall follow the guidelines set forth in this policy. A special election to fill a teacher member vacancy will be scheduled no fewer than five (5) calendar days and no more than thirty (30) calendar days from the date of the vacancy.

Elections to fill parent member vacancies shall proceed according to procedures established by the recognized parent‑teacher organization.

As long as a quorum is available, the council will continue to function.

Removal of Council Members

On recommendation of the Commissioner of Education and pursuant to statutory requirements, the Board may remove a council member for cause by a vote of four-fifths (4/5) of the Board’s membership.

# ADMINISTRATION P02.421

# (Continued)

Election of School Council Members

Scheduling/Notice

The senior Education Association building representative shall give appropriate written and posted notice of the time and location for the election of teachers to the school council.

Election of Teacher Council Members

Teachers assigned to a school shall organize the election to select teacher council members. Teachers may request the Principal to provide administrative assistance in preparing for the election.

Qualifications

Teacher members must be employees of the District and currently assigned to the school where they are elected as council member. Election shall be by majority vote of all teachers assigned to the school. For the purpose of electing teacher council members, a Principal or Assistant Principal may not vote or serve as a teacher council member.

“Teacher” Defined

For the purpose of policies relating to SBDM, “teacher” is defined as all certified staff assigned to the school, except the Principal, Assistant Principal, or Head Teacher. Itinerant teachers may vote at all schools to which they are assigned and may serve on the council of any of those schools.

Voting

Teachers may nominate themselves or another teacher. Nominations with accompanying consent shall be made in writing to the senior Education Association building representative no later than five (5) days before the election. The senior Education Association building representative shall prepare a written ballot containing the names of all qualified teachers accepting nomination. Ballots shall be kept on file with other council records. Two (2) Education Association building representatives who are not nominees shall chair and oversee the meeting to elect teacher members to the council. Election shall be by majority vote of all teachers assigned to the school. Balloting will be by parliamentary procedure and will continue until three (3) teachers are elected.

Teachers elected to a council shall not be involuntarily transferred during their term of office.

Scheduling

The president of the parent-teacher organization shall organize and oversee the election of parent council members. The date of the election shall be set by the president of the parent‑teacher organization.

Schools Without A Parent Organization

If the school does not have a parent‑teacher organization, then the parents shall set the date and time for an organizational meeting of parents to discuss School Based Decision Making. This meeting will provide a forum of discussion, organization, and election of a president. Local or state assistance from a recognized parent‑teacher organization may be requested. The Principal shall provide written notice of this meeting to parents.

Election of Parent Council Members

Parents of students assigned to a school shall organize the election to select parent council members. They may request the Principal to provide administrative assistance required to conduct the election.

# ADMINISTRATION P02.421

# (Continued)

Election of School Council Members

Qualifications

A parent council member shall be a parent, stepparent, or foster parent of a student currently enrolled in the school. Parent shall also mean a person who has legal custody of a student pursuant to a court order and with whom the student resides. A parent council member shall not be an employee or the relative of an employee of the school in which that parent serves, nor shall the parent representative be an employee or a relative of an employee in the District administrative offices. A parent representative shall not be a local Board member or Board member's spouse. Relative shall mean father, mother, brother, sister, husband, wife, son, and daughter.

A parent council member shall submit to a state and national fingerprint-supported criminal history background as required by KRS 160.380. In addition, the parent council member shall provide a clear CA/N check. A parent member may serve prior to the receipt of the criminal history background check and CA/N check, but shall be removed from the council on receipt by the District of a report documenting a record of abuse or neglect, or a sex crime or criminal offense against a victim who is a minor as defined in KRS 17.500 or as a violent offender as defined in KRS 17.165 and no further procedures shall be required.

Link to DPP-156 Central Registry Check and more information on the required CA/N check:

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

Minority Representatives

If the council formed under the elections described above does not have a minority member, and the school has eight percent (8%) or greater enrollment of minority students, the Principal shall be responsible for carrying out the following:

1. The Principal shall organize a special election no sooner than ten (10) and no later than twenty (20) calendar days following the elections described above to elect a minority parent to the council by ballot. The Principal shall notify all parents of the date, time, and location of the election. The notice shall call for nominations of minority parents for the ballot. The election shall be conducted using the same procedures as the election of the two (2) other parent members of the council.
2. The Principal shall call a meeting of all teachers assigned to the school within seven (7) days following the initial election of parent and teacher council members. The teachers may select one (1) minority teacher to serve as a teacher member on the council. If no minority teacher chooses to serve on the council, then the additional teacher council position shall go unfilled.

However, if there are no minority teachers who are assigned to the school, an additional teacher member shall be elected by a majority of all teachers. Procedures for election of the teacher representative shall be the same as the procedures for election of the other three (3) teacher members of the council.

# ADMINISTRATION P02.421

# (Continued)

Election of School Council Members

References:

KRS 17.165; KRS 17.500; KRS 156.132

KRS 160.345, KRS 160.347; KRS 160.380

OAG 91‑148; OAG 91‑192; OAG 91‑206

OAG 92‑88; OAG 93‑49; OAG 94-41

LEGAL: SB 1 AMENDS KRS 160.345 TO CLARIFY THAT SCHOOL COUNCIL POLICIES SHALL BE CONSISTENT WITH BOARD POLICIES AND CURRICULUM RESPONSIBILITIES UNDER KRS 158.6453.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

# ADMINISTRATION L02.4241

School Council Policies (SBDM)

Adoption of Policy

The school council shall have the responsibility to set school policy that shall be consistent with District Board Policy and which shall provide an environment to enhance the students’ achievement and help the school meet the goals established by KRS 158.645 and KRS 158.6451 and goals established by the Board to be implemented by the Principal in each of the following areas of responsibility:

1. Curriculum responsibilities under KRS 158.6453;

Because it supports content-based student service learning initiatives, the Board encourages and supports each council’s efforts to include student service learning as part of the school’s curriculum and instruction policies and to take full advantage of available technical assistance and training efforts.

1. Assignment of all instructional and non‑instructional staff time;
2. Assignment of students to classes and programs within the school;

* Placement of students from the household of an active duty service member or civilian military employee transferring into the District before or during the school year shall be based initially on enrollment in courses offered at the sending school and/or educational assessments conducted at that school. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, Cambridge Advanced International, vocational, technical, and career pathways courses. Initial placement does not preclude the District/school from performing subsequent evaluations to ensure appropriate placement and continued enrollment of students in the course(s).
* Each secondary school-based decision making council shall establish a policy on the recruitment and assignment of students to Advanced Placement (AP), International Baccalaureate (IB), Cambridge Advanced International, dual enrollment, and dual credit courses that recognizes that all students have the right to participate in a rigorous and academically challenging curriculum.

1. Determination of the schedule of the school day and week, subject to the beginning and ending times of the school day and school calendar and transportation requirements established by the Board;

# ADMINISTRATION L02.4241

# (Continued)

School Council Policies (SBDM)

Adoption of Policy (continued)

1. Determination of the use of school space during the school day related to improving classroom teaching and learning;
2. Planning and resolution of issues regarding instructional practices;
3. Selection and implementation of discipline and classroom management techniques as a part of a comprehensive school safety plan, including responsibilities of the student, parent, teacher, counselor and Principal;

As reflected in the District Code of Acceptable Behavior and Discipline, loss of physical activity periods shall not be used as a disciplinary consequence.

1. Selection of extracurricular programs and determination of policies relating to student participation based on academic qualifications and attendance requirements, program evaluation and supervision;

The school shall facilitate the opportunity for transitioning military children's inclusion in extracurricular activities to the extent they are otherwise qualified, regardless of application deadlines.

1. Adoption of a school emergency plan and implementation of safety practices required by KRS 158.162;
2. Procedures, consistent with local Board policy, for determining alignment with state standards, technology utilization, and program appraisal;
3. Commitment to a parent involvement process that provides for:
   1. Establishing an open, parent-friendly environment;
   2. Increasing parental participation;
   3. Improving two-way communication between school and home, including what their child will be expected to learn; and
   4. Developing parental outreach programs.
4. Procedures to assist the council with consultation in the selection of the Principal by the Superintendent, and the selection of personnel by the Principal, including, but not limited to, meetings, timelines, interviews, review of written applications, and review of references. Procedures shall address situations in which members of the council are not available for consultation.
5. Schools with K-5 organization, or any configuration thereof, shall develop and implement, in compliance with requirements of federal and state law and board policy, a wellness policy that includes moderate to vigorous physical activity each day, encourages healthy choices among students, and incorporates an assessment tool to determine each child's level of physical activity on an annual basis. The policy may permit physical activity to be considered part of the instructional day, not to exceed thirty (30) minutes per day, or one hundred and fifty (150) minutes per week. (In the absence of a council, the Principal of the school shall develop and implement the required wellness policy.)

The Superintendent/designee shall provide assistance in identifying strategies and options to promote daily moderate to vigorous physical activity for students, which may include those that increase strength and flexibility, speed, heart rate and breathing and stress activities such as stretching, walking, running, jumping rope, dancing, and competitive endeavors that involve all students.

# ADMINISTRATION L02.4241

# (Continued)

School Council Policies (SBDM)

Adoption of Policy (continued)

As an alternative to adopting separate policies, school councils may adopt Board policy or standards established by the Board as council policy in the above areas, or they may delegate responsibility for developing a policy to the Principal.

No policy shall be adopted by a council at the meeting at which the policy is introduced.

Review of Policies

The Superintendent shall be provided a copy of council policies which will be reviewed for possible conflicts with state and federal laws or contractual obligations, liability and/or health and safety questions, and budgetary issues.

The review process is not intended to interfere with a council's authority to adopt and implement legally and operationally permissible policies. Therefore, it is the Board's intent that information resulting from the review process be shared with the council in a timely manner.

Consistent With Board Policy

In the development and application of school policies as permitted by statute, schools operating under SBDM shall be consistent with those policies that fall within the authority of the Board including, but not limited to, those prohibiting discrimination based on age, race, sex, color, religion, national origin, political affiliation, or handicap.

Waiver of State Regulations

School councils who decide to request a waiver of state regulations and/or reporting requirements established by a Kentucky Revised Statute requiring paperwork to be submitted to the Kentucky Board of Education or the Department of Education shall submit the supporting information to the Superintendent as required by law. The Superintendent shall then forward the request to the Kentucky Board of Education.

Schools of Innovation

In a designated School of Innovation participating in a District of Innovation application and plan, the council may request a waiver from KRS 160.345 or specific provisions within that statute by conducting a vote as set out in KRS 160.107.

The school council shall vote and be responsible for conducting a vote to determine if the school shall be an applicant as a School of Innovation in the District’s application for District of Innovation status and to approve the school’s plan of innovation before it is submitted to the District. The vote shall be taken by secret ballot among eligible employees as defined in KRS 160.107. At least seventy percent (70%) of those casting votes in the affirmative shall be required before the school requests to be included in the District’s plan and to approve the school’s plan of innovation.

References:

KRS 156.072; KRS 156.160; KRS 156.730; KRS 156.735

KRS 158.197; KRS 158.645; KRS 158.6451; KRS 158.6453

KRS 158.162; KRS 160.345; KRS 160.348

KRS 156.108; KRS 160.107; 701 KAR 5:140

OAG 93-55; OAG 94-29; 702 KAR 7:140; 704 KAR 3:510

*Board of Educ. of Boone County v. Bushee*, Ky., 889 S.W. 2d 809 (1994)

U. S. Dept. of Agriculture's *Dietary Guidelines for Americans*

# ADMINISTRATION L02.4241

# (Continued)

School Council Policies (SBDM)

Related Policies:

01.11; 02.422; 02.4231; 03.112; 08.1

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

LEGAL: SB 1 AMENDS KRS 160.345 TO CLARIFY THAT THE SUPERINTENDENT SHALL DETERMINE AND THE BOARD SHALL ALLOCATE AN APPROPRIATION TO EACH SCHOOL THAT IS ADEQUATE TO MEET THE SCHOOLS’ NEEDS RELATED TO INSTRUCTIONAL MATERIALS AND SCHOOL-BASED STUDENT SUPPORT SERVICES, AS DETERMINED BY THE PRINCIPAL AFTER CONSULTATION WITH THE COUNCIL.

FINANCIAL IMPLICATIONS: COSTS OF ALLOCATION OF FUNDS

# ADMINISTRATION N02.4242

School Budget/Purchasing

Board Allocations

The Board shall appropriate to each school an amount of funds equal to or greater than that specified by the formula prescribed in 702 KAR 3:246. School councils shall be provided notice of allocations for the next budget year in accordance with the timelines required by regulation.

An amount for professional development shall be allocated as required by Kentucky Administrative Regulation.

The Board shall allocate Section 7 funds according to the options provided in 702 KAR 3:246. Notice of the Section 7 allocation shall be provided in accordance with that regulation. Based on the needs assessment conducted by the school, the council shall forward to the Board a list of those priorities no later than January 1 each year.

School Responsibility

The council shall determine, within available resources, the textbooks, instructional supplies, materials, travel, equipment, and student support services to be provided in the school. All textbooks on the adoption list are approved by the Board so councils are free to choose a multi‑resource approach. All decisions are noted in the council minutes that are shared with the Board.

The school shall, in expending allocated funds, comply with all state and Board budgeting, purchasing and reporting laws, regulations, policies and procedures. Expenditure of these funds shall be accomplished by completing the appropriate office purchase order.

The Board allocation is the total financial resource available to that school in those budget categories for the fiscal year. The council may reassign these funds to alternate budget categories for purposes consistent with its responsibilities. The school shall not expend or commit to expend any funds in excess of those allocated to the school. Should this occur, the employee(s) responsible shall be subject to appropriate disciplinary action, and the Superintendent may require the school/council to present, for Board approval, a plan to reimburse the District for the amount spent in excess of the allocation.

All state Section 6 allocated funds managed by the school but not expended by the end of the fiscal year, shall accumulate into the account of the school and be available to the school for future expenditure.

Board Appropriation

The Superintendent shall determine which curriculum, textbooks, instructional materials, and student support services shall be provided in the school after consulting with the Board, the Principal, and the school council and after a reasonable review and response period for stakeholders in accordance with Board policy.

Purchasing

In order to comply with state accounting and bidding requirements, all purchases of goods and services shall be made in conformity with Board policy.

# ADMINISTRATION N02.4242

# (Continued)

School Budget/Purchasing

Superintendent's Responsibility

The Superintendent/designee shall prepare and provide each school a monthly statement of the current financial status of funds allocated to that school. This statement shall include the allocated amount for each category of authorized expenditure, an itemized listing of invoices paid, an itemized listing of purchase orders authorized but not paid, and the end‑of‑the‑month unencumbered balance of funds allocated.

Expenditure of Funds

In schools where SBDM has been implemented, the school council shall determine the expenditure of funds allocated to the school. In schools not operating under SBDM, the District administration shall determine the expenditure of these funds.

References:

702 KAR 3:246; School Council Allocation Formula

704 KAR 3:510; KRS 160.345

OAG 91‑10; OAG 91‑206; OAG 92‑59

Related Policy:

04.1

LEGAL: AMENDMENTS TO 703 KAR 5:225 CREATE ADDED FLEXIBILITY BY CLARIFYING TIMELINES AND CREATING PROVISIONS FOR THE INCLUSION OF NEW PLAN ELEMENTS CREATED BY OTHER STATE STATUTES OR REGULATIONS.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

# ADMINISTRATION AN02.442

Comprehensive School Improvement Plan

Responsibility

Each school council, or Principal, in a school without a council, shall develop, review, and revise annually a Comprehensive School Improvement Plan (CSIP) by January 1 of each school year.

The structure of the CSIP shall include completion of a narrative summary of the current state of the school between August 1 and October 1 of each school year and completion of the needs assessment between October 1 and November 1 of each school year. A process for development of the CSIP is to be completed between November 1 and January 1 of each school year, and other components required by state statutes or regulations. Unless otherwise noted, all additional components of the CSIP may be complete by May 1 of each school year.

The primary purposes of the CSIP shall be:

* To improve student achievement on state and federal mandated testing/accountability instruments; and
* To eliminate achievement gaps among groups of students.

Form

Unless the school planning committee requests and is granted a waiver by the Board, the school committee shall use any improvement plan format that has been established and approved by the Board. The CSIP structure shall include the components set out in 703 KAR 5:225, Every Student Succeeds Act of 2015 (ESSA), and the elements required by KRS 158.649.

In addition, the school council, school planning committee appointed by the or Principal if there is no council, shall review annually the school’s disaggregated student data and revise the school’s improvement plan, as required by applicable statute and regulation, to address any achievement gaps between various groups of students.

The plan shall address the reduction of physical and mental health barriers to learning, student equity, priority needs, and achievement gaps for sub-groups of the school population.

The school plan shall serve as a basis for school/council decision making and shall be posted to the school’s web site as stated in 703 KAR 5:225, Every Student Succeeds Act of 2015 (ESSA), and the elements required upon by KRS 158.649.

Public Review

The Principal shall convene a public meeting at the school to present and discuss the plan prior to submitting it to the Superintendent and Board.

School Report Cards

Each school shall post its school report card on its website as required by ESSA. School report cards shall be widely accessible to the public, in an understandable and uniform format, and when possible, written in a language that parents can understand.

# ADMINISTRATION AN02.442

# (Continued)

Comprehensive School Improvement Plan

School Report Cards (continued)

As outlined in KRS 160.463, a copy of the report card is to be publicized by one of the following methods:

1. In the newspaper of the largest general circulation in the county;
2. Electronically on a website of the District; or
3. By printed copy at a prearranged site at the main branch of the public library within the District.

If b or c above is selected, the Superintendent shall be directed to publish notification in the newspaper with the largest circulation in the county. The notification shall include the electronic address of the website or the address of the library where the report card can be viewed by the public.

Each school shall send to parents a school report card containing information about school performance as outlined in KRS 158.6453 and 703 KAR 5:140, and information on electronic access to a summary of the results for the district shall be published in the newspaper with the largest circulation in the county.

Board Notification

In keeping with Board Policy 02.44, each School Council shall annually report to the Board regarding the progress toward achieving the goals and meeting the needs identified in the improvement plan, including those for student groups for whom data indicate an achievement gap exists.

References:

KRS 158.645; KRS 158.6451; KRS 158.6453; KRS 158.649

KRS 160.290; KRS 160.345; KRS 160.463

703 KAR 5:140; 703 KAR 5:225; 703 KAR 5:280

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

Related Policies:

01.111; 02.432; 02.44

LEGAL: NEW REGULATION 702 KAR 1:191 REQUIRES THE DISTRICT TO HAVE A POLICY TO PROVIDE QUARANTINE LEAVE IF EMPLOYEES ARE EXPOSED TO CERTAIN INFECTIOUS DISEASES.

FINANCIAL IMPLICATIONS: COST OF PROVIDING PAID TIME OFF

# PERSONNEL A03.12323

‑ Certified Personnel –

Quarantine Leave

Board Shall Provide

Each eligible full or part-time employee in the District shall receive at least ten (10) days paid leave per school year for quarantine due to exposure to a reportable infectious or contagious disease under 902 KAR 2:020 or any other infectious or contagious disease designated as reportable to a local health department or the Department for Public Health by a valid order or administrative regulation of the local health department serving the school District or the Department for Public Health.

This leave shall be in addition to any other leave provided by statute or Board policy.

Eligibility

In order to be eligible for leave under this section, the employee shall:

1. Be ordered to quarantine by a licensed treating physician, physician assistant, or advanced practice registered nurse, the Department for Public Health, or a local health department due to exposure to a reportable infectious or contagious disease under 902 KAR 2:020 or any other infectious or contagious disease designated as reportable to a local health department or the Department for Public Health by a valid order or administrative regulation of the local health department serving the school District or the Department for Public Health; and
2. Have exhausted all accumulated sick leave provided to the employee pursuant to KRS 161.155 and Board policies, or be ineligible to utilize accumulated sick leave provided to the employee pursuant to KRS 161.155 and Board policies.

The District shall require the employee to provide written documentation from the entity ordering the employee to quarantine due to exposure to a reportable infectious or contagious disease under 902 KAR 2:020 or any other infectious or contagious disease designated as reportable to a local health department or the Department for Public Health by a valid order or administrative regulation of the local health department serving the school district or the Department for Public Health.

The District, at its discretion, may determine quarantine leave is unnecessary if an employee can fulfill his or her job duties remotely during the quarantine period.

Leave granted pursuant to this section shall be on a day-by-day basis, as needed, and shall not accumulate or carry over year-to-year, and shall not be transferrable to any other classification of paid leave established by KRS 161.155, KRS 161.154, or Board policy.

References:

702 KAR 1:191; 902 KAR 2:020

KRS 156.160; 160.290; KRS 160.291; KRS 161.154; KRS 161.155

Related Policy:

03.1232

LEGAL: 803 KAR 2:180 WAS FOUND DEFICIENT AND REPEALED. 803 KAR 2:181 OUTLINES NEW OSHA REPORTING REQUIREMENTS.

FINANCIAL IMPLICATIONS: EMPLOYEE TIME MAKING REPORTS

# PERSONNEL A03.14

‑ Certified Personnel ‑

Health and Safety

Safety

It is the intent of the Board to provide a safe and healthful working environment for all employees. Employees shall report any conditions they believe to be unsafe to their immediate supervisor, who shall examine the situation and take appropriate action.

The District shall develop, maintain and implement health and safety plans in compliance with state and federal law.

Hazard Communication Plan

The Superintendent/designee shall develop a District Hazard Communication Plan. The plan shall include:

1. The assignment of a District employee to be responsible for the implementation and coordination of the Hazard Communication Plan;
2. The inventory of all chemicals used at each school and worksite;
3. The identification of each chemical in the inventory that is covered by the OSHA Hazard Communication Standard;
4. Maintenance of a Safety Data Sheet (SDS) for each substance on the chemical inventory list for as long as the District uses the substance, plus thirty (30) years;
5. Labeling of all containers of each chemical identified as required by the Hazard Communication Standard;
6. The development of an employee Hazard Communication Information and Training Program; and
7. The development, implementation and maintenance of a written Hazard Communication Program.

Bloodborne Pathogen Control

The Superintendent/designee shall develop an Exposure Control Plan to eliminate or minimize District occupational exposure to bloodborne pathogens. The plan shall address:

1. Identification of employees at‑risk of occupational exposure and their assigned tasks and procedures which could lead to such exposure;
2. Communication of hazards to employees;
3. Vaccinations of at‑risk employees for Hepatitis B at no cost to these employees;
4. Determination of universal precautions to be observed, including adequate engineering controls and housekeeping procedures;
5. Appropriate training of employees;

# PERSONNEL A03.14

# (Continued)

Health and Safety

Bloodborne Pathogen Control (continued)

1. Provision of personal protective equipment including an opportunity provided annually for employees who use medical sharps in performance of their duties to identify, evaluate and select engineering and work practice controls to be implemented by the District, as appropriate;
2. Maintenance of a sharps injury log;
3. Medical follow‑up and counseling for employees after a work‑site exposure;
4. Maintenance of confidential records of each exposure incident; and
5. A schedule for implementing all provisions required by the OSHA standard.

The Superintendent/designee shall review and update the Exposure Control Plan at least once each year and when needed to reflect new or modified tasks and procedures that affect occupational exposure or new or revised employee positions with occupational exposure. The review and update shall also address:

1. Changes in technology that eliminate or reduce exposure to bloodborne pathogens; and
2. Annual documentation that appropriate, commercially available and effective safer medical devices that are designed to eliminate or minimize occupational exposure have been obtained and are now in use.

Lockout/Tagout

The Superintendent/designee shall develop a lockout/tagout program to eliminate or minimize the unexpected startup or release of stored energy in mechanical or electrically powered equipment. The plan shall address:

1. Assignment of a District employee to be responsible for implementation and coordination of the lockout/tagout program;
2. A written program consisting of energy control procedures;
3. Development, documentation and utilization of energy control procedures for the control of potentially hazardous energy when employees are engaged in servicing and maintaining equipment;
4. Periodic review of the lockout/tagout program to assure authorized employees are properly controlling unexpected startup or release of stored energy; and
5. Annual training of employees authorized to use lockout/tagout to emphasize program procedures and retraining whenever a periodic review reveals deficiencies in employee performance.

Personal Protective Equipment (PPE)

Each year, the Superintendent/designee shall conduct a hazard assessment to determine when and where the use of personal protective equipment (PPE) is necessary. The hazard assessment shall address:

1. Assignment of a District employee responsible for assessing the workplace for hazards;

# PERSONNEL A03.14

# (Continued)

Health and Safety

Personal Protective Equipment (PPE) (continued)

1. Selection of appropriate PPE to safeguard employees from hazards that cannot be eliminated;
2. A training program to be conducted to educate employees about the need for PPE and when it must be worn;
3. Training of employees on the use and care of PPE, how to recognize deterioration and failure and the need for replacement; and
4. Requiring employees to wear designated PPE as deemed necessary by the hazard assessment.

Reporting Fatalities, Amputations, Hospitalizations, or Loss of Eye

The District shall, within eight (8) hours from when reported to the District, make an oral report to the Kentucky Labor Cabinet of the death of an employee as a result of a work-related incident, including death resulting from a heart attack.

The District shall, within seventy-two (72) hours from when reported to the District, make an oral report to the Kentucky Labor Cabinet of an amputation suffered by an employee, an employee’s loss of an eye, or the hospitalization of an employee, including hospitalization resulting from a heart attack.2

Asbestos Management

The District shall conduct school inspection and re-inspection activities as required by state and federal law1 to identify the status of asbestos. The District shall maintain an updated asbestos management plan that shall include, but not be limited to, applicable current and/or future inspection activities, response actions and surveillance activities and a description of steps taken to inform staff and parents about any such activities. Each school shall maintain in its administrative office an updated copy of the management plan for that school. Annual written notice of the availability of the plan shall be provided to parent, teacher, and employee organizations. In the absence of any such organizations, the District shall provide written notice of plan availability to parents, teachers, or employees, as applicable.

Any custodial or maintenance personnel who may work in a building with asbestos-containing building materials (ACBM) shall have a minimum of two (2) hours of asbestos awareness training. New custodial or maintenance staff who may work in the areas above shall be trained within sixty (60) days of hire. Maintenance and custodians who will be involved in activities that will involve a disturbance of ACBM shall receive an additional fourteen (14) hours of asbestos training.

# PERSONNEL A03.14

# (Continued)

Health and Safety

References:

1401 KAR 58:010: 40 C.F.R. Part 763

2803 KAR 2:181

Kentucky Department for Public Health

Centers for Disease Control and Prevention

Kentucky Labor Cabinet; 803 KAR 2:308; 803 KAR 2:404

OSHA 29 C.F.R. 1910

132 PPE Hazard Assessment

147 Lockout/Tagout

1001 Asbestos-ACBM

1200 Hazard Communication

1030 Bloodborne Pathogens

LEGAL: NEW REGULATION 702 KAR 1:191 REQUIRES THE DISTRICT TO HAVE A POLICY TO PROVIDE QUARANTINE LEAVE IF EMPLOYEES ARE EXPOSED TO CERTAIN INFECTIOUS DISEASES.

FINANCIAL IMPLICATIONS: COST OF PROVIDING PAID TIME OFF

# PERSONNEL A03.22323

‑ Classified Personnel ‑

Quarantine Leave

Board Shall Provide

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This leave shall be in addition to any other leave provided by statute or Board policy.

Eligibility

In order to be eligible for leave under this section, the employee shall:

1. Be ordered to quarantine by a licensed treating physician, physician assistant, or advanced practice registered nurse, the Department for Public Health, or a local health department due to exposure to a reportable infectious or contagious disease under 902 KAR 2:020 or any other infectious or contagious disease designated as reportable to a local health department or the Department for Public Health by a valid order or administrative regulation of the local health department serving the school District or the Department for Public Health; and
2. Have exhausted all accumulated sick leave provided to the employee pursuant to KRS 161.155 and Board policies, or be ineligible to utilize accumulated sick leave provided to the employee pursuant to KRS 161.155 and Board policies.

The District shall require the employee to provide written documentation from the entity ordering the employee to quarantine due to exposure to a reportable infectious or contagious disease under 902 KAR 2:020 or any other infectious or contagious disease designated as reportable to a local health department or the Department for Public Health by a valid order or administrative regulation of the local health department serving the school district or the Department for Public Health.

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Leave granted pursuant to this section shall be on a day-by-day basis, as needed, and shall not accumulate or carry over year-to-year, and shall not be transferrable to any other classification of paid leave established by KRS 161.155, KRS 161.154, or Board policy.

References:

702 KAR 1:191; 902 KAR 2:020

KRS 156.160; 160.290; KRS 160.291; KRS 161.154; KRS 161.155

Related Policy:

03.2232

LEGAL: 803 KAR 2:180 WAS FOUND DEFICIENT AND REPEALED. 803 KAR 2:181 OUTLINES NEW OSHA REPORTING REQUIREMENTS.

FINANCIAL IMPLICATIONS: EMPLOYEE TIME MAKING REPORTS

# PERSONNEL A03.24

‑ Classified Personnel ‑

Health and Safety

Safety

It is the intent of the Board to provide a safe and healthful working environment for all employees. Employees shall report any conditions they believe to be unsafe to their immediate supervisor, who shall examine the situation and take appropriate action.

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3. The identification of each chemical in the inventory that is covered by the OSHA Hazard Communication Standard;
4. Maintenance of a Safety Data Sheet (SDS) for each substance on the chemical inventory list for as long as the District uses the substance, plus thirty (30) years;
5. Labeling of all containers of each chemical identified as required by the Hazard Communication Standard;
6. The development of an employee Hazard Communication Information and Training Program; and
7. The development, implementation and maintenance of a written Hazard Communication Program.

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1. Identification of employees at‑risk of occupational exposure and their assigned tasks and procedures which could lead to such exposure;
2. Communication of hazards to employees;
3. Vaccinations of at‑risk employees for Hepatitis B at no cost to these employees;
4. Determination of universal precautions to be observed, including adequate engineering controls and housekeeping procedures;
5. Appropriate training of employees;

# PERSONNEL A03.24

# (Continued)

Health and Safety

Bloodborne Pathogen Control (continued)

1. Provision of personal protective equipment including an opportunity provided annually for employees who use medical sharps in performance of their duties to identify, evaluate and select engineering and work practice controls to be implemented by the District, as appropriate;
2. Maintenance of a sharps injury log;
3. Medical follow‑up and counseling for employees after a work‑site exposure;
4. Maintenance of confidential records of each exposure incident; and
5. A schedule for implementing all provisions required by the OSHA standard.

The Superintendent or designee shall review and update the Exposure Control Plan at least once each year and when needed to reflect new or modified tasks and procedures that affect occupational exposure or new or revised employee positions with occupational exposure. The review and update shall also address:

1. Changes in technology that eliminate or reduce exposure to bloodborne pathogens; and
2. Annual documentation that appropriate, commercially available and effective safer medical devices that are designed to eliminate or minimize occupational exposure have been obtained and are now in use.

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2. A written program consisting of energy control procedures;
3. Development, documentation and utilization of energy control procedures for the control of potentially hazardous energy when employees are engaged in servicing and maintaining equipment;
4. Periodic review of the lockout/tagout program to assure authorized employees are properly controlling unexpected startup or release of stored energy; and
5. Annual training of employees authorized to use lockout/tagout to emphasize program procedures and retraining whenever a periodic review reveals deficiencies in employee performance.

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The Superintendent/designee shall conduct a hazard assessment to determine when and where the use of personal protective equipment (PPE) is necessary. The hazard assessment shall address:

1. Assignment of a District employee responsible for assessing the workplace for hazards;

# PERSONNEL A03.24

# (Continued)

Health and Safety

Personal Protective Equipment (PPE) (continued)

1. Selection of appropriate PPE to safeguard employees from hazards that cannot be eliminated;
2. A training program to be conducted to educate employees about the need for PPE and when it must be worn;
3. Training of employees on the use and care of PPE, how to recognize deterioration and failure and the need for replacement; and
4. Requiring employees to wear designated PPE as deemed necessary by the hazard assessment.

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The District shall, within eight (8) hours from when reported to the District, make an oral report to the Kentucky Labor Cabinet of the death of an employee as a result of a work-related incident, including death resulting from a heart attack.

The District shall, within seventy-two (72) hours from when reported to the District, make an oral report to the Kentucky Labor Cabinet of an amputation suffered by an employee, an employee’s loss of an eye, or the hospitalization of an employee, including hospitalization resulting from a heart attack.2

Asbestos Management

The District shall conduct school inspection and re-inspection activities as required by state and federal law1 to identify the status of asbestos. The District shall maintain an updated asbestos management plan that shall include, but not be limited to, applicable current and/or future *inspection activities, response actions and surveillance activities and a description of steps taken* to inform staff and parents about any such activities. Each school shall maintain in its administrative office an updated copy of the management plan for that school. Annual written notice of the availability of the plan shall be provided to parent, teacher, and employee organizations. In the absence of any such organizations, the District shall provide written notice of plan availability to parents, teachers, or employees, as applicable.

Any custodial or maintenance personnel who may work in a building with asbestos-containing building materials (ACBM) shall have a minimum of two (2) hours of asbestos awareness training. New custodial or maintenance staff who may work in the areas above shall be trained within sixty (60) days of hire. Maintenance and custodians who will be involved in activities that will involve a disturbance of ACBM shall receive an additional fourteen (14) hours of asbestos training.

# PERSONNEL A03.24

# (Continued)

Health and Safety

References:

1401 KAR 58:010: 40 C.F.R. Part 763

2803 KAR 2:181

Kentucky Department for Public Health

Centers for Disease Control and Prevention

Kentucky Labor Cabinet; 803 KAR 2:308; 803 KAR 2:404

OSHA 29 C.F.R. 1910

132 PPE Hazard Assessment

147 Lockout/Tagout

1001 Asbestos-ACBM

1200 Hazard Communication

1030 Bloodborne Pathogens

LEGAL: REVISIONS TO 702 KAR 4:090 INCLUDE DISPOSITION OF REAL PROPERTY, NEW REQUIREMENTS FOR PROPERTY DISPOSAL, DOCUMENTATION OF FAIR MARKET VALUE, AND THIRD PARTY CONFLICT OF INTEREST.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

# FISCAL MANAGEMENT A04.8

Disposal of School Property

Bids or Auction

The Superintendent shall advise the Board when certain properties are no longer needed for public school purposes. Upon receiving this report, the Board may, at such time as it deems proper and after compliance with applicable state1 or federal regulations, authorize the disposal of school properties through closed sealed bids, public auction, or sale for at least the fair market value established by certified appraisal. The Board reserves the right to reject any and all bids.

Disposition of Real Property

School property proposed for disposal shall be surplus to the educational program need of the District as determined by the effective District facility plan. Surplus property includes real property designated as a "Transitional Center" or not listed on the effective District facility plan. Request for approval to dispose of real property shall be submitted in writing to the Kentucky Department of Education. The request shall identify the property by its address and last reported name and include a plan for resolving mortgage liens or other encumbrances. Upon receipt of written contingent approval from the Department, the District may start the disposal process using one of the following methods that secures the fair market value for the property and ensures that the District retains no residual interest as owner or lender:

(a) By public auction;

(b) By accepting sealed bids; or

(c) By setting a minimum acceptable price, which is at least the fair market value of the property.

Dependent upon the method of disposal above, the District shall follow the requirements specified in 702 KAR 4:090.

Conflict of Interest

If the Board uses a third party to dispose of or lease property, the third party shall not have any financial interest in the transaction or adjacent property beyond a standard commission approved by the Board. If the third party has any financial interest in the transaction or adjacent property beyond a standard commission, the third party shall publicly disclose his or her conflict of interest to the Board and the conflict shall be spread on the Board’s meeting minutes. The Board shall provide minutes of any such meeting to the Department when requesting approval.2

Refurbished Surplus Technology

If the District receives a written determination that surplus technology does not meet Kentucky Education Technology System standards, it may choose to distribute the refurbished surplus property to eligible low-income students.

First priority shall be given to eligible students in the free or reduced lunch program, and they or their parent/guardian must request the property in writing.

# FISCAL MANAGEMENT A04.8

# (Continued)

Disposal of School Property

Refurbished Surplus Technology (continued)

Efforts will be made to involve local businesses and organizations to participate in refurbishing efforts with career and technical programs and student organizations.

The Superintendent shall designate the staff member(s) who shall review requests and make recommendations for approval of the Superintendent/designee. The District shall document to whom the technology is distributed.

References:

1KRS 160.290

2702 KAR 4:090; KRS 160.335; KRS 45A.425

704 KAR 3:455

OAG 76-291; OAG 91-85

34 CFR 80.32

LEGAL: SB 151 AMENDS KRS 158.070 TO ALLOW THE SUPERINTENDENT OF A DISTRICT THAT PARTICIPATES IN THE FEDERAL SCHOOL BREAKFAST PROGRAM TO AUTHORIZE UP TO FIFTEEN (15) MINUTES OF THE STUDENT ATTENDANCE DAY TO PROVIDE THE OPPORTUNITY FOR CHILDREN TO EAT BREAKFAST DURING INSTRUCTIONAL TIME.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

# TRANSPORTATION A06.31

Bus Scheduling and Routing

Responsibility

The Superintendent or designee shall be responsible for scheduling and routing all buses in keeping with applicable statutes and regulations. This shall include a system of notifying parents, pupils, and drivers of bus schedules and routes and, for those schools serving breakfast, arranging bus schedules so that buses arrive in sufficient time to provide breakfast prior to the student attendance day. If the District participates in the Federal School Breakfast Program, the Superintendent may also authorize up to fifteen (15) minutes of the student attendance day to provide the opportunity for children to eat breakfast during instructional time.1

Buses shall be routed only on public roads which are safe for bus travel.

Regular Route Vehicles

Except in cases of emergencies or for the transportation of students with disabilities, only school buses as defined by applicable statute and administrative regulation shall be used for transporting students to and from school along regular bus routes.

References:

1

KRS 156.153

KRS 158.110 702 KAR 5:030

Related Policy:

08.31

LEGAL: SB 1 AMENDS KRS 160.345 TO REQUIRE THE SUPERINTENDENT TO DETERMINE WHICH CURRICULUM, TEXTBOOKS, INSTRUCTIONAL MATERIALS, AND STUDENT SUPPORT SERVICES SHALL BE PROVIDED IN THE SCHOOL AFTER CONSULTING WITH THE BOARD, THE PRINCIPAL, AND THE SCHOOL COUNCIL and after a reasonable review and response period for stakeholders.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

# CURRICULUM AND INSTRUCTION AP08.1

Curriculum

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

Capacities

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

1. Communication skills necessary to function in a complex and changing civilization;
2. Knowledge to make economic, social, and political choices;
3. Core values and qualities of good character to make moral and ethical decisions throughout his or her life;
4. Understanding of governmental processes as they affect the community, the state, and the nation;
5. Sufficient self‑knowledge and knowledge of his/her mental and physical wellness;
6. Sufficient grounding in the arts to enable each student to appreciate his/her cultural and historical heritage;
7. Sufficient preparation to choose and pursue his/her life's work intelligently;
8. Skills to enable him/her to compete favorably with students in other states.

Superintendent Responsibility

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

In any school administered under the provisions of KRS 160.345, the Superintendent shall determine which curriculum, textbooks, instructional materials, and student support services shall be provided in the school after consulting with the Board, the Principal, and the school council and after a reasonable review and response period for stakeholders. All council policies shall be designed to meet student academic expectations and goals established by statute, regulation and Board policy.

Students with Disabilities

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

References:

KRS 156.160; KRS 156.162; KRS 158.075; KRS 158.183

KRS 158.188; KRS 158.301; KRS 158.302; KRS 158.305

# CURRICULUM AND INSTRUCTION AP08.1

# (continued

Curriculum

References: (continued)

KRS 158.645; KRS 158.6451; KRS 158.6453; KRS 160.345

704 KAR 3:303; 704 KAR 3:305; 704 KAR 3:440

Kentucky Academic Standards

Related Policies:

Section 02.4 (All Policies)

LEGAL: SB 1 AMENDS KRS 160.345 TO REQUIRE THE SUPERINTENDENT TO DETERMINE WHICH CURRICULUM, TEXTBOOKS, INSTRUCTIONAL MATERIALS, AND STUDENT SUPPORT SERVICES SHALL BE PROVIDED IN THE SCHOOL AFTER CONSULTING WITH THE BOARD, THE PRINCIPAL, AND THE SCHOOL COUNCIL.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

# CURRICULUM AND INSTRUCTION G08.11

Course of Study

Development

The Superintendent shall develop and disseminate to the schools a course of study for primary school through twelfth grade that will include minimum statutory and regulatory requirements1 and additional requirements as specified by the Board.

Assessment of Student Work / Nondiscrimination

Consistent with District policies addressing assessment of student progress and grading as well as council and school policies relating to the determination of curriculum and assignments, instructional staff are expected to issue grades or assessments of student assignments, including in the classroom, based on responsiveness to the assigned task(s), accuracy, and quality of work, utilizing sound pedagogical judgment and providing modifications for students with disabilities as required by law, free from discrimination or penalty based on constitutionally protected expressions of religious or political views in otherwise responsive student submissions.

Implementation

Each teacher shall implement the course of study prescribed for the assigned grade and subject area.2

Approval Process

Prior to implementation, all curriculum offerings shall be reviewed for input at each of the following levels:

1. Department or grade level,
2. Principal,
3. Faculty,
4. Instructional Consultant and,
5. Superintendent and Central Office staff

SBDM Schools

In schools operating under SBDM, the Superintendent shall determine which curriculum, textbooks, instructional materials, and student support services shall be provided in the school after consulting with the Board, the Principal, and the school council.

Syllabus

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

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

# CURRICULUM AND INSTRUCTION G08.11

# (Continued)

Course of Study

Syllabus (continued)

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

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

References:

1704 KAR 3:303

2KRS 161.170

KRS 156.160; KRS 158.100; KRS 158.183

KRS 158.645; KRS 158.6451; KRS 160.345

702 KAR 7:125

704 KAR 3:305

LEGAL: SB 61 AMENDS KRS 158.142 TO REMOVE BENCHMARK SCORES FOR END-OF-COURSE EXAMINATIONS AND THE ACT AS REQUIREMENTS FOR EARLY GRADUATION.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

# CURRICULUM AND INSTRUCTION BX08.113

Graduation Requirements

In support of student development goals set out in KRS 158.6451 and the Kentucky Academic Standards, students must complete a minimum of twenty-two (22) credits, including demonstrated performance-based competency in technology and all other state and local requirements in order to graduate from high school in the District.

**Civics Exam Requirement**

Students wishing to receive a regular diploma must pass a civics test made up of one hundred (100) questions selected from the civics test administered to persons seeking to become naturalized citizens and prepared or approved by the Board. A minimum score of sixty percent (60%) is required to pass the test and students may take the test as many times as needed to pass. Students that have passed a similar test within the previous five (5) years shall be exempt from this civics test. This shall be subject to the requirements and accommodations of a student's individualized education program (IEP) or a Section 504 Plan.5

**Individual Learning Plan (ILP)**

Students shall complete an Individual Learning Plan (ILP) that focuses on career exploration and related postsecondary education and training needs.

**Additional Requirements of the Board**

In addition to the content requirements established by the Kentucky Academic Standards, and the credits required by the minimum requirements for high school graduation in 704 KAR 3:305, the Board may impose other requirements for graduation from high school. However, the Board shall not adopt any graduation requirements that include achieving a minimum score on a statewide assessment.



# CURRICULUM AND INSTRUCTION BX08.113

# (Continued)

Graduation Requirements

For Students Entering Grade Nine (9) on or after the First Day of the 2019-2020 Academic Year

Credits shall include content standards as provided by the Kentucky Academic Standards established in 704 KAR 3:303 and 704 KAR Chapter 8. The required credits and demonstrated competencies shall include the following minimum requirements:

|  |  |
| --- | --- |
| English/Language Arts | Four (4) Credits total (English I and II plus two (2) credits aligned to the student’s ILP) |
| Social Studies | Three (3) Credits total – (Two (2) plus one (1) credit aligned to the student’s ILP) |
| Mathematics | Four (4) Credits total (Algebra I and Geometry plus two (2) credits aligned to the student’s ILP) |
| Science | Three (3) Credits total – (Two (2) credits incorporating lab-based scientific investigation experiences plus one (1) credit aligned to the student’s ILP) |
| Health | One-half (1/2) Credit |
| P.E. | One-half (1/2) Credit |
| Visual and Performing Arts | One (1) Credit or a standards-based specialized arts course based on the student’s ILP |
| Academic and Career Interest Standards-based Learning Experiences | Six (6) Credits total (Two (2) plus four (4) standards-based credits in an academic or career interest based on the student’s ILP) |
| Technology | Demonstrated performance-based competency |

# CURRICULUM AND INSTRUCTION BX08.113

# (Continued)

Graduation Requirements

For Students Entering Grade Nine (9) on or after the First Day of the 2020-2021 Academic Year

Credits shall include content standards as provided by the Kentucky Academic Standards established in 704 KAR 3:303 and 704 KAR Chapter 8. The required credits and demonstrated competencies shall include the following minimum requirements:

|  |  |
| --- | --- |
| English/Language Arts | Four (4) Credits total (English I and II plus two (2) credits aligned to the student’s ILP) |
| Social Studies | Three (3) Credits total – (Two (2) plus one (1) credit aligned to the student’s ILP) |
| Mathematics | Four (4) Credits total (Algebra I and Geometry plus two (2) credits aligned to the student’s ILP) |
| Science | Three (3) Credits total – (Two (2) credits incorporating lab-based scientific investigation experiences plus one (1) credit aligned to the student’s ILP) |
| Health | One-half (1/2) Credit |
| P.E. | One-half (1/2) Credit |
| Visual and Performing Arts | One (1) Credit or a standards-based specialized arts course based on the student’s ILP |
| Academic and Career Interest Standards-based Learning Experiences | Six (6) Credits total (Two (2) plus four (4) standards-based credits in an academic or career interest based on the student’s ILP) |
| Technology | Demonstrated performance-based competency |
| Financial Literacy | One (1) or more courses or programs that meet the financial literacy requirements pursuant to KRS 158.1411. |

# CURRICULUM AND INSTRUCTION BX08.113

# (Continued)

Graduation Requirements

Performance-Based Credits

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

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

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

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

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

1. Assessments and the extent to which state-mandated assessments will be used;
2. An objective grading and reporting process; and
3. Criteria to promote and support school and community learning experiences, such as internships and cooperative learning, in support of a student’s ILP. Such experiences shall be supervised by qualified instructors and aligned with State and District content and performance standards.

The Board may approve graduation requirements for a high school in the District that exceeds the state minimum requirements upon submission and review of such requirements.

The Board may approve substitution of an integrated, applied, interdisciplinary, or higher level course for a required course if the alternative course provides rigorous content and addresses the same applicable components of 703 KAR 4:060. If a substitution is made, the requesting school must complete an “Alternative Course Documentation” form that provides a rationale and course description. This shall be filed with the Department of Education. This applies to substitute courses for students with disabilities.

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

Middle School Students and High School Credits

The Board may approve the completion of high school credits in middle school if the following criteria are met:

1. The student demonstrates mastery of middle school level content as specified in the Kentucky Academic Standards and criteria are in place to make a reasonable determination that the middle level students are capable of success in the high school course.
2. The content of the course offered at the middle school level is the same as that defined in the Kentucky Academic Standards for the high school course.
3. The middle school level course is taught by teachers with either secondary or middle school level certification with the appropriate content specialization.

# CURRICULUM AND INSTRUCTION BX08.113

# (Continued)

Graduation Requirements

Middle School Students and High School Credits (continued)

1. The school must collaborate with the high school to assure seamless transition and student preparation.

The middle school council or Principal, if a school is exempt from having a council, shall submit requests to the Board by May 1 of each year for approval to offer high school credits. Such requests shall document how the specified criteria are being met.

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

Class Rank

Class rank shall be calculated using quality points earned in grades nine (9) through twelve (12). All quality points regarding class rank and grade point average will be calculated after the students’ promotion from the 8th grade until final graduation of the student. All course work (summer school, dual-credit and online opportunities) taken during the students’ enrollment in the high school shall count toward graduation requirements, GPA calculation, and class rank. Courses taken for remedial purposes will be used to compute grade point average and class rank. Recognition of valedictorian, salutatorian, and other school level awards will be determined by criteria established in SBDM policy or by the Principal in absence of an SBDM council.

Transfer of Credits

Credits transferring from a non-accredited school will be reflected as Pass or Fail on the student transcript and will not be used in the computation of class rank and grade point average. Transferring students may be required to demonstrate proficiency in course material before credit is applied toward graduation requirements.

Credits transferring from an accredited school will be reflected on the student’s transcript. Alpha grades (letter grades) will be assigned a numeric value based upon the grading scale of the Boone County School District. If numeric scores are provided, they will be used and matched to the Boone County GPA scale.

The SBDM Council of the receiving high school has the final authority regarding transfer of credit.

High School Grade Level Requirements

All students are promoted on the basis of number of credits earned before the first day of school of the subsequent school year and the number of semesters completed. To be promoted, a student must have completed the following number of semesters and earned credits:

# CURRICULUM AND INSTRUCTION BX08.113

# (Continued)

Graduation Requirements

High School Grade Level Requirements (continued)

|  |  |  |
| --- | --- | --- |
| **6 Period Day** | | |
| **Grade** | **Credits** | **Completed Semesters** |
| 10 | 5 | 2 |
| 11 | 11 | 4 |
| 12 | 16 | 6 |
| **Block Scheduling** | | |
| **Grade** | **Credits** | **Completed Semesters** |
| 10 | 7 | 2 |
| 11 | 14 | 4 |
| 12 | 22 | 6 |

Transfer Students – Number of Credits Needed to Graduate

|  |  |
| --- | --- |
| **Coming from Block/Hybrid** | **Moving to 6 period** |
| One year on this schedule | 24 credits |
| Two years on this schedule | 26 credits |
| Three years on this schedule | 28 credits |
|  |  |
| **Coming from 6 period Day** | **Moving to Block/Hybrid** |
| One year on this schedule | 28 credits |
| Two years on this schedule | 26 credits |
| Three years on this schedule | 24 credits |
|  |  |
| **Coming from 7 period Day** | **Moving to 6 period** |
| One year on this schedule | 23 credits |
| Two years on this schedule | 24 credits |
| Three years on this schedule | 25 credits |
|  |  |
| **Coming from 7 period** | **Moving to Block** |
| One year on this schedule | 29 credits |
| Two years on this schedule | 28 credits |
| Three years on this schedule | 27 credits |

# CURRICULUM AND INSTRUCTION BX08.113

# (Continued)

Graduation Requirements

Senior Student Conferences

At the beginning of the second semester and during the third grading period, each senior student shall confer with guidance personnel concerning his/her eligibility for graduation. After this meeting, the school shall send notice of the conference to the parents of those students who are in danger of not graduating.

Participation in Graduation Exercises

Students who complete the minimum number of high school units required by the Board and the Kentucky Academic Standards or who satisfactorily complete the requirements of Early Graduation as outlined in administrative regulation, shall be permitted to take part in graduation exercises.

Contingent upon acceptable behavior and attendance as determined by the Principal and exchange of A.D.A. funds, students who complete the eleventh grade in the District and who have moved out of the District may continue to attend their high school tuition‑free in order to graduate with their class.

Other Provisions

The Board, Superintendent or Principal may award special recognition to students.

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

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

A student who is at least seventeen (17) years of age and who is a state agency child, as defined in KRS 158.135, shall be eligible to seek attainment of a High School Equivalency Diploma.

The Board may substitute an integrated, applied, interdisciplinary, occupational, technical, or higher-level course for a required course if the alternative course provides rigorous content.

Early Graduation Certificate

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

Students working toward receipt of an Early Graduation Certificate shall be supported by development and monitoring of an ILP to support their efforts.

# CURRICULUM AND INSTRUCTION BX08.113

# (Continued)

Graduation Requirements

Early Graduation Certificate(continued)

To graduate early and earn an Early Graduation Certificate, a student shall successfully complete the requirements for early high school graduation as established in administrative regulation by the Kentucky Board of Education.

A student who has indicated an intent to graduate early may participate in the student’s state administration of the college readiness exam prior to the junior year, if needed. Students who meet all applicable legal requirements shall be awarded a diploma and an Early Graduation Certificate.

Otherwise, a student may graduate early on approval of the Principal and of the Superintendent.

Requests for graduation not related to the Early Graduation Certificate pathway shall be presented to the Principal, in writing, in the semester preceding the student's final semester or as soon as the intent is known.

Diplomas for Veterans

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

References:

1KRS 40.010; KRS 158.140; 704 KAR 7:140

2KRS 158.622

3KRS 156.160; 20 U.S.C. § 1414

4KRS 158.142; 704 KAR 3:305

5KRS 158.141

KRS 156.027; KRS 158.135

KRS 158.1411; KRS 158.143; KRS 158.183; KRS 158.281

KRS 158.302; KRS 158.645; KRS 158.6451

KRS 158.860

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

704 KAR 3:303; 704 KAR 3:306; 704 KAR 7:090; 704 KAR Chapter 8

OAG 78‑348; OAG 82‑386

Kentucky Academic Standards

Related Policies:

08.1121; 08.1131; 08.1132; 08.14; 08.222; 08.4

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

**Related Procedure:**

09.12 AP.25

LEGAL: STUDENTS IN HOME/HOSPITAL INSTRUCTION ARE INELIGIBLE TO WORK, PLAY SPORTS, OR PARTICIPATE IN EXTRACURRICULAR ACTIVITIES. AMENDMENTS TO 702 KAR 7:150 CLARIFY THAT STUDENTS WITH A 504 PLAN MAY WORK, PLAY SPORTS, OR PARTICIPATE IN EXTRACURRICULAR ACTIVITIES IF PARTICIPATION IS CONSISTENT WITH THE STUDENT’S 504 PLAN. ADDITIONALLY, 704 KAR 7:120 IS REPEALED.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

# CURRICULUM AND INSTRUCTION Z08.1312

Home/Hospital Instruction

Purpose

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

For purposes of KRS 157.360, a student who receives home/hospital instruction for a minimum of two (2) instructional sessions per week, with a minimum of one (1) hour of instruction per session, by a certified teacher provided by the Board, shall equal the student attending five (5) days in school. An instructional session may be delivered in person, electronically, or through other means established in regulation. A parent/guardian or responsible adult must be present in the home/hospital room during the time the home/hospital teacher is present or is otherwise delivering instruction.

Eligibility

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

At any time based on changes in the student’s condition, the home/hospital review committee may schedule a review of the student’s continued eligibility for home/hospital instruction. Eligibility for home/hospital instruction shall cease for students placed by the review committee if the student works, plays sports, or participates in extracurricular activities. For students with a 504 plan, eligibility for home/hospital instruction shall not cease if the student works, plays sports, or participates in extracurricular activities if participation is consistent with the student’s 504 plan.

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

Secondary Students

A high school student placed on home/hospital instruction for a semester may earn three (3) credits. Exceptions to this rule, including students with an Individual Education Plan (IEP) or a 504 plan, can be made due to extenuating circumstances, as determined by the Superintendent on advice of the Kentucky Department of Education.

Students With Disabilities

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

# CURRICULUM AND INSTRUCTION Z08.1312

# (Continued)

Home/Hospital Instruction

Students With Disabilities

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

References:

KRS 157.360

KRS 158.033

KRS 159.030

702 KAR 7:150

704 KAR 3:303

707 KAR 1:320

707 KAR 1:350

20 U.S.C. § 1400 et seq. Individuals with Disabilities Education Act (IDEA)

Section 504 of the Rehabilitation Act of 1973

34 C.F.R. 104.35

Related Policy:

09.123

LEGAL: SB 102 AMENDS KRS 158.4416 BY CHANGING COUNSELORS (UNDER SUPERINTENDENT TO REPORT) TO MENTAL HEALTH PROVIDERS ALONG WITH ADDING INFORMATION TO BE REPORTED BY THE SUPERINTENDENT TO THE KY DEPARTMENT OF EDUCATION BY NOVEMBER 1, 2022.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

# CURRICULUM AND INSTRUCTION A08.14

Guidance and Mental Health Service Providers

Guidance and counseling services shall be provided for students. Counselors may perform mental health services and provide implementation and training on trauma-informed practices as addressed in law.1

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 (ILP) for each student that includes career development and awareness. The ILP shall specifically address the content as provided in the Kentucky Academic Standards for career studies.

Confidential Material

All records and counseling information shall be kept in confidence as provided by applicable law.2

Superintendent to Report

No later than November 1, 2022, and each subsequent year, the Superintendent shall report to the Kentucky Department of Education the number of school-based mental health service providers, the position held, placement in the District, certification of licensure held, the source of funding for each position, a summary of the job duties and work undertaken by each school-based mental health service provider, and the approximate percent of time devoted to each duty over the course of the year.

References:

1KRS 158.4416

2KRE 506 (Kentucky Rules of Evidence);KRS 158.154; KRS 158.155; KRS 158.156

KRS 61.878; KRS 620.030

703 KAR 4:060; 704 KAR 3:303; 704 KAR 3:305; 704 KAR Chapter 8

Related Policies:

08.113; 09.14

LEGAL: SB 1 CREATES A NEW SECTION OF KRS 158 (KRS 158.196) TO REQUIRE EACH SCHOOL TO PROVIDE INSTRUCTION AND INSTRUCTIONAL MATERIALS THAT ARE ALIGNED WITH THE SOCIAL STUDIES ACADEMIC STANDARDS AND CONSISTENT WITH CERTAIN CONCEPTS.

FINANCIAL IMPLICATIONS: COST OF PURCHASING/CREATING INSTRUCTIONAL MATERIALS

# CURRICULUM AND INSTRUCTION A08.21

Instruction and Instructional Materials

A new section of KRS 158.196 requires each school to provide instruction and instructional materials that are aligned with the social studies academic standards and consistent with the following concepts:

1. All individuals are created equal;
2. Americans are entitled to equal protection under the law;
3. An individual deserves to be treated on the basis of the individual's character;
4. An individual, by virtue of the individual's race or sex, does not bear responsibility for actions committed by other members of the same race or sex;
5. The understanding that the institution of slavery and post-Civil War laws enforcing racial segregation and discrimination were contrary to the fundamental American promise of life, liberty, and the pursuit of happiness, as expressed in the Declaration of Independence, but that defining racial disparities solely on the legacy of this institution is destructive to the unification of our nation;
6. The future of America's success is dependent upon cooperation among all its citizens;
7. Personal agency and the understanding that, regardless of one's circumstances, an American has the ability to succeed when he or she is given sufficient opportunity and is committed to seizing that opportunity through hard work, pursuit of education, and good citizenship; and
8. The significant value of the American principles of equality, freedom, inalienable rights, respect for individual rights, liberty, and the consent of the governed.

Schools are not restricted from providing instruction or using instructional materials that include:

1. The history of an ethnic group, as described in textbooks and instructional materials adopted by the District;
2. The discussion of controversial aspects of history; or
3. The instruction and instructional materials on the historical oppression of a particular group of people.

References:

KRS 158.196

Related Policy:

08.1353

LEGAL: SB 1 AMENDS KRS 160.345 TO REQUIRE THE SUPERINTENDENT TO DETERMINE WHICH CURRICULUM, TEXTBOOKS, INSTRUCTIONAL MATERIALS, AND STUDENT SUPPORT SERVICES SHALL BE PROVIDED IN THE SCHOOL AFTER CONSULTING WITH THE BOARD, THE PRINCIPAL, AND THE SCHOOL COUNCIL.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

# CURRICULUM AND INSTRUCTION AK08.2322

Review of Instructional Materials

Forms for such requests may be obtained from the school and will be made available to any resident of the school district in the Principal's office of the school where the challenge occurs. The request shall include a written reason for objection and a statement of the desired action regarding the material under consideration.

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

References:

KRS 158.183

KRS 160.345

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

Related Policies:

02.42411; 08.1

LEGAL: SB 151 AMENDS KRS 158.070 TO ALLOW THE SUPERINTENDENT OF A DISTRICT THAT PARTICIPATES IN THE FEDERAL SCHOOL BREAKFAST PROGRAM TO AUTHORIZE UP TO FIFTEEN (15) MINUTES OF THE STUDENT ATTENDANCE DAY TO PROVIDE THE OPPORTUNITY FOR CHILDREN TO EAT BREAKFAST DURING INSTRUCTIONAL TIME.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

# CURRICULUM AND INSTRUCTION C08.31

Student Attendance Day

Student Attendance Day

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

If the District participates in the Federal School Breakfast Program, the Superintendent may authorize up to fifteen (15) minutes of the student attendance day to provide the opportunity for children to eat breakfast during instructional time.2

Exceptions

Kindergarten (entry level of the primary program) shall be provided no less than the equivalent of half‑day sessions, five (5) days a week for a full school year for each kindergarten student.

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

Master Schedule

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

References:

1KRS 158.060

2KRS 158.070

KRS 158.030; KRS 158.070

KRS 157.320

KRS 157.360

702 KAR 7:125

702 KAR 7:140

Related Policies:

01.42; 06.31; 08.3

LEGAL: HB 563 (2021) AMENDED KRS 158.120 TO REQUIRE THAT BY JULY 1, 2022, LOCAL BOARDS ADOPT A NONRESIDENT PUPIL POLICY TO GOVERN THE TERMS UNDER WHICH THE DISTRICT SHALL ALLOW ENROLLMENT OF NONRESIDENT PUPILS. WRITTEN AGREEMENTS WILL NO LONGER BE NECESSARY.

FINANCIAL IMPLICATIONS: NONRESIDENT PUPILS WILL BE COUNTED IN ADA FOR STATE FUNDING

LEGAL: G.C. V. OWENSBORO PUBLIC SCHOOLS, 711 F.3D 623 (6TH CIR., 2013) CLARIFIES THAT ONCE A NONRESIDENT STUDENT IS ENROLLED FOR THE ACADEMIC YEAR, THE STUDENT MAY NOT BE DISMISSED DURING THAT ACADEMIC YEAR WITHOUT APPLICABLE DUE PROCESS.

FINANCIAL IMPLICATIONS: COST OF DUE PROCESS HEARINGS

# STUDENTS AM09.12

Admissions and Attendance

Residence Defined

Pupils whose parent or guardian resides in the District and has custody of the student, or pupils who are legal residents of the school District, or as otherwise provided by state or federal law, shall be considered residents and entitled to the privileges of the District's schools.

All other pupils shall be classified as nonresidents for school purposes.1

Homeless Children and Unaccompanied Youth

The District shall provide educational and related services to homeless children and youth, including preschool-aged homeless children, and homeless children or youth not in the physical custody of a parent or guardian (unaccompanied youth) in a manner that does not segregate or stigmatize students on the basis of their homeless status.

The District shall provide its schools with guidelines that detail the rights of homeless students and the responsibilities that schools have to meet their needs and eliminate barriers to school attendance. These guidelines shall emphasize the right of homeless students to:

1. Have equal access to all educational programs and services, including transportation, that non-homeless children enjoy;
2. Have access to preschool programs as provided to other children in the District;
3. Continue attending their school of origin, when deemed in the best interest of the child, for the duration of homelessness;
4. Attend regular public school with non-homeless students; and
5. Continue to receive all services for which they are eligible (i.e., special education, gifted and talented, English learner).

The District shall provide transportation to the school of origin for homeless children at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison) if the child continues to live within the area served by the District in which the school of origin is located. If the child locates to a District other than that of his/her school of origin, the districts shall work together to apportion transportation to and from the school of origin and associated costs. If the districts are unable to reach agreement, responsibility and costs for transportation shall be shared equally.

The District shall designate an appropriate staff person to serve as liaison to homeless children and unaccompanied youth. In addition to coordination of McKinney-Vento implementation in the District, the liaison is responsible for:

* “Outreach” to other entities and agencies so that homeless students are identified;

# STUDENTS AM09.12

(Continued)

**Admissions and Attendance**

Homeless Children and Unaccompanied Youth (continued)

* Providing public notice of the educational rights of homeless children in locations frequented by parents/guardians and unaccompanied youths. This notice is to be in a manner and form that is understandable;2
* Seeing that school personnel who provide McKinney-Vento Services receive professional development and other support; and
* Ensuring that unaccompanied youths are enrolled in school and receive support to accrue credits and access to higher education.

The District shall inform school personnel, service providers, advocates working with homeless families, parents, guardians and homeless children and unaccompanied youths of the duties of the liaison.

All concerns regarding the education of homeless children and unaccompanied youth shall be referred to the District liaison. If a complaint arises regarding services or placement of homeless children and unaccompanied youth, the dispute resolution procedures as set forth in 704 KAR 7:090 shall apply.

Disputes over eligibility, school selection, or enrollment are to be appealed to the Kentucky Department of Education using the Dispute Resolution for Homeless form located at the link below:

<https://education.ky.gov/federal/progs/txc/Documents/Homeless%20Dispute%20Resolution%20Form.pdf>

The liaison shall provide a copy of the referenced form to the complainant.

Children in Foster Care

Students in foster care shall have equal access to all educational programs and services, including transportation, which all other students enjoy.

Foster children are to be immediately enrolled in a new school. The District shall collaborate with the Cabinet to ensure immediate and appropriate enrollment of the child and immediately contact the student’s previous school for relevant records. The previous school shall provide the new school records within the student information system maintained by the Kentucky Department of Education by the end of the working day on the day of receipt of a request. If a record provided to the new school is incomplete, the previous school shall provide the completed record within three (3) working days of the original request. Remaining records shall be provided within ten (10) working days of the request.

The Superintendent shall appoint a Foster Care Liaison to coordinate activities relating to the District’s provision of services to children placed in foster care, including transportation services, when the District is notified by the Cabinet for Health and Family Services in writing that the Cabinet has designated its foster care point of contact for the District. The Superintendent may appoint the District Foster Care Liaison prior to such notice from the Cabinet.

Children in foster care, including preschool aged children if the District offers a preschool program, shall be eligible to attend their “school of origin” unless a determination is made that it is not in the child’s best interest. Such determination will be made in collaboration with the child welfare agency. Dispute resolutions shall be handled by all agencies involved in the determination of the foster child’s placement.

# STUDENTS AM09.12

(Continued)

**Admissions and Attendance**

Children in Foster Care (continued)

When possible, a child exiting the foster care program during the school year shall be allowed to complete the school year in the school of origin.

Best Interest of the Child

Determining the 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.

Upon the determination that changing a child's school of enrollment is in the best interest of the child, the Cabinet, any applicable child-caring facility, child-placing agency, school, districts, and the child's state agency caseworker shall collaborate to ensure the immediate and appropriate enrollment of the child;

1. The child's state agency caseworker shall immediately contact the receiving district to inform the district of the pending enrollment changes.
2. The child's state agency caseworker or child-caring facility or child placing agency case manager shall either accompany the child and the foster parent to the new school to enroll the child or contact applicable staff at the new school via telephone during the day of enrollment, to assist with the enrollment, to share information relating to the child's unique needs and prior experiences that may impact their education, and to identify and prevent disruptions in any instructional or support services that the child may have been receiving prior to that time, including but not limited to medical and behavioral health history and individual service plans.

Immigrants

No student shall be denied enrollment based on his/her immigration status, and documentation of immigration status shall not be required as a condition of enrollment.

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.

Nonresidents

Nonresident pupils may be enrolled in the District's schools in accordance with Board policies09.1222, 09.124, and upon approval of the Superintendent. Once a nonresident student is enrolled for the academic year, the student may not be dismissed during that academic year without applicable due process.3

# STUDENTS AM09.12

(Continued)

**Admissions and Attendance**

Nonresidents (continued)

Nonresident students designated as homeless or foster children may be required to be enrolled consistent with the “best interest of the child” or “school of origin” requirements under the Every Student Succeeds Act (ESSA) and the McKinney-Vento Act as amended by ESSA.

Non-Immigrant Foreign Students

Non-immigrant foreign students qualifying for F-1 immigration status or who obtain an F-1 student visa may be admitted to the District based on the following guidelines:

1. These students shall not be permitted to attend any publicly funded adult education program.
2. These students may be permitted to attend in grades nine through twelve (9-12), but not at earlier grade levels.
3. As required by law, these students shall pay a tuition fee equal to the full, unsubsidized per capita cost to the District for providing education to the student for the period of attendance.
4. The period of attendance shall not exceed twelve (12) months.

These requirements do not apply to immigrant students residing in the District or foreign students in any other immigration status, including exchange students.

Expelled/Convicted Students

The parent, guardian, Principal, or other person or agency responsible for the student shall provide to the school prior to admission, a sworn statement or affirmation concerning any of the following that have occurred in or outside Kentucky:

1. If a student has been expelled from school; or
2. If a student has been adjudicated guilty/convicted of, homicide, assault, or an offense in violation of state law or school regulations relating to weapons, alcohol, or drugs.

Assault shall mean any physical assault, including sexual assault.

The sworn statement or affirmation shall be on a form provided by the appropriate state agency and shall be sent to the receiving school within five (5) working days of official notification that a student has requested enrollment in the new school.4

# STUDENTS AM09.12

(Continued)

**Admissions and Attendance**

Expelled/Convicted Students (continued)

If a student is suspended or expelled for any reason, or faces charges that may lead to suspension or expulsion, but withdraws prior to a hearing from any public or private school in Kentucky or any other state and then moves into the District and seeks to enroll, the District shall review the details of the charges, suspension, or expulsion and determine if the student will be admitted, and if so, what conditions may be imposed upon the admission. Prior to a decision to deny admission, the District shall offer the student, parent/guardian, or other persons having legal custody or control of the student a hearing before the Board.

References:

1KRS 159.010; OAG 78‑64

242 U.S.C. 11431 et seq. (McKinney-Vento Act)

3KRS 158.120; OAG 80‑47; OAG 79‑327; OAG 75‑602; G.C. v. Owensboro Public  
 Schools, 711 F.3d 623 (6th Cir., 2013)

4KRS 158.155; KRS 157.330; KRS 158.150

KRS 157.320; KRS 157.350; KRS 157.360; KRS 158.100; KRS 199.802

702 KAR 7:125; 704 KAR 7:090; OAG 91-171

P. L. 104-208

P. L. 114-95 (Every Student Succeeds Act of 2015), 20 U.S.C. § 6301 et seq.

8 U.S.C. Sections 1101 and 1184: 8 C.F.R. Section 214

*Plyler* v. *Doe,* 457 U.S. 202 (1982)

Equal Educational Opportunities Act of 1974 (EEOA)

Related Policies:

06.32; 08.1114; 09.11; 09.121; 09.1222; 09.1223;09.123; 09.124

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

09.14; 09.211

LEGAL: HB 517 AMENDS KRS 159.035 TO REQUIRE THAT ANY STUDENT ENROLLED IN A PUBLIC SCHOOL SHALL NOT HAVE HIS OR HER PERFECT ATTENDANCE RECORD NEGATIVELY AFFECTED BY PARTICIPATING IN ANY OF THE PAGE PROGRAMS OF THE GENERAL ASSEMBLY.

FINANCIAL IMPLICATIONS: ALTHOUGH THE STUDENT IS NOT PRESENT AT SCHOOL, THE DISTRICT WILL STILL RECEIVE SEEK FUNDING

LEGAL: HB 194 AMENDS KRS 158.143 TO PROVIDE THAT A STUDENT ENROLLED IN A DISTRICT-OPERATED ALTERNATIVE EDUCATION PROGRAM SHALL BE ELIGIBLE TO SEEK ATTAINMENT OF A HIGH SCHOOL EQUIVALENCY DIPLOMA UNDER CERTAIN CONDITIONS AND SHALL BE EXEMPTED FROM COMPULSORY ATTENDANCE.

FINANCIAL IMPLICATIONS: STUDENT NO LONGER ENROLLED FOR SEEK FUNDING

# STUDENTS AT09.122

Attendance Requirements

Compulsory Attendance

All children in the district who have entered kindergarten or who are between the ages of six (6), as of August 1, and eighteen (18), except those specifically exempted by statute, shall enroll and be in regular attendance in the schools to which they are assigned.1

Per 704 KAR 5:060, any five (5) year old child not otherwise subject to compulsory attendance laws, but who voluntarily enrolls in the primary school program at the beginning of the school year, may upon parental or guardian’s written request be withdrawn from the program at any time within the first two (2) school calendar months. At the end of such trial period a child shall be considered irrevocably entered into the primary school program for purposes of KRS 159.010 and KRS 159.020.

Exemptions from Compulsory Attendance

The Board shall exempt the following from compulsory attendance:

1. A graduate from an accredited or approved 4-year high school;
2. A pupil who is enrolled in a private or parochial school;
3. A pupil who is less than seven (7) years old and in regular attendance in a private kindergarten nursery school;
4. A pupil whose physical or mental condition prevents or renders inadvisable, attendance at school or application to study;
5. A pupil who is enrolled and in regular attendance in private, parochial, or church school programs for exceptional children;
6. A pupil who is enrolled and in regular attendance in a state supported program for exceptional children;2 or
7. A student enrolled in a District-operated alternative education program who attains a High School Equivalency Diploma.8

Physician's Statement Required

The Board, before granting an exemption, shall require a signed statement as required by law unless a student’s individual education plan (IEP) specifies that placement of the child with a disability at home or in a hospital is the least restrictive environment for providing services.2

Exceptions to Presence at School

Students must be physically present in school to be counted in attendance, except under the following conditions:

# STUDENTS AT09.122

# (Continued)

Attendance Requirements

Exceptions to Presence at School (continued)

1. Students shall be counted in attendance when they are receiving home/hospital, institutional,2 or court-ordered instruction in another setting.
2. Participation of a pupil in 4‑H activities that are regularly scheduled and under the supervision of a county extension agent or the designated 4‑H club leader shall be considered school attendance.3
3. Students participating in an educational enhancement opportunity shall be counted as being in attendance during the instructional school day, provided the Principal has given prior approval. Students shall be granted up to ten (10) school days to pursue an educational enhancement opportunity determined by the Principal to be of significant educational value. This opportunity may include, but not be limited to, participation in an educational foreign exchange program or an intensive instructional, experiential, or performance program in one (1) of the core curriculum subjects of English, science, mathematics, social studies, foreign language and the arts. Unless the Principal determines that extenuating circumstances exist, requests for date(s) falling within state or District testing periods shall not be granted. The Principal’s determination may be appealed to the Superintendent/designee whose decision may be appealed to the Board under its grievance policy and procedures. Students participating in educational enhancement opportunities under this section shall have the opportunity to make up school work missed and shall not have their class grades adversely affected for lack of class attendance or class participation due to non-presence at school.
4. Students may participate in cocurricular activities and be counted as being in attendance during the instructional school day, provided the Principal/designee has given prior approval to the scheduling of the activities. Approval shall be granted only when cocurricular activities and trips are instructional in nature, directly related to the instructional program, and scheduled to minimize absences from classroom instruction.4
5. Students participating in an off-site virtual high school class or block may be counted in attendance in accordance with requirements set out in Kentucky Administration Regulation.4
6. Students participating in standards-based, performance-based credit that is awarded in accordance with Kentucky Administration Regulation and that falls within one (1) or more of the categories of standards-based course work outlined in Kentucky Administration Regulation, may be counted in attendance for performance-based credit for a class or block for the year or semester in which the student initially enrolled in the class or block if the student demonstrates proficiency in accordance with local policies required by 704 KAR 3:305. 4 & 7
7. Students having an individual education plan (IEP) that requires less than full-time instructional services shall not be required to be present for a full school day.4

# STUDENTS AT09.122

# (Continued)

Attendance Requirements

Exceptions to Presence at School (continued)

1. Students who attend classes for moral instruction at the time specified and for the period fixed shall be credited with the time spent as if they had been in actual attendance in school, and the time shall be calculated as part of the actual school work required by law. Students shall not be penalized for any school work missed during the specified moral instruction time.5
2. Students participating as part of a school-sponsored interscholastic athletic team, who compete in a regional or state tournament sanctioned by the Kentucky Board of Education or KHSAA, that occurs on a regularly scheduled student attendance day shall be counted and recorded present at school on the date or dates of the competition, for a maximum of two (2) days per student per school year. Students shall be expected to complete any assignments missed on the date or dates of the competition.6
3. Students attending basic training required by a branch of the United States Armed Forces shall be considered present for all purposes for up to ten (10) days.3
4. Students participating in any of the page programs of the General Assembly.3

References:

1KRS 159.010; OAG 85‑55

2KRS 159.030

3KRS 159.035

4702 KAR 7:125

5KRS 158.240

6KRS 158.070

7704 KAR 3:305

8KRS 158.143

KRS 158.030

KRS 159.020; KRS 159.180; KRS 159.990

704 KAR 5:060

OAG 79‑68; OAG 79‑539

OAG 87‑40; OAG 97-26

Related Policies:

08.113; 08.131; 08.1312

09.111; 09.121; 09.123; 09.36; 09.42811

LEGAL: HB 563 (2021) AMENDED KRS 158.120 TO REQUIRE THAT BY JULY 1, 2022, LOCAL BOARDS ADOPT A NONRESIDENT PUPIL POLICY TO GOVERN THE TERMS UNDER WHICH THE DISTRICT SHALL ALLOW ENROLLMENT OF NONRESIDENT PUPILS. WRITTEN AGREEMENTS WILL NO LONGER BE NECESSARY. CHOOSE AN OPTION BELOW.

FINANCIAL IMPLICATIONS: NONRESIDENT PUPILS WILL BE COUNTED IN ADA FOR STATE FUNDING

# STUDENTS A09.1222

Nonresident Students

CHOOSE ONE OF THESE OPTIONS.

🞏 The District shall not allow nonresident students to enroll in the District.

⌧ The District shall allow nonresident students to enroll in the District pursuant to existing Admissions and Attendance Policy 09.12, Tuition Policy 09.124, and related procedures.

Upon allowing nonresident pupil enrollment, the policy shall allow nonresident children to be eligible to enroll in any public school located within the District. The policy shall not discriminate between nonresident pupils, but may recognize enrollment capacity, as determined by the District. The nonresident pupil policy and any subsequent changes adopted by the Board shall be filed with the Kentucky Department of Education no later than thirty (30) days following their adoption.1

References:

1KRS 158.120

KRS 157.350

Related Policies:

09.12; 09.124; 09.313; 09.42811

LEGAL: HB 44 AMENDS KRS 159.035 STATING THAT THE BOARD MAY INCLUDE PROVISIONS IN THIS POLICY FOR EXCUSED ABSENCES DUE TO A STUDENT’S MENTAL OR BEHAVIORAL HEALTH.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

LEGAL: HB 517 AMENDED KRS 159.035 TO REQUIRE THAT ANY STUDENT ENROLLED IN A PUBLIC SCHOOL SHALL NOT HAVE HIS OR HER PERFECT ATTENDANCE RECORD NEGATIVELY AFFECTED BY PARTICIPATING IN ANY OF THE PAGE PROGRAMS OF THE GENERAL ASSEMBLY.

FINANCIAL IMPLICATIONS: ALTHOUGH THE STUDENT IS NOT PRESENT AT SCHOOL, THE DISTRICT WILL STILL RECEIVE SEEK FUNDING

# STUDENTS AB09.123

Absences and Excuses

Pupils are required to attend regularly and punctually the school in which they are enrolled. Recording of absences and tardies shall be made in compliance with the requirements of 702 KAR 7:125.1

Truancy Defined

Any student who has attained the age of six (6), but has not reached his/her eighteenth (18th) birthday, who has been absent from school without valid excuse for three (3) events or more, or tardy without valid excuse on three (3) events or more, is a truant.

Any student enrolled in a public school who has attained the age of eighteen (18) years, but has not reached his/her twenty-first (21st) birthday, who has been absent from school without valid excuse for three (3) or more events, or tardy without valid excuse on three (3) or more events, is a truant.

Any student who has been reported as a truant two (2) or more times is an habitual truant.

Truants shall be reported to the Principal and then to the Director of Pupil Personnel both of whom shall take appropriate action.

For the purposes of establishing a student's status as a truant, a student’s attendance record is cumulative for an entire school year. When students transfer from one Kentucky district to another, attendance information from the previous district shall become part of their official attendance record for that school year.

Excused Absences

An excused absence or tardiness is one for which work may be made up, such as:

1. Death or severe illness in the pupil's immediate family;
2. Illness of the pupil, including mental or behavioral health;
3. Religious holidays and practices;
4. One (1) day for attendance at the Kentucky State Fair;
5. Documented military leave;
6. One (1) day prior to departure of parent/guardian called to active military duty;
7. One (1) day upon the return of parent/guardian from active military duty;
8. Visitation for up to ten (10) days with the student’s parent, de facto custodian, or person with legal custody who, while on active military duty stationed outside of the country, is granted rest and recuperation leave;
9. Students participating in any of the page programs of the General Assembly;2or
10. Other valid reasons as determined by the Principal.

# STUDENTS AB09.123

# (Continued)

Absences and Excuses

Notification

The parent/guardian shall notify the school, stating the reason for the student's absence. Without proper notification, an absence shall be designated unexcused.

Make-up Work

Make‑up work shall be permitted for excused absences only and must be completed within the time specified by the Principal. It is the student's responsibility to contact the teacher for make‑up work.

Days missed due to suspension shall be considered unexcused absences for which no make‑up of daily work shall be allowed.

References:

1702 KAR 7:125

2KRS 159.035

KRS 36.396; KRS 38.470; KRS 40.366,

KRS 158.070; KRS 158.183; KRS 158.293; KRS 158.294

KRS 159.140; KRS 159.150; KRS 159.180

OAG 76‑566; OAG 79‑68; OAG 79‑539; OAG 91‑79; OAG 96-28

Related Policies:

09.111; 09.122; 09.4281

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

LEGAL: HB 563 (2021) AMENDED KRS 158.120 TO REQUIRE THAT BY JULY 1, 2022, LOCAL BOARDS ADOPT A NONRESIDENT PUPIL POLICY TO GOVERN THE TERMS UNDER WHICH THE DISTRICT SHALL ALLOW ENROLLMENT OF NONRESIDENT PUPILS. WRITTEN AGREEMENTS WILL NO LONGER BE NECESSARY.

FINANCIAL IMPLICATIONS: NONRESIDENT PUPILS WILL BE COUNTED IN ADA FOR STATE FUNDING

# STUDENTS A09.125

Reciprocal Agreements with Other School Districts

LEGAL: HB 563 (2021) AMENDED KRS 156.070 TO CLARIFY THAT ANY STUDENT WHO TRANSFERS ENROLLMENT FROM A DISTRICT OF RESIDENCE TO A NONRESIDENT DISTRICT SHALL BE INELIGIBLE TO PARTICIPATE IN INTERSCHOLASTIC ATHLETICS FOR ONE (1) CALENDAR YEAR FROM THE DATE OF TRANSFER.

FINANCIAL IMPLICATIONS: NONRESIDENT PUPILS WILL BE COUNTED IN ADA FOR STATE FUNDING

# STUDENTS R09.313

Eligibility (Athletics)

Determination of athletic eligibility shall be made in compliance with applicable administrative regulations and Kentucky High School Athletic Association requirements. Any student who transfers enrollment from a district of residence to a nonresident district shall be ineligible to participate in interscholastic athletics for one (1) calendar year from the date of transfer.2

District standards for playing up from middle school (grades seven and eight [7 & 8]) to high school in sports other than football and soccer may include, but are not limited to, considerations related to safety, physical readiness, use of school space after the school day, transportation, funding, the student’s disciplinary status and record, any substance testing restrictions, equitable opportunities for participation, and harmonizing any conflicting school-based decision making (“SBDM”) requirements. SBDM Council policies apply to the selection of sports activities, and student participation based on academic qualifications and attendance requirements, program evaluation, and supervision1.

To be eligible to try out and participate at the high school level, middle school students must meet all applicable KHSAA, District, and SBDM requirements. The Superintendent/Designee in cooperation with principals, SBDM councils, coaches, and athletic directors, as deemed appropriate, may develop guidelines for Board approval addressing playing up standards.

References:

1KRS 160.345

2KRS 156.070

KRS 160.1592

702 KAR 7:065; OAG 15-022

Kentucky High School Athletic Association (KHSAA)

Related Policies:

02.4241

09.1222

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

09.423

LEGAL: HB 194 AMENDS KRS 158.143 TO PROVIDE THAT A STUDENT ENROLLED IN A DISTRICT-OPERATED ALTERNATIVE EDUCATION PROGRAM SHALL BE ELIGIBLE TO SEEK ATTAINMENT OF A HIGH SCHOOL EQUIVALENCY DIPLOMA UNDER CERTAIN CONDITIONS AND SHALL BE EXEMPTED FROM COMPULSORY ATTENDANCE.

FINANCIAL IMPLICATIONS: STUDENT NO LONGER ENROLLED FOR SEEK FUNDING

# STUDENTS AK09.4341

Alternative Education

Definition

Alternative Education Program means a program that exists to meet the needs of students that cannot be addressed in a traditional classroom setting but through the assignment of students to alternative classrooms, centers, or campuses that are designed to remediate academic performance, improve behavior, or provide an enhanced learning experience. Alternative education programs do not include career or technical centers or departments.1

Purpose

The purpose of the Board’s Alternative Education Program is to provide:

* Learning activities that support innovative pathways and are aligned to college and career outcomes for all students.
* A curriculum that is aligned with the Kentucky Academic Standards and the learning goals in each student’s Individual Learning Plan (ILP).
* Successful student transition to the regular school assignment, when possible, or to post-secondary status.
* A meaningful alternative to suspension and/or expulsion of a student.

NOTE: Students do not have a right to assignment to alternative programs or services except as specifically provided by law.

As required by Kentucky Administrative Regulation:

* The District’s Alternative Education Program shall include training to build capacity of staff and administrators to deliver high-quality services and programming.
* The Board shall review this policy and accompanying procedure(s) annually.2

Eligibility Criteria

Alternative education placements may be utilized for students at middle and high school grade levels.

Placement may be voluntary or involuntary, and the program may be offered either on-site or off-site.

An ILP shall exist for a student in grade six (6) and above as required by regulation prior to placement in a District Alternative Education Program. Criteria for involuntary assignment by District personnel in the Alternative Education Program may include one (1) or more of the following:

* The need for a different educational environment for the student that will reflect an instructional delivery style best provided in an alternative setting.
* The student has contributed to substantial and on-going disruption of the educational process.

# STUDENTS AK09.4341

# (Continued)

Alternative Education

Eligibility Criteria (continued)

* Documentation that there are specific academic and/or behavioral performance areas that require intensive assistance best provided in alternative setting.
* Confirmation that the student has significant and on-going truancy issues that are impeding academic growth.
* Documentation that the student needs intensive support in the areas of social and personal issues that are impeding academic performance and/or behavioral expectations.
* The student has been assigned for code of conduct or Board policy violations for which assignment to an alternative program is authorized under the code or policy.
* The student has been identified as being at risk of academic failure and/or dropping out of school.
* The student has previously dropped out of school, but has requested to return to school via enrollment in an alternative education setting.
* The student is assigned to an alternative school or program for other reasons as provided in the code of conduct, Board policy, or other program standards adopted by the Board.
* Other reasons related to safety concerns and educational needs of the student referenced in 704 KAR 19:002.

A student’s parent/legal guardian or a student who is eighteen (18) years of age or older may request voluntary placement in the Alternative Education Program.

Notification

The Superintendent of schools or other designated administrator shall notify the parents by letter of their child's assignment to the Alternative Education program.

The letter shall include the name of the Alternative Education Program Principal/supervisor and all related contact information for the Alternative Education program. Also, the letter will serve as notification to the parent/guardian of the student that he/she is directed to contact the Principal/supervisor of the Alternative Education program to schedule an admissions conference for the student.

The duration of the alternative assignment shall be as provided in applicable Board policy, code of conduct, or other alternative program standards adopted by the District or as decided by the team and approved by the Superintendent/designee.

Attainment of a High School Equivalency Diploma

Students enrolled in a District-operated alternative education program shall be eligible to seek attainment of a High School Equivalency Diploma if the student:

* Is at least seventeen (17) years of age;
* Is not on track to graduate\*; and

# STUDENTS AK09.4341

# (Continued)

Alternative Education

Attainment of a High School Equivalency Diploma (continued)

* Has previously attained a passing score on an official readiness test for a High School Equivalency Diploma.

\*Not on track to graduate – At the fourth (4th) school year, cumulative grade point average of less than 2.5 and/or not at the 75% mark to obtain the minimum twenty-two (22) credits to graduate.

A student who has attained a High School Equivalency Diploma shall be exempt from compulsory attendance.3

ILPA Team

The Superintendent/designee shall appoint members of a team to develop an Individual Learning Plan Addendum (ILPA) for students in grades six through twelve (6-12) assigned to an alternative school or program. The team may consist of the lead administrator/designee of the student’s current school/program, the lead administrator/designee of the alternative school/program, counselors, teachers and other staff as appropriate.

The Superintendent/designee shall chair the team and invite the parents, and as appropriate, the student to participate.

After consideration of input of the team, the counselor or the designated administrator shall prepare or revise the ILPA to address, as appropriate, academic and behavioral needs, criteria for re-entry into the traditional program and review of student progress.

Exceptions:

* Such decisions for individual students with disabilities under the IDEA shall be made when required through the Admissions and Release Committee process and changes in service delivery required under the IDEA shall be made to the student’s IEP.
* Such decisions for students identified under Section 504 shall be made through the team process as required under federal law and corresponding District policies and procedures.

Extracurricular Participation

Students assigned to alternative schools or programs shall be eligible to access extracurricular activities including, but not limited to sports activities, as allowed under applicable Board policy, code of conduct, SBDM policy, KHSAA rules or other alternative program standards adopted by the District.

Continuing Support

Opportunities shall be provided for students to continue regular school work as appropriate under the supervision of Alternative Education Program staff. Students participating in an alternative program shall continue to be able to access tutoring, intervention, counseling, and other resources and services already available in the District as determined through the development of the ILPA.

# STUDENTS AK09.4341

# (Continued)

Alternative Education

Transition

Students may transition to a regular classroom setting in accordance with any criteria for re-entry established by the ILPA Team and in accordance with the following process:

1. The lead Alternative Education Program administrator/designee shall invite the student (age 18 or older) or the parent/legal guardian to meet to discuss the proposed transition. If the parent/legal guardian or adult student do not attend, written notification shall be provided to explain the proposed re-entry.

For IDEA or Section 504 students, the IEP or Section 504 team shall determine placement of students as required by law.

1. Strategies shall be documented to promote successful transition to include specific staff responsibilities and how follow-up monitoring will occur.
2. Should the transition not be successful for the student, reassignment to the Alternative Education Program may be considered, and the ILPA Team may be reconvened accordingly.

Collaboration with Outside Agencies

The coordinator or lead administrator of the Alternative Education Program shall establish a process to collaborate with outside agencies involved with involuntary placements, including courts or other social service agencies to address student transitions between programs. Release of protected information about students involved in the program shall be in compliance with the Family Educational Rights and Privacy Act (FERPA).

**NOTE: This policy does not apply to a temporary/short-term intervention.**

References:

1KRS 160.380

2704 KAR 19:002

3KRS 158.143

707 KAR 1:320

*Student Discipline Guidelines*, Kentucky Department of Education

OAG 77‑419

Related Policies:

08.131, 08.141

09.123, 09.14, 09.426