



School Board Governance Manual

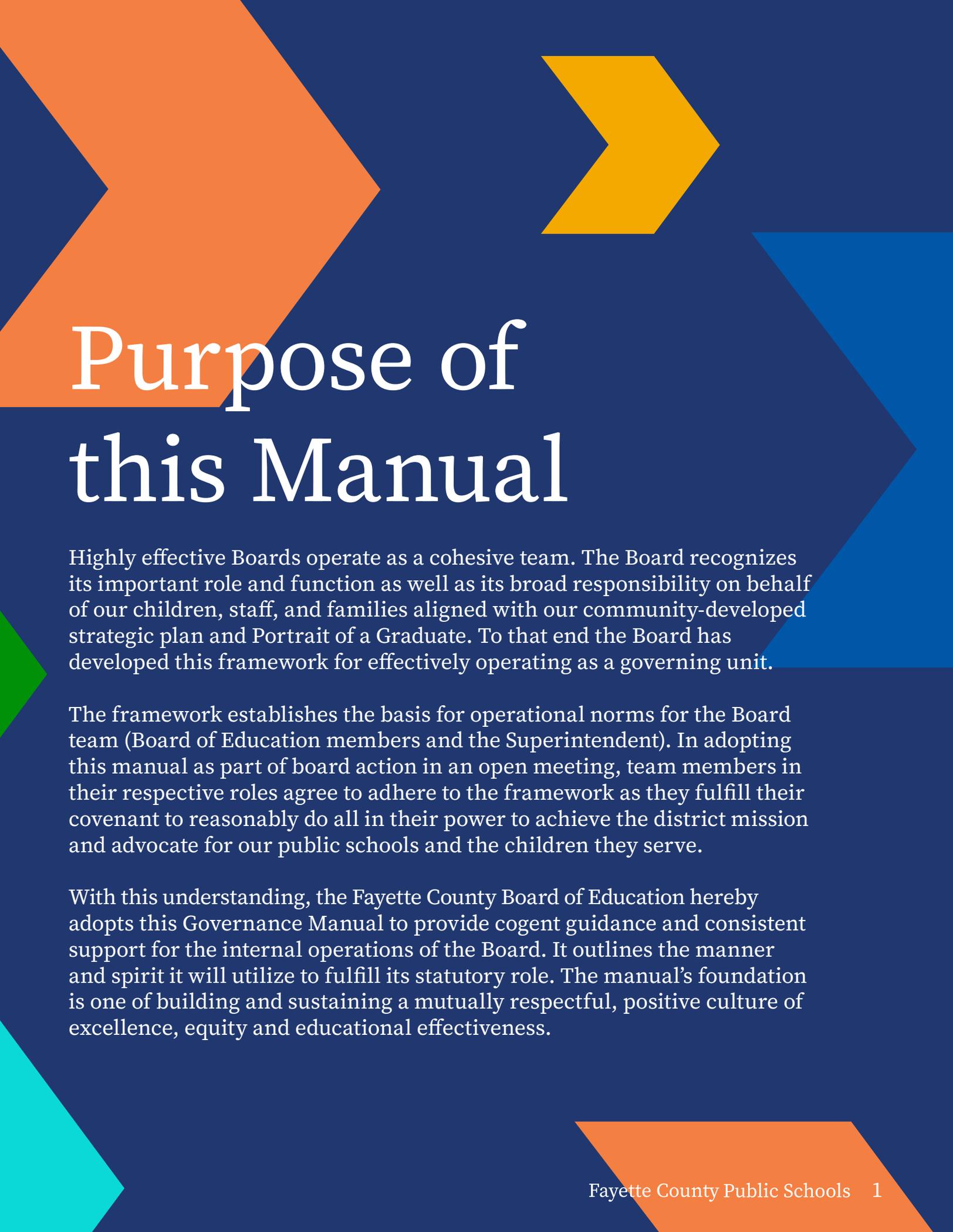
Revised February 2026





Table of Contents

PURPOSE OF THIS MANUAL	1	BOARD COMMITTEES	20
District Mission and Strategic Priorities	2	SUPERINTENDENT EVALUATION	21
Portrait of a Graduate	3	NEW BOARD MEMBER ORIENTATION	22
ROLES AND RESPONSIBILITIES	5	RECOGNITIONS	23
School Board Governs	6	PROTOCOL EVALUATION AND REVIEW	24
Superintendent Manages	6	APPENDIX	25
Board Meetings	7	Constitutional Oath for Board of Education Member, Pursuant to KY Constitution sec. 228	26
» A. Planning and Study Sessions	7	Powers and Duties of the Board of Education: Legal Status of the Board, policy 01.1	27
» B. Agenda	7	Powers and Duties of the Board of Education: General Powers and Duties of the Board, policy 01.11	29
» C. Special Called Meetings	8	Powers and Duties of the Board of Education: Duties and Responsibilities of Chairperson and Vice Chairperson, policy 01.411	33
» D. Closed Session	9	Fayette County Board of Education Standards of Conduct	34
» E. Conduct During Meetings	9	Fayette County Board of Education, Robert’s Rules of Order Handy Reference	35
» F. Yearly Calendar of Topics	10	Board Committee Guidelines	38
» G. Outside Representatives	10	Yearly Calendar of Topics	41
» H. Public Participation	11	Superintendent Evaluation Instrument	43
» I. Meeting Broadcasts and Recordings	12	Board Member Self-Evaluation Instrument	82
COMMUNICATIONS AND PUBLIC ENGAGEMENT	13		
» A. Communication	14		
» B. School/Site Visits	17		
» C. Open Records and Open Meetings	17		
STANDARDS OF CONDUCT AND CONFLICTS OF INTEREST	18		
Development	19		
Adoption	19		
Self-Evaluation	19		
Complaints and Conflicts of Interest	19		



Purpose of this Manual

Highly effective Boards operate as a cohesive team. The Board recognizes its important role and function as well as its broad responsibility on behalf of our children, staff, and families aligned with our community-developed strategic plan and Portrait of a Graduate. To that end the Board has developed this framework for effectively operating as a governing unit.

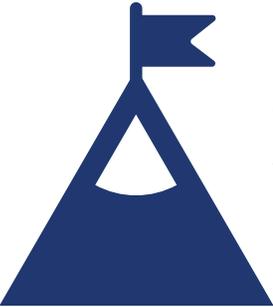
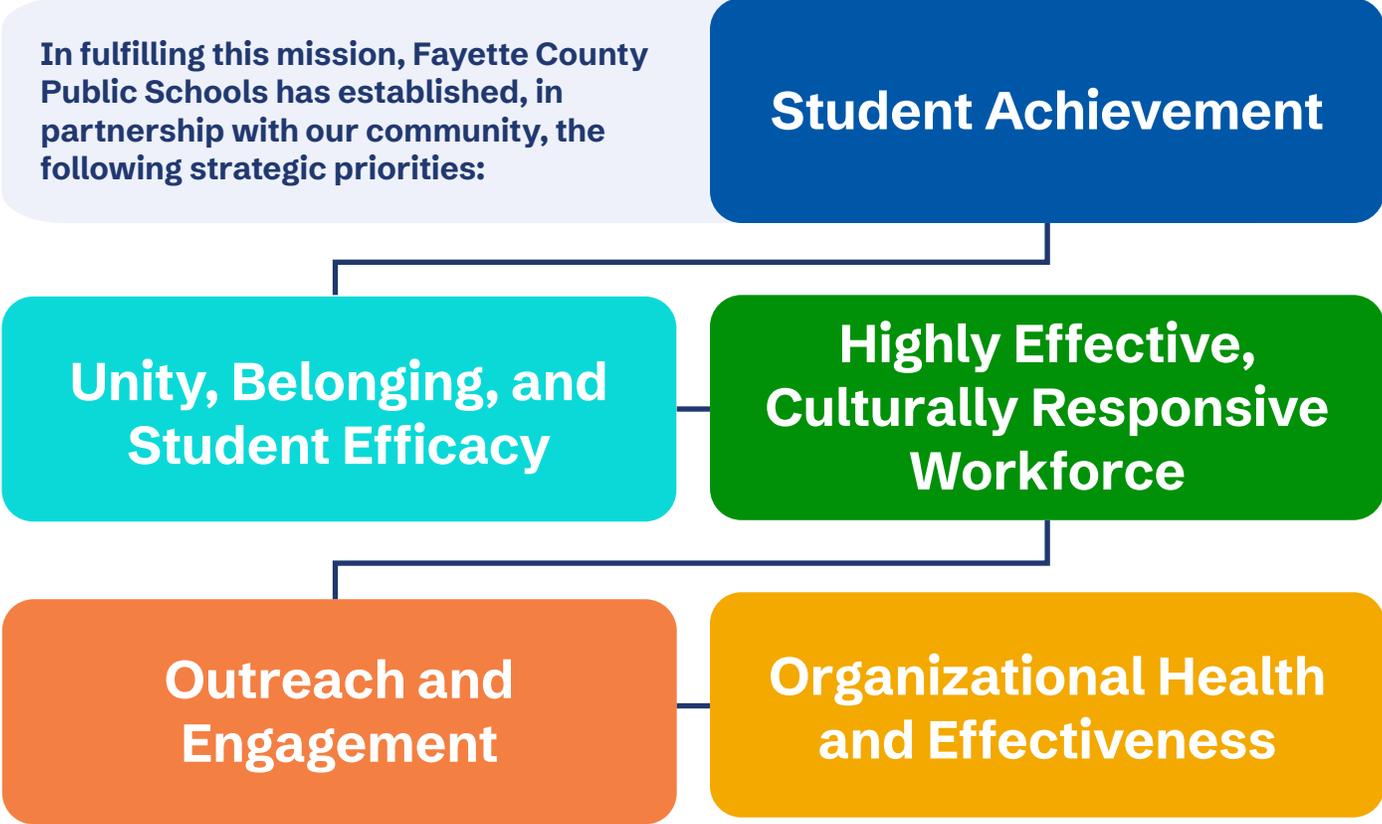
The framework establishes the basis for operational norms for the Board team (Board of Education members and the Superintendent). In adopting this manual as part of board action in an open meeting, team members in their respective roles agree to adhere to the framework as they fulfill their covenant to reasonably do all in their power to achieve the district mission and advocate for our public schools and the children they serve.

With this understanding, the Fayette County Board of Education hereby adopts this Governance Manual to provide cogent guidance and consistent support for the internal operations of the Board. It outlines the manner and spirit it will utilize to fulfill its statutory role. The manual's foundation is one of building and sustaining a mutually respectful, positive culture of excellence, equity and educational effectiveness.

District Mission & Strategic Priorities

In fulfilling its responsibilities, the Board affirms the mission of Fayette County Public Schools and begins each regular meeting of the Board of Education with a reading of this mission statement to help ground and guide the Board’s work:

The mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.



Combined, this mission and these core values help focus the District’s vision to ensure, “All Fayette County Public Schools students will receive a world-class education.”

Portrait of a Graduate

LIFELONG LEARNER



- » Connects and applies knowledge and skills across experiences
- » Develops goals and implements a plan to achieve them
- » Analyzes problems and designs relevant solutions
- » Communicates effectively with a variety of audiences

CIVICALLY ENGAGED AND CULTURALLY RESPONSIVE



- » Advocates for the community
- » Uses democratic processes to impact change in the community
- » Engages in thoughtful and respectful discussion
- » Demonstrates empathy and respect for diverse groups
- » Explores new languages and modes of communication

FUTURE AND LIFE READY



- » Recognizes and explores personal strengths and interests
- » Uses collaborative and cooperative processes
- » Demonstrates responsibility
- » Communicates through multiple media forms and creative tools

REFLECTIVE AND RESILIENT



- » Recognizes a sense of self and purpose to maintain overall wellness
- » Displays perseverance, confidence, and integrity
- » Cultivates and maintains positive relationships with self and others

Our district is committed to timely, deliberate, and unified action to remedy opportunity gaps, eliminate exclusionary practices, and create a barrier-free learning environment. We recognize this will require strategic decision-making in both policy and governance to address historical and social barriers that prevent our students from reaching their highest potential.

The Board of Education will work collaboratively with the Superintendent, Equity Council Committee, and the Office of Student Belonging and Success in this shared commitment.

Revisions to this section shall be made as needed to reflect updates and changes emerging from the District’s strategic planning process or other evaluation of the District’s mission, core values, and vision.



Roles and Responsibilities

The Board of Education recognizes the key and fundamental role it plays in governing, guiding, and directing the work of the District toward the mission, vision, and values articulated in the previous section. Likewise, we respect the critical and important role the Superintendent and his staff play in administering the day-to-day operations of the District, ensuring that the priorities established by the Board are carried out.



Demetrus Liggins, PhD
Fayette County Public Schools
Superintendent



Tyler Murphy, NBCT
Fayette County Board
of Education Chair



Amy Green
Fayette County Board
of Education Vice Chair



Amanda Ferguson
Fayette County Board
of Education Member



Monica Mundy, PhD
Fayette County Board
of Education Member



Penny Christian
Fayette County Board
of Education Member

For example, the respective “lanes” of the Board in its governance capacity and the Superintendent in his management capacity includes, but is not limited to, the following:

School Board Governs (Guides/Directs)

- » Decides What
- » Requests Information
- » Asks Relevant Questions
- » Considers the Varying/Different/ Many Angles of Issues
- » Considers/Suggests, Amends, Reviews, Adopts Policy
- » Reviews Administrative Procedures
- » Monitors Student Progress and Tracks Data
- » Contracts with Personnel
- » Identifies Budget Goals and Priorities
- » Reviews Current Financials and Approves an Annual Budget
- » Listens to Stakeholder Input and Cultivates Community Support

Superintendent Manages (Administers/Operates)

- » Decides How
- » Provides Information
- » Answers Questions Meaningfully
- » Provides Recommendations on Issues
- » Develops, Recommends and Implements Policy
- » Develops and Implements Administrative Procedures
- » Shares Student Data and Reports Progress
- » Assigns, Supervises, and Evaluates Personnel
- » Develops Budget Based on Board Goals, Priorities, and Input
- » Shares Current and Projected Financials and Implements Approved Budget
- » Engages and Cultivates Stakeholder and Community Support

While our roles are unique and distinct, both the Board and the Superintendent recognize the need for and importance of working collaboratively and with clear, open, and honest communication and dialogue, always putting students first.

Board Meetings

It is in open board meetings where the public business of the Board and the District is conducted. The Board commits to transparent governance and following all applicable laws relating to the conduct of open meetings on the public's right to know and be informed of Board business.

A. Planning and Study Sessions

To facilitate informed decision-making and dialogue among the Superintendent and his administrative team, the Board will conduct one meeting per month devoted to planning, studying, and discussing issues on which the Board will be asked to act during the month's regular meeting.

The planning session is designed to be an opportunity for in-depth discussion and analysis, question-and-answers, fact-finding, and ensuring that Board members are well informed on the issues at hand.

These sessions are not designed for final Board action and those instances should be limited only to time-sensitive or emergency situations placed on the agenda consistent with protocols established in Board Policy.

B. Agenda



Agenda Review

The Board Chair and Superintendent shall meet prior to the Board's monthly planning and study session to review the agenda and relevant items prior to its dissemination to the Board and public.



Receipt of the Agenda

To ensure Board members are prepared to engage in discussion and dialogue, the Board shall be provided a copy of the agenda and related items and attachments no later than five calendar days preceding the Board meeting during which the item will be discussed.

No item shall appear on the agenda for a regular monthly meeting of the Board without having been subject to discussion at a Board planning and study session except in time-sensitive or extraordinary situations, consistent with protocols established in Board Policy.



Adding Items to the Agenda and Board Requests

Items can be added to the agenda at the discretion of the Board Chair. Any member of the Board may submit items for the agenda through the Chairperson or the Superintendent. The agenda shall be closed to Board members ten (10) calendar days preceding the scheduled regular meeting unless the addition of a late item is approved by the Chairperson or by a request of three (3) Board members. 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.



Consent Agenda

The consent agenda—a block of items acted upon by a single vote of the Board of Education—shall be used only for matters of a routine/recurring nature. For each item included on the consent agenda, the Board shall be provided appropriate background material and opportunities for discussion and questions at the planning and study session preceding the regular meeting during which the consent agenda will be acted upon.

The consent agenda will be acted upon by a single vote.

More substantive items will be considered separately under “Action Items” and will not be placed on the consent agenda.

If a Board member wishes to pull an item from the consent agenda for individual consideration, they should notify the Board chair prior to the meeting.

C. Special Called Meetings

From time to time, the Board Chair may call meetings outside of the Board’s regular meeting schedule for specific, time-sensitive issues when circumstances require. The timeline for receipt of materials can be adjusted based on circumstances. Pursuant to the Kentucky Open Meetings Act, these meetings shall be restricted to the topic(s) for which they were called.

D. Closed Session

The Board will, at times, need to enter closed session pursuant to KRS 61.810(1). Board members should be informed before a meeting of the need for the closed session and the nature of the closed session so that they may properly prepare. The specific purpose of the closed session shall be stated while the Board is still in open session and no action shall be taken in closed session.

Discussion among Board members in closed session shall, pursuant to relevant state law, be confined to the topic necessitating the closed session. Board members shall keep in confidence the discussions held in closed session.

E. Conduct During Meetings



Attendance

Board members are encouraged to attend meetings of the Board of Education having prepared for the meeting and reviewed the relevant materials. Members should make their best effort to arrive at meetings on time and ready to conduct the business of the District. The Board operates in accordance with Robert's Rules of Order and Board business may be conducted as long as a quorum of the Board is present. Any Board member failing to attend three (3) consecutive regular meetings, unless excused by the Board for reason satisfactory to it, could be subject to removal pursuant to KRS 415.050 and KRS 415.060.



Robert's Rules of Order

Pursuant to Board policy 01.4, "The Board shall observe Robert's Rules of Order, with the exception that the chairperson may make a motion, second, discuss, and vote on all matters before the Board, or where otherwise provided by law." Information and guidelines on particular and common motions and parliamentary procedure can be found in the Appendix.



Discussion and Debate

To ensure efficient meetings and that all Board members have the opportunity to share, Board members shall first seek recognition from the Board Chair, or Vice Chair if acting in the capacity of Chair to conduct the meeting.

Prior to any motion, Board members may ask questions of staff on the recommendation or topic under discussion. Once a motion is made, Board members may speak on the issue at hand. Remarks shall be confined to the motion or matter under discussion.

Board members recognize that it is “the measure, not the person” under discussion and shall refrain from personal attacks or invectives targeted toward staff, members of the community, or fellow Board members. Likewise, Board members will follow Roberts Rules of Order on chair recognition of speakers when speaking on a topic.

The Board meeting is not intended as a platform for airing grievances against fellow Board members or members of the staff. Such concerns should be handled if needed through complaint processes outlined in Board policies and related administrative procedures.



Voting

No action can be taken in the absence of a quorum of the Board. A majority of the Board constitutes a quorum. A concurring vote of a majority of the full Board is necessary to take any particular action, unless otherwise specified by statute. Voting shall be done by voice vote, with members clearly stating their support or opposition when the vote is called by the Board Chair. Members of the Board who are present but abstain from voting are considered as acquiescing with the majority vote. Since the Board governs as a body, once a matter has been voted upon by the Board, that action represents the will of the majority.



Outside Communication

Members of the Board should not engage in other forms of communication (text, emails, etc.) during meetings about topics on the agenda.

F. Yearly Calendar of Topics

To facilitate the Board and Superintendent’s planning, discussion, and fulfillment of roles, the Superintendent and his staff shall establish a yearly calendar identifying key recurring and important items that will be subject to Board review and action throughout the year. This calendar will help guide the work of both the Board and the Administration, ensure deadlines are met, and provide ample time for review and consideration of matters brought before the Board.

G. Outside Representatives

The Superintendent and his staff shall endeavor to include diverse and representative voices within the presentations they make to the Board during Board meetings, including the voices of students, staff, and community partners whose insight and perspective are relevant to the topic the Board is considering or discussing.

H. Public Participation

Members of the public may be provided an opportunity to speak during the Board’s regularly scheduled monthly planning and action meetings. The Superintendent or his designee shall establish a process for members of the public to sign-up to speak before the meeting is called to order and up to ten minutes after the meeting’s scheduled start time.



Agenda-Specific Items (Action Meetings)

The total time for public comment at action meetings on matters appearing on the agenda will be limited to thirty (30) minutes. The time allotted to individual speakers is at the discretion of the chair, depending on the total number of speakers and the lateness of the hour. However, in consideration of others’ opportunity to speak, individual speakers will be limited to a total of nine (9) minutes at each meeting, including any time yielded to them by other speakers. Speakers addressing the Board may receive yielded time from no more than two individuals who have signed up to speak in accordance with established procedures. Individuals yielding time must be present when their time is yielded. Time may only be yielded to individuals who have signed up to speak in accordance with established procedures.



Non-Agenda Items (Action Meetings)

The total time for public comment at action meetings on matters not appearing on the agenda will be limited to fifteen (15) minutes. The time allotted to individual speakers is at the discretion of the chair, depending on the total number of speakers and the lateness of the hour. However, in consideration of others’ opportunity to speak, individual speakers will be limited to a total of nine (9) minutes at each meeting, including any time yielded to them by other speakers. Speakers addressing the Board may receive yielded time from no more than two individuals who have signed up to speak in accordance with established procedures. Individuals yielding time must be present when their time is yielded. Time may only be yielded to individuals who have signed up to speak in accordance with established procedures.



Planning Meetings

The Board will provide a period of public comment of at least fifteen (15) minutes and no more than thirty (30) minutes at its regularly scheduled monthly planning meetings. This public comment period typically will be placed on the agenda after planning discussions and prior to any non-routine action the Board may take at the planning meeting. In consideration of others’ opportunity to speak, individual speakers will be limited to a total of nine (9) minutes at each meeting, including any time yielded to them by other speakers. Speakers addressing the Board may receive yielded time from no more than two individuals who have signed up to speak in accordance with established procedures. Individuals yielding time must be present when their time is yielded. Time may only be yielded to individuals who have signed up to speak in accordance with established procedures.



Conduct

The Board encourages public participation and engagement. This time, however, is not intended to be a time of debate or direct engagement with the Board. Furthermore, members of the public are encouraged to model civil and respectful discourse and conduct. To ensure discussion and dialogue remain rooted in facts, the Board Chair, his designee, or district staff may use a portion of this period to correct or clarify any inaccurate information that may have been communicated in a public meeting, citing evidence or sources where available. Additionally, factual and clarifying information may also be shared in the Board's communications (e.g., Board Brief and Board Buzz), helping to inform all stakeholders.

I. Meeting Broadcasts and Recordings

Board Meeting broadcasts or recordings will be made available in a way that is accessible and feasible.



Communications and Public Engagement



A. Communication

Good communication is a core leadership function and a key characteristic of a highly effective Board Team. Effective communication and effective leadership are closely intertwined and thus Board members need to be skilled communicators to strengthen relationships and their governance work: this includes communication among the Board team, with the Superintendent, at the District level, in communities and groups, and sometimes on a global scale. Clear, transparent, and direct lines of consistent communication between all parties are important to ensure the mission, vision, and values of Fayette County Public Schools are the focus of the work of the Board of Education.



Board Team

The Board Chair is the spokesperson for the board when addressing actions taken by, priorities of, or matters pertaining to the Board of Education. Unless otherwise approved or authorized by the Board, individual members cannot speak for the Board in an official capacity or otherwise represent the views of the Board. Comments of individuals speaking on behalf of the Board, including the Board Chair, should be based on Board action that has been taken, existing policies and procedures, action plans adopted pursuant to the Superintendent's authority as the Executive Agent of the Board, or Board discussions occurring in public, open meetings.

Nothing in this section shall be construed to preclude an individual Board member from sharing individual opinions in their capacity as elected officials on issues of public concern, while being mindful that governing and decision-making authority rests with the Board as a corporate body and that comments reflecting an individual Board member's opinion should be clearly identified as such. The Board Team communicates with the community and media through public meetings, presentations, regular publications, surveys, and the District website.

When a message is sent to the Board as a whole (e.g., the feedback email and other), individual Board members should refrain from responding in such a way that his/her statements could be construed as speaking on behalf of the Board. If action is required at a campus or other department within the District, the message will be forwarded to the appropriate FCPS team member to ensure the question is answered or issue is addressed.

Should a message require attention from the Board of Education, the Superintendent will work with the Board on a response. Reply chains involving all Board members should be avoided if they would run afoul of requirements under the Kentucky Open Meetings Act.

Requests from the public should be referred to the Superintendent or the Superintendent's designee and will be addressed pursuant to the Open Records Act, KRS 61.870 to KRS 61.884, and other applicable law.



Board Members

Board members shall be mindful of the Open Meeting requirements as outlined in KRS 61.800 to KRS 61.850.

Board members may share and request information about issues on a meeting agenda but may not engage in discussion or deliberation of matters that could come before the board for consideration and action with three or more members outside of the meeting.

Board members may find themselves in shared social affairs and other functions. Informal discussions on general matters like education trends and issues are acceptable. Board members should, however, avoid discussion of specific board business or pending positions in such settings.



Board and Superintendent

The Superintendent will frequently communicate directly with the Board of Education in a weekly memo and will also make reasonable efforts to be accessible to individual board members as needed/or requested. The Superintendent will communicate with the Board of Education as soon as practical on emergencies via telephone calls, text messages, and/or email.

Individual Board members will keep the Superintendent informed about matters of importance through telephone calls, email, or personal visits. To streamline communication, individual Board members may direct inquiries to the Superintendent or staff through the Chair. In such circumstances, Board members may submit questions/requests for the Superintendent to the Chair by Noon on Friday for inclusion in the Chair's weekly memo to the superintendent. In turn, the Board Chair will communicate information in a timely manner to all Board members.



Board and Staff

If communication with individual Board members is initiated by staff members, the individual Board members will refer the staff to the appropriate person/chain of command. If the communication is to involve communication from an individual Board member, the Superintendent will be initially notified of staff communications, but may be excluded in further correspondence after direct communication from the staff member has been established (e.g., when a staff communication concerns a complaint against the Superintendent, or when the Superintendent has directed or requested a staff member communicate directly with an individual Board member on a matter). In conducting communications with staff members, Board members should endeavor to avoid intervention or interference with personnel matters that would otherwise fall under the purview of the Superintendent.

Board members will be mindful that all District staff work directly for the Superintendent, and thus should direct requests for information, records, data, etc. to the Superintendent who will then work with his staff to best gather the requested information in a timely manner. When appropriate, the requested information will be shared with all board members, so as to keep the entire Board team dutifully informed.

No individual Board member shall direct or require District staff to prepare reports derived from an analysis of information in existing District records or to create a new record compiled from information in existing District records. Directives to the Superintendent regarding the preparation of reports shall be by Board action.

An individual Board member, acting in his/her official capacity, shall have the right to seek information pertaining to District fiscal affairs, business transactions, and governance matters, including information that properly may be withheld from members of the general public. If a Board member is not acting in their official capacity, they have no greater right to District records than a member of the public.



Board and Board Attorney

Engagement with the Board Attorney by individual Board members should first be facilitated by the Board Chair or, where appropriate, Board Vice Chair. The Superintendent and General Counsel may also engage the Board Attorney on matters reasonably determined to be of importance to the Board.



Board and Public

When communicating with the public and constituents in their individual capacity, Board members should endeavor to underscore that their communication reflects their own personal views and opinions and not that of the Board of Education.

In communications to the public—including, but not limited to, emails, social media posts, and phone conversations—Board members shall not divulge information that would otherwise violate the confidentiality of closed Board sessions or the provisions of federal and state privacy laws.

Board members shall endeavor to be mindful of their public roles and seek to model respectful dialogue and discourse in forums outside of Board meetings. Nothing in this section shall be construed to inhibit an individual's First Amendment protections. Given the public nature of his/her role, any Board member who maintains an external means of communication with the public in his/her capacity should be mindful of the public's right to engage and should not block members of the public from those communications.

To ensure consistent communication across district platforms, Board members are encouraged to share information using established forms of communication (district website, Board Buzz, Board Brief, etc.). Recognizing that communication is a shared endeavor, the Superintendent will support the Board in sharing district messaging and including the Board on district communications.



Media Inquiries

The Board Chair shall be the official spokesperson for the Board to the media/press on issues of media attention. Board members should forward media inquiries to the Chair, Superintendent, and/or the Superintendent's designee. This does not preclude Board members from responding to media inquiries they receive in their individual capacity as elected officials. In such situations, they should refrain from responding in such a way that their statements could be construed as speaking on behalf of the Board.



Professional Learning

The Board recognizes the value of continuing education and training that not only meets legal requirements but assists the Board in serving the unique needs of our students and community. Board members will should prioritize training and learning opportunities that align with our strategic plan, a commitment to transparency, and effective communication and governance standards.

B. School/Site Visits

Board members are encouraged to visit schools and school-sponsored activities and should make arrangements to visit schools during instructional hours through the Chief of Staff or the Superintendent's office manager. Board members should inform the Superintendent and Chair of their intention to visit schools if such visits occur during the school day.

The Superintendent and/or the Superintendent's designee will regularly communicate with Board members about special events on campuses and within the community in order to offer the opportunity for the Board to demonstrate support of the District's endeavors.

C. Open Records and Open Meetings

Board members should be mindful of the requirements under the Kentucky Open Meetings Act in their conversations with Board members outside of an open meeting. In addition, Board members are reminded that communications related to public business may be subject to the Kentucky Open Records Act as well as state and federal privacy laws.

Board members should refrain from communicating with individuals via electronic device about Board business during a Board meeting.



Standards of Conduct and Conflicts of Interest

Development

The Board shall work collaboratively to develop standards of conduct and practice, which will be used to ensure a shared commitment to the service they were elected to **do** and **to** engage in conduct conducive to a collaborative environment and advocacy for public education. The Board shall review and update these standards as appropriate when new Board members are elected or otherwise join the Board or when a new Superintendent is hired.

Adoption

The standards shall be adopted by vote of the Board of Education during a publicly held meeting of the Board of Education upon initial adoption or revision.

Self-Evaluation

The Board shall develop a process for bi-annual self-evaluation in alignment with Board-identified goals and priorities. The evaluation process shall include both self-evaluation for individual Board members and group evaluation of the Board as a whole.

Complaints and Conflicts of Interest



Reporting of Associations

Each Board member shall report annually to the Board attorney, on a form developed by the Board attorney, any employment, financial interests, claims, appointments, offices, familial relationships, memberships, and activities that reasonably may create a conflict of interest under Board policy or applicable law.

These forms and the Board attorney's certification that no conflicts exist shall be posted on the District website.



Complaints and Grievances

Complaints from Board members about a fellow Board member shall be referred in writing to the Board Chair (or the Vice Chair, where appropriate). The matter will then be forwarded to the Board attorney for review and evaluation. The Board Chair (or, if applicable, Vice Chair) will notify the Superintendent and the parties involved.



Board Committees

To facilitate the work of the Board of Education, the Board may establish committees consisting of at least one Board member and a staff liaison designated by the Superintendent. Committees shall receive and respond to charges and requests from the Board of Education and report back to the Board as directed. Committees established by the Board may be subject to the Open Meetings Act and therefore should endeavor to conduct themselves accordingly unless the Board Attorney or General Counsel determines the Act does not apply.

Superintendent Evaluation

The Board Chair shall work collaboratively with the Superintendent to develop evaluation framework, timelines, and criteria in keeping with Board policy and applicable law for consideration and approval by the Board of Education. The evaluation framework shall include goals and priorities as well as measures of success and meet requirements otherwise established by regulations of the Kentucky Department of Education and Board policy.

The Board shall engage with the Superintendent at least quarterly in a series of formative evaluations and discussions centered around the framework and guidelines established as outlined above. A summative evaluation shall be completed annually, incorporating the feedback from all Board members preliminarily discussed during a closed session of the Board of Education held for that purpose. The results of the Superintendent's summative evaluation shall be adopted as part of an open session of the Board of Education.



New Board Member Orientation

The Board Chair, the Superintendent, or his designee, will be responsible for facilitating orientation and on-boarding for newly elected or appointed members of the Board of Education.



Recognitions

The Board is committed to recognizing the success of our students and staff. The Board, in coordination with the Superintendent or his designee, will establish a process such that individual students, school-sponsored teams, or staff members will be publicly recognized by the Board.

The Board will establish a regular schedule of these recognition events, including incorporating various recognitions during Board meetings.



Protocol Evaluation and Review

The Board shall annually review this governance document and, as needed, make revisions and updates subject to Board approval. Additionally, these protocols shall be reviewed and approved upon a change in composition of the Board or a change in the position of Superintendent.



Appendix



CONSTITUTIONAL OATH FOR BOARD OF EDUCATION MEMBER

Pursuant to KY Constitution sec. 228

A person qualified under KRS 62.020 to administer official oaths should administer this **verbal** oath to board members. Qualified persons include state or federal judges with Kentucky jurisdiction (including retired or senior status state or federal judges), any member of the Kentucky General Assembly, any county judge executive, notary public, clerk of a court or justice of the peace within the county of the board member. All members who are elected in a November election must take the required oaths, including those re-elected for an additional term or those elected to fill unexpired terms.

OATHS OF OFFICERS:

“I do solemnly swear (or affirm as the case may be) that I will support the Constitution of the United States and the Constitution of this Commonwealth, and be faithful and true to the Commonwealth of Kentucky so long as I continue a citizen thereof, and that I will faithfully execute, to the best of my ability, the office of Member of the _____ Board of Education according to law; and I do further solemnly swear (or affirm) that since the adoption of the present Constitution, I, being a citizen of this State, have not fought a duel with deadly weapons within this State not out of it, nor have I sent or accepted a challenge to fight a duel with deadly weapons, nor have I acted as a second in carrying a challenge, nor aided or assisted any person thus offending, so help me God.”

AFFIDAVIT OF ADMINISTRATION:

Pursuant to KRS 62.020 (1996 amendments), the official administering the oath of office must certify in writing that the oath was administered and state the date of administration. **This certification is to be filed with the Office of the County Clerk.** The certification should state the official’s name and title, the name of the board member to whom the oath was administered, the date of the administration of the oath, and should be signed and dated by the official. See next page for a sample certification form.

LEGAL STATUS OF THE BOARD

CORPORATE POWERS

1. The school district is under the management and control of the Board of Education consisting of five (5) members.
2. The Board is a body politic and corporate with perpetual succession.
3. The Board shall be known as the “Board of Education of Fayette County, Kentucky.”
4. The Board may sue and be sued; make contracts; expend funds necessary for liability insurance premiums and for the defense of any civil action brought against an individual Board member in his official or individual capacity, or both, on account of an act made in the scope and course of his performance of legal duties as a Board member; purchase, receive, hold, and sell property; issue its bonds to build and construct improvements; and do all things necessary to accomplish the purposes for which it is created.¹

FEDERAL NOTICE OF NONDISCRIMINATION

As required by law, the District does not discriminate on the basis of race, color, national origin, sex (including sexual orientation or gender identity), genetic information, disability, age, or limitations related to pregnancy, childbirth, or related medical conditions in its programs and activities and provides equal access to its facilities to the Boy Scouts and other designated youth groups.

In addition, the District does not discriminate on the basis of political affiliation or religion.

Notice of the name, work address and telephone number of the Title IX Coordinator and the Section 504 Coordinator for the District shall be provided to employees, applicants for employment, students, parents/guardians, and other beneficiaries such as participants in activities offered to the public.

WEBSITE ACCESSIBILITY

The District is committed to ensuring accessibility of its website for students, employees, visitors, and members of the community with disabilities. All pages on the District’s website shall conform to Level AA of the Web Content Accessibility Guidelines (WCAG) 2.0 developed by the World Wide Web Consortium (W3C) Web Accessibility Initiative (WAI), or updated equivalents of these guidelines.

Under District developed administrative procedures, students, parents, and members of the public may present a complaint regarding a violation of the Americans with Disabilities Act (ADA), Section 504 related to the accessibility of any official District web presence which is developed by, maintained by, or offered through the District or third party vendors and open sources.

(CONTINUED)

LEGAL STATUS OF THE BOARD

REFERENCES:

[KRS 160.160](#)

[KRS 160.370](#)

KRS Chapter 344

Americans with Disabilities Act

Section 504 of the Rehabilitation Act of 1973

Title VI of the Civil Rights Act of 1964

42 U.S.C. 200e, Civil Rights Act of 1964, Title VII

20 U.S.C. 1681, Education Amendments of 1972, Title IX

Genetic Information Nondiscrimination Act of 2008

20 U.S.C. § 7905 (Boy Scouts of America Equal Access Act)

Web Content Accessibility Guidelines

Bostock v. Clayton County, Georgia 140 S. Ct. 1731 (2020)

RELATED POLICIES:

03.113; 03.212; 03.162; 03.262

05.3; 09.13; 09.3211; 09.42811

10.5

Adopted/Amended: 6/28/2021

Order #:

GENERAL POWERS AND DUTIES OF THE BOARD

ESTABLISHMENT OF SCHOOLS

The Board has general control and management of the public schools in its district. The Board may establish schools and provide for courses and other services it deems necessary for the promotion of education and the general health and welfare of pupils, consistent with the administrative regulations of the Kentucky Board of Education.¹

CHARTER SCHOOLS

[KRS 160.1590](#) provides for charter school authorization, application, evaluation of applications and contracts with a charter school Board of Directors. Pursuant to this statute and Kentucky Board of Education regulations, the Board may serve as an authorizer for charter schools in the District.

REQUEST FOR WAIVERS AND EXEMPTIONS

When approved as a District of Innovation by the Kentucky Board of Education, the District is to be granted waivers and exemptions from selected Kentucky Administrative Regulations, Kentucky Revised Statutes, and, for a school of innovation, may be granted waivers of certain Board policies. A school may decide whether it voluntarily chooses to be designated as a school of innovation and, thus, be included in the District's application and plan. However, the Board may require a school identified for comprehensive support and improvement under [KRS 160.346](#) to participate in the District's plan of innovation.¹¹

SCHOOL FUNDS AND PROPERTY

The Board has control and management of all school funds and public school property and may use its funds and property to promote public education.¹

ADMINISTRATION

The Board shall exercise generally all powers prescribed by law in the administration of the public school system, appoint the Superintendent of schools, create and abolish positions, establish job classifications, and fix the compensation of employees.¹

TEACHER CERTIFICATION

When the Board establishes positions, teacher certification shall be required only for those positions for which the Educational Professional Standards Board (EPSB) requires such certification.

MANAGEMENT

The Board may set goals for the District and shall make and adopt, and may amend or repeal policies for its meetings and proceedings for the management of the schools and school property of the district, for the transaction of its business and for the qualifications and duties of employees and the conduct of pupils.

SUBPOENA

The Board may, in any investigation or proceeding before it, concerning a matter that may be a proper subject of inquiry by it, summon witnesses by subpoena, enforce their attendance, and require that they testify under properly administered oath.²

(CONTINUED)

GENERAL POWERS AND DUTIES OF THE BOARD**INSURANCE**

The Board may set aside funds to provide for liability and indemnity insurance against the negligence of the drivers or operators of school buses, other motor vehicles, and mobile equipment owned or operated by the Board.³ The Board may expend funds necessary for liability insurance premiums and for the defense of any civil action brought against an individual Board member in an official or individual capacity, or both, on account of an act made in the scope and course of the performance of legal duties as a Board member.⁴ The Board shall make available liability insurance coverage for the protection of all members of school councils from liability arising in the course of pursuing their duties as members of the councils.⁹

As long as they pay the full cost of premiums required, Board members may choose to participate in any group life insurance¹² or any group medical or dental insurance provided by the District for employees.¹⁰

FREE SUPPLIES

The Board may furnish necessary school supplies free of charge to indigent children in its school district, or to such other children as it deems advisable, under such rules and regulations as it may adopt.

The Superintendent shall recommend and the Board shall approve a process to waive fees for students who qualify for free and reduced priced lunches. All students who qualify shall be informed in writing of the fee waiver provisions. Mandatory waiver of fees for qualifying students shall be accomplished in compliance with applicable statutory and regulatory requirements.⁵

REPORTS

The Board shall, on forms prepared by the Commissioner of Education and approved by the Kentucky Board of Education, prepare and submit to the Kentucky Board of Education reports on all phases of its school service. It may prepare and publish for the information of the public a report on the progress of its schools.⁶

LEVY OF TAX RATES

As part of the budgetary process, the Board shall levy tax rates in compliance with statutory and regulatory requirements.⁷

POWER TO BORROW MONEY

The Board may borrow money on the credit of the Board and issue negotiable notes in anticipation of revenues from school taxes and state revenue for the fiscal year in which the money is borrowed, and may pledge the anticipated revenues for the payment of principal and interest on the loan.⁸

CONTRACTS

Any proposed contracts for more than \$30,000 shall be submitted to the Board for approval and shall be accompanied by figures showing the estimated cost of the project to the District. Subject to the Model Procurement Code (KRS Chapter 45), the Board may require bids for consulting services to be sought. The Superintendent or designee is authorized to approve contracts not exceeding \$30,000, provided there is an appropriate allocation in the Board adopted budget.

(CONTINUED)

GENERAL POWERS AND DUTIES OF THE BOARD**CONTRACTS (CONTINUED)**

The Board may contract for consulting services to provide specialized advice or assistance to the school system concerning educational, management, or administrative matters.⁴

Consultants who serve the District shall exercise no authority over District employees, but will act only as advisor in accordance with their contract.

APPLICATIONS FOR GRANTS

Schools, employees, and school-related groups who are applying for grants on behalf of the District or District schools shall send a copy of the completed application to the Superintendent/designee for approval or disapproval. Except as provided by law, such applications shall not be submitted until the Superintendent gives his/her approval.

NATIONAL MOTTO

The Board shall require each elementary and secondary school to display the national motto, "In God We Trust," in a prominent location which means a school entryway, cafeteria, or common area where students are likely to see it. Per [KRS 158.195](#), the display may take the form of, but is not limited to, a plaque or student artwork.

REFERENCES:1 [KRS 160.290](#)2 [KRS 160.300](#)3 [KRS 160.310](#)4 [KRS 160.160](#)5 [KRS 160.330](#)6 [KRS 160.340](#)7 [KRS 160.470](#)8 [KRS 160.540](#)9 [KRS 160.345](#)10 [KRS 160.280](#)11 [KRS 156.108](#); [KRS 160.107](#); [KRS 160.346](#); [701 KAR 005:140](#)12 [KRS 18A.205](#); [KRS 18A.210](#)

KRS Chapter 45

[KRS 116.200](#); [KRS 156.072](#); [KRS 156.160](#); [KRS 158.195](#)[KRS 160.1590](#); [KRS 160.1592](#); [KRS 160.1593](#); [KRS 160.1594](#); [KRS 160.1595](#)

[KRS 160.1599](#); [KRS 161.158](#); [KRS 162.010](#); [KRS 416.560](#)

[OAG 9110](#); [OAG 91122](#); [OAG 9510](#)

[702 KAR 003:220](#); [702 KAR 004:160](#)

RELATED POLICIES:

01.41; 01.5; 01.7

03.124; 03.224; 04.31; 04.92

Adopted/Amended: 11/25/2019

Order #:

DUTIES AND RESPONSIBILITIES OF CHAIRPERSON AND VICECHAIRPERSON

1. The chairperson of the Board shall preside at meetings.
2. The chairperson may appoint special committees with the approval of the Board.
3. The chairperson may call special meetings of the Board.¹
4. The chairperson may make or second motions and vote on motions.
5. The chairperson shall countersign all orders of the Board² (including contracts and reports as required by law).
6. When outside agencies send communications and notifications only to the chairperson, s/he shall bring before the Board information intended for all Board members.
7. The vicechairperson shall perform the duties of the chairperson in the absence of the chairperson.

REFERENCES:

¹[KRS 160.270](#)

²[KRS 160.440](#)

Adopted/Amended: 05/04/1998

Order #: III.B

Fayette County Board of Education

Standards of Conduct

As a member of the Fayette County Board of Education, I will strive to improve public education, and to that end I will:

- » Remember always that my first and greatest concern must be the educational welfare of all students attending the Fayette County Public Schools and seek to develop and maintain public schools that meet the individual needs of all children regardless of race, class, ethnicity, sexual orientation, gender, gender identity, socio-economic status, special need, or language.
- » Uphold and enforce all laws, rules, and regulations of the Kentucky Board of Education, and court orders pertaining to schools.
- » Attend all regularly scheduled board meetings insofar as possible and become informed concerning the issues to be considered at those meetings.
- » Recognize that I should endeavor to make policy decisions only after full discussion at publicly held board meetings and consultation with those who will be affected by them.
- » Render all decisions based on the available facts and my independent judgment and refuse to surrender that judgment to individuals or special interest groups.
- » Ensure the prudent and accountable use of our district's resources, financial and otherwise.
- » Encourage the free expression of opinion by all board members, and seek systematic communications between the board and students, staff, families, and all members of the community.
- » Share and express my own opinion, while recognizing that authority rests with the Board of Education.
- » Carry out my responsibility of providing local, citizen governance and oversight, while respecting the role of the superintendent, and working with fellow board members to hold them accountable for school operations.
- » Stay abreast of current educational issues by individual study and through participation in programs providing needed information and continuing education.
- » Avoid being placed in a position of conflict of interest.
- » Recognize that while I am elected to represent a particular constituency in Fayette County, the success of our District requires me to advocate for every child in every community and zip code.
- » Maintain confidentiality in accordance with law. In all other matters, I will provide accurate information and, in concert with my fellow board members, utilize appropriate board protocols to share with the staff the aspirations of the community for Fayette County Public Schools.

Fayette County Board of Education, Robert's Rules of Order Handy Reference

Background: *Robert's Rules of Order* is a manual of parliamentary procedures first developed in 1876 by Henry Martyn Robert, who adapted the rules and practices of Congress to the needs of non-legislative bodies. The purpose of these procedures are to ensure that meetings are fair, efficient, democratic, and orderly. Since the current version of his book contains roughly 700 pages, this handy guide was developed to outline the most commonly used practices by the Fayette County Board of Education.

THE SIX TYPES OF MOTIONS

1. **Main Motion:** Introduce a new item
2. **Subsidiary Motion:** Change or affect how to handle a main motion (vote on this before main motion)
3. **Privileged Motion:** Urgent or important matter unrelated to pending business
4. **Incidental Motion:** Questions procedure of other motions (must consider before the other motion)
5. **Motion to Table:** Kills a motion
6. **Motion to Postpone:** Delays a vote (can reopen debate on the main motion)

THE STEPS IN A MOTION

7. **Motion:** A member indicates to the chair that they are making a motion.
8. **Second:** Another member seconds the motion.
9. **Restate motion:** The chairperson restates the motion.
10. **Debate:** The members debate the motion.
11. **Vote:** The chairperson restates the motion, and then first asks for affirmative votes, and then negative votes.
12. **Announce the vote:** The chairperson announces the result of the vote and any instructions.

MAKING A “POINT”

Certain situations need attention during the meeting, but they don't require a motion, second, debate, or voting. It's permissible to state a point during a meeting when the chairperson needs to handle a situation right away. Board members can declare a Point of Order, Point of Information, Point of Inquiry, or Point of Personal Privilege.

Point of Order: Draws attention to a breach of rules, improper procedure, breaching of established practices, etc.

Point of Information: A member may need to bring up an additional point or additional information (in the form of a nondebatable statement) so that the other members can make fully informed votes.

Point of Inquiry: A member may use a point of inquiry to ask for clarification in a report to make better voting decisions.

Point of Personal Privilege: A member may use a point of personal privilege to address the physical comfort of the setting such as temperature or noise. Points of privilege should refer to something that is timely and urgent.

TIPS AND REMINDERS FOR THE CHAIR

A skilled chairperson allows all members to voice their opinions in an orderly manner so that everyone in the meeting can hear and be heard. The following tips and reminders will help chairpersons to run a successful and productive meeting without being run over or running over others.

- » Follow the agenda to keep the group moving toward its goals.
- » Let the group do its own work; don't over command.
- » Control the flow of the meeting by recognizing members who ask to speak.
- » Let all members speak once before allowing anyone to speak a second time.
- » When discussions get off-track, gently guide the group back to the agenda.
- » Model courtesy and respect and insist that others do the same.
- » Help to develop the board's skills in parliamentary procedure by properly using motions and points of order.
- » Give each speaker your undivided attention.
- » Keep an emotional pulse on the discussions.
- » Allow a consensus to have the final authority of the group.

Action	What to Say	Can interrupt speaker?	Need a Second?	Can be Debated?	Can be Amended?	Votes Needed
Introduce main motion	“I move to ...”	✘	✓	✓	✓	Majority
Amend a motion	“I move to amend the motion by ...” (add or strike words or both.)	✘	✓	✓	✓	Majority
Postpone item	“I move to postpone the matter until ...”	✘	✓	✓	✘	Majority
End debate	“I move the previous question.”	✘	✓	✓	✘	Majority
Object to procedure	“Point of order.”	✓	✘	✘	✘	Chair decision
Recess the meeting	“I move that we recess until ...”	✘	✓	✘	✘	Majority
Adjourn the meeting	“I move to adjourn the meeting.”	✘	✓	✘	✘	Majority
Request information	“Point of information.”	✓	✘	✘	✘	No vote
Overrule the chair’s ruling	“I move to overrule the chair’s ruling.”	✓	✓	✓	✘	Majority
Extend the allotted time	“I move to extend the time by __ minutes.”	✘	✓	✘	✓	2/3
Enforce the rules or point out incorrect procedure	“Point of order.”	✓	✘	✘	✘	No vote
Table a Motion	“I move to table...”	✘	✓	✘	✘	Majority
Take up a previously tabled item	“I move to take from the table...”	✘	✓	✘	✘	Majority
Reconsider past action*	“I move to reconsider our action to...”	✓	✓	✓	✓	Majority
Consider something out of its scheduled order	“I move to suspend the rules and consider...”	✘	✓	✘	✘	2/3
Close the meeting for executive session	“I move to go into executive session.”	✘	✓	✘	✘	Majority
Personal preference - noise, room temperature, distractions	“Point of privilege.”	✓	✘	✘	✘	No vote

*A member may make a motion to reconsider something that was already decided; however, the reconsidered motion may not be subsequently reconsidered. A motion to reconsider must be made during the same meeting and can extend to a meeting that lasts for more than one day.

Fayette County Board of Education

Board Committee Guidelines

Purpose & Goals

A clearly defined, streamlined committee structure supports the governance work of the Board of Education, ensures efficiency in Board and District operations, engages various stakeholders in the decision making process, and supports the Board and Superintendent’s mission and vision as they fulfill the strategic plan priorities.

Policy Alignment

Policy 01.411 allows the Chairperson to appoint special committees with the approval of the Board. The accompanying procedure includes the following parameters:

1. Committee(s) may be terminated at any time by a majority vote of the membership of the Board.
2. Committee(s) will follow instructions given to them by the Board.
3. If the committee is required by state or federal law, its composition and appointment shall meet all the guidelines established for that purpose.
4. Committees shall be instructed as to:
 1. The purpose to be served.
 2. The length of time each member is being asked to serve.
 3. The resources the Board will provide.
 4. The date the Board wishes to receive the report.

Theory of Action

Defines the purpose for our priorities and the motivation behind the pursuit of our priorities.

IF	we have high expectations for all students and provide them with relevant, rigorous, engaging instruction and intentional, individualized supports,
AND	we agree to collaborate and communicate collegially, use reliable data to inform decisions, and partner meaningfully and intentionally with families and community partners,
THEN	all students will reach their unlimited potential and graduate prepared for college, career, and responsible citizenship, equipped to excel in a global society.

Strategic Plan Priorities

- Student achievement
- Unity, belonging, and student efficacy
- Highly effective and culturally responsive workforce
- Engagement and outreach
- Organizational health and efficiency

Where Committees Fit Within This Framework

Committees can play a key role in supporting the work of the Board and the District in pursuit of these strategic priorities, supported by a theory of action rooted in student success and achievement. The work of each committee must be tethered to the core and fundamental objective of supporting student success.

Fayette County Board of Education

Board Committee Guidelines

Expectations for Each Committee

No later than the March 2024 board planning meeting and, beginning in the 2024-2025 school year, the August planning meeting, each committee shall submit the following to the Chair of the Board of Education for review and subsequent consideration by the Board of Education.

1. A Committee Charter that addresses the scope of work (see below) and details how the work of the committee will align with the FCPS strategic priorities.
2. Committee Bylaws that detail how the committee will be structured, how members are selected, how charges from the Board will be reviewed and considered, and how requested reports will be submitted to the Board.
3. A proposed yearly timeline of topics that will be regularly considered as part of the committee's scope of work. This timeline shall be developed to align with the Board's existing budget cycle and governance calendar.
4. Signed acknowledgement from each committee member attesting to receipt and understanding of the committee's requirements under Kentucky Open Meetings and Open Records law. Such material shall be disseminated by the Superintendent's designee in accordance with KRS 160.395.

Scope of Work

- **Audit Committee:** The Audit Committee supports oversight of the financial reporting process, the system of internal controls, the audit processes, and the District's process for making sure we comply with laws, regulations, and the code of conduct.
- **Board Finance and Accountability Committee:** The Board Finance and Accountability Committee supports oversight of the District's budgeting process, serving as the first step in the Board's annual budgeting process. They review and provide input on the District's budget during the development process and related financial matters. The committee is the key conduit of stakeholder input into the Board's budget planning process.
- **Equity Council Committee:** The Equity Council Committee employs the District's Equity Dashboard to review relevant and timely data to support the identification of disparities that can, in turn, help inform the Board's decisions. As requested by the Board, the Equity Council Committee will make relevant and timely recommendations to the Board on matters relating to unity, belonging, and student efficacy and provide input on the impact of policies and financial investments toward achieving student success goals and priorities.
- **Local Planning Committee:** The Local Planning Committee operates pursuant to 702 KAR 4:180 and develops and oversees the District Facility Plan, which prioritizes such projects as school construction and renovation, building component life-cycle

Fayette County Board of Education

Board Committee Guidelines

replacement (HVAC, roof, electrical and plumbing), and administrative or support structures.

- **School District Calendar Committee:** The School Calendar Committee operates pursuant to KRS 158.070 to recommend school calendar options to the local school district Superintendent for presentation to the local Board of Education after seeking feedback from school district employees, parents, and community members. The committee's recommendations shall comply with state laws and regulations and local board policies.

Governance and Administrative Roles

Committees have no expressed or implied power or authority. Governing authority rests with the Board of Education and administrative authority rests with the Superintendent and his staff.

Open Meetings and Open Records

Committees of the Board of Education must comply with Kentucky Open Meetings and Open Records statutory requirements. Committee chairs, leaders, and members will receive copies of these guidelines in accordance with KRS 160.395 and must agree to adhere to them. The District's Office of Legal Counsel, or other designee determined by the Superintendent, is available to provide assistance to committees to ensure compliance with relevant laws and statutes in the conduct of their work.

District Liaison

The superintendent may assign, at his discretion, a staff liaison to support the work of a committee in fulfilling its scope of work and Board-assigned charges.

Board Liaison

The Chair of the Board of Education may appoint, subject to the approval of the Board, a member of the Board of Education to serve on a committee as the Board-designated liaison. The Board liaison shall not serve as a voting member of the committee. Committees are reminded that the Board makes decisions as a body and no one member can make decisions or commitments on behalf of the Board of Education. The Board Chair or their designee will create a liaison appointment schedule subject to Board approval.

Yearly Calendar of Topics

The Fayette County Board of Education reviewed or approved several consistent items across its meetings during both the 2023-2024 and 2024-2025 periods. These recurring agenda items demonstrate a consistent pattern of administrative and financial oversight, as well as regular updates on key operational areas.

August

- » Professional Leave
- » Request for Extended Field Trips
- » Superintendent's Report
- » Award of Bids/Proposals
- » Special and Other Leave of Absence
- » Personnel Changes
- » School Activity Funds Report

September

- » Professional Leave
- » Request for Extended Field Trips
- » Superintendent's Report
- » Award of Bids/Proposals
- » Special and Other Leave of Absence
- » Monthly Financial Report
- » Personnel Changes
- » School Activity Funds Report
- » Working Budget

October

- » Professional Leave
- » Request for Extended Field Trips
- » Superintendent's Report
- » Award of Bids/Proposals
- » Special and Other Leave of Absence
- » Monthly Financial Reports
- » Personnel Changes
- » School Activity Funds Report
- » School-wide Fundraising Projects

November

- » Professional Leave
- » Request for Extended Field Trips
- » Superintendent's Report
- » Special and Other Leave of Absence
- » Monthly Financial Reports
- » Personnel Changes
- » School Activity Funds Report

December

- » Professional Leave
- » Request for Extended Field Trips
- » Superintendent's Report
- » Award of Bids/Proposals
- » Special and Other Leave of Absence
- » Monthly Financial Reports
- » Personnel Changes
- » School Activity Funds Report

January

- » Professional Leave
- » Request for Extended Field Trips
- » Superintendent's Report
- » Award of Bids/Proposals
- » Special and Other Leave of Absence
- » Monthly Financial Report
- » Personnel Changes
- » School Activity Funds Report
- » Draft Budget

Yearly Calendar of Topics

The Fayette County Board of Education reviewed or approved several consistent items across its meetings during both the 2023-2024 and 2024-2025 periods. These recurring agenda items demonstrate a consistent pattern of administrative and financial oversight, as well as regular updates on key operational areas.

February

- » Professional Leave
- » Request for Extended Field Trips
- » Superintendent's Report
- » Award of Bids/Proposals
- » Special and Other Leave of Absence
- » Monthly Financial Reports
- » Personnel Changes
- » School Activity Funds Report

March

- » Professional Leave
- » Request for Extended Field Trips
- » Superintendent's Report
- » Award of Bids/Proposals
- » Special and Other Leave of Absence
- » Monthly Financial Reports
- » Personnel Changes
- » School Activity Funds Report

April

- » Professional Leave
- » Request for Extended Field Trips
- » Superintendent's Report
- » Special and Other Leave of Absence
- » Monthly Financial Reports
- » Personnel Changes
- » School Activity Funds Report

May

- » Professional Leave
- » Request for Extended Field Trips
- » Superintendent's Report
- » Award of Bids/Proposals
- » Special and Other Leave of Absence
- » Monthly Financial Report
- » Personnel Changes
- » School Activity Funds Report
- » Tentative Budget

June

- » Professional Leave
- » Request for Extended Field Trips
- » Superintendent's Report
- » Award of Bids/Proposals
- » Declaration of Surplus
- » Special and Other Leave of Absence
- » Monthly Financial Report
- » Personnel Changes
- » School Activity Funds Report

July

- » Professional Leave
- » Request for Extended Field Trips
- » Superintendent's Report
- » Award of Bids/Proposals
- » Special and Other Leave of Absence
- » Personnel Changes
- » School Activity Funds Report

2025–26

Fayette County Public Schools Superintendent Evaluation



Fayette County
Public Schools

Introduction



Evaluating the Superintendent is one of the school Board's most important jobs. A high-quality Superintendent evaluation process helps develop good Board/Superintendent relationships, provides clarity of roles, creates common understanding of the leadership being provided and provides a mechanism for public accountability.

Performance evaluations are most effective when they are designed and used for communicating future expectations, not simply for reviewing past performance. If a Superintendent doesn't know what the Board expects, it is difficult, if not impossible, to meet expectations. On the other hand, if the Board fails to monitor progress toward its goals, it will not know when they have been successfully completed. Holding the Superintendent accountable for results is a critical practice of effective Boards and is often considered a Board's most important accountability tool.

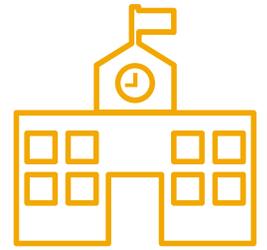
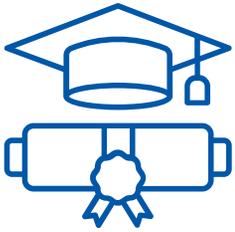
Kentucky law requires school Boards to annually evaluate and document their Superintendent's performance. A 2010 state law, KRS 156.557, requires Kentucky school Boards to perform and document a summative (final) evaluation of the district Superintendent annually. The statute goes on to state that any preliminary (formative) discussions relating to the evaluation of the Superintendent by the Board or between the Board and Superintendent shall be conducted in a closed session. The final, or summative, evaluation must be in writing, discussed and adopted in an open meeting of the Board, reflected in Board meeting minutes and made available to the public upon request. Superintendents shall be evaluated according to a policy (KSBA Policy 02.14) and procedures adopted by the local Board of education and approved by KDE.

In order to aid you in evaluating the superintendent, below you will find the definitions for "Meets Expectations" and "Does Not Meet Expectations":

Meets Expectations: This rating indicates that the superintendent's performance aligns with the specific leadership quality detailed in the individual standard's summary. It signifies that the superintendent has successfully met or exceeded the expected criteria, demonstrating proficiency and competence in fulfilling the standard. Specifically, this rating implies satisfactory performance, showcasing the superintendent's achievement for what was anticipated within the defined parameters of the standard.

Does Not Meet Expectations: This rating indicates that the superintendent's performance does not meet the established requirements as outlined in the summary of the standard. It implies deficiencies or inadequacies in meeting the expected performance level. Specifically, it suggests that the superintendent has failed to deliver as per the standard summary and has failed to provide appropriate documentation demonstrating success for what was anticipated within the defined parameters of the standard.

Strategic Priorities



STUDENT ACHIEVEMENT

Improve student achievement through rigorous curriculum and instruction providing students with evidence-based educational experiences that not only engage but also excite, prepare, and support students.

UNITY, BELONGING, AND STUDENT EFFICACY

Foster and instill a culture of diversity, equity, inclusion, and belonging across the district and address opportunity gaps.

HIGHLY EFFECTIVE, CULTURALLY RESPONSIVE WORKFORCE

Hire, support, and retain a highly effective, culturally responsive and diverse workforce.

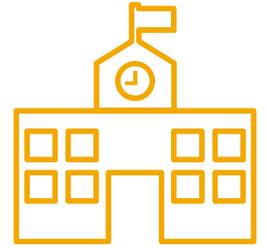
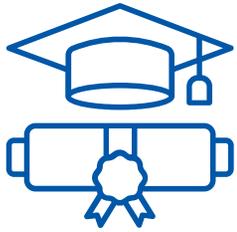
OUTREACH AND ENGAGEMENT

Effectively engage students, employees, families, and community members to improve opportunities and outcomes for all students.

ORGANIZATIONAL HEALTH AND EFFECTIVENESS

Foster a culture of continuous improvement to maximize organizational effectiveness and efficiency, support the well-being of our team members, and provide formal recognition of their efforts.

Standards of Evaluation



**STUDENT
ACHIEVEMENT**

**UNITY, BELONGING, AND
STUDENT EFFICACY**

**HIGHLY EFFECTIVE,
CULTURALLY RESPONSIVE
WORKFORCE**

**OUTREACH AND
ENGAGEMENT**

**ORGANIZATIONAL
HEALTH AND
EFFECTIVENESS**

**EVALUATION
STANDARDS**

**EVALUATION
STANDARDS**

**EVALUATION
STANDARDS**

**EVALUATION
STANDARDS**

**EVALUATION
STANDARDS**

Instructional Leadership

Cultural Leadership

Human Resource Leadership

Collaborative Leadership

Strategic Leadership

*Strategically enhance institutional communication by refining the dissemination of time-sensitive, critical information across all internal and external channels, including student contributors for greater transparency and engagement, and improving the quality and timely delivery of complex budget and finance updates to the Board of Education to facilitate informed governance.**

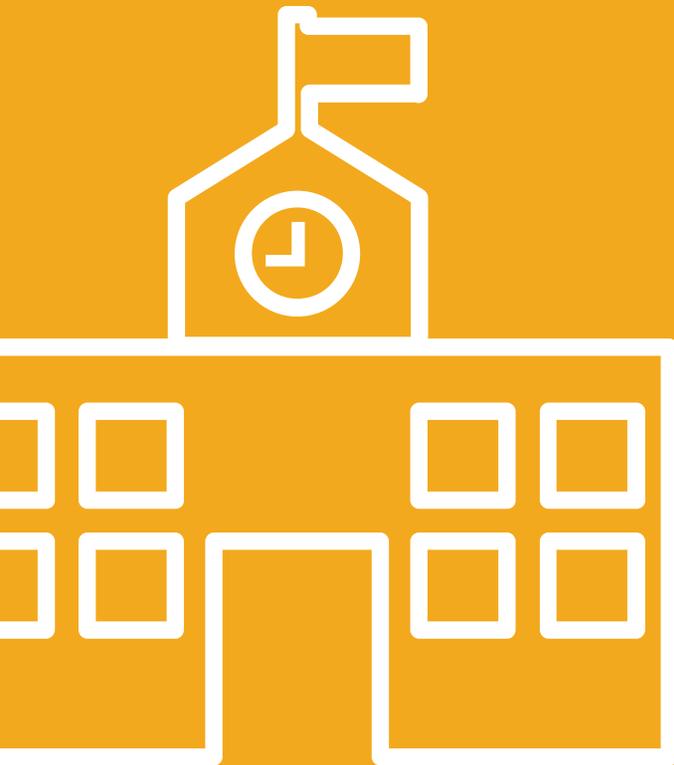
Managerial Leadership

Influential Leadership

**Fayette County Board of Education priorities*



Standard 1: Strategic Leadership



Summary

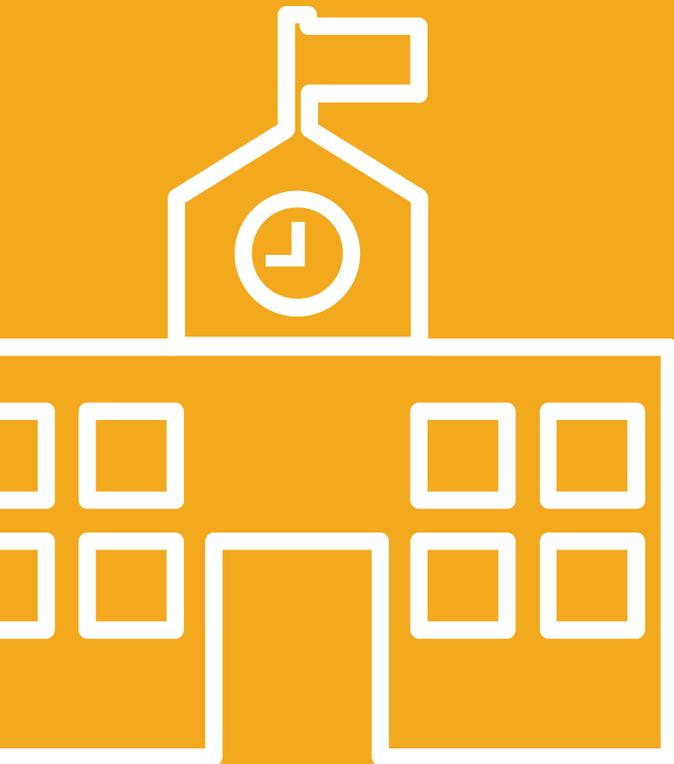
The Superintendent leads the development and implementation of district vision, mission and goals while creating conditions to ensure that every student graduates high school with the knowledge and skills necessary to be successful in the 21st century.

Practices

- 1.1** With direction from the Board, the Superintendent facilitates a community process to develop and implement a shared vision that focuses on improving student achievement.
- 1.2** Empowers all stakeholders to reach high levels of performance and achieve the district's vision.
- 1.3** Communicates high expectations for student achievement while promoting academic rigor that focuses on learning and excellence.
- 1.4** Develops, implements, promotes and monitors continuous improvement processes.
- 1.5** Assists the Board in developing, implementing, and monitoring district goals.
- 1.6** Understands and demonstrates that district and school improvement goals are connected to student learning goals.



Standard 1: Strategic Leadership



Possible Artifacts

- Comprehensive District Improvement Plan (CDIP)
- Agendas and updates on effective school improvement activities
- Evidence that staff can articulate the district's direction and focus
- Student performance data
- Kentucky NxG Superintendent Effectiveness Standards
- Cognia documentation

Evaluation:

According to the summary, there is clear evidence that the superintendent's performance in this area:



Meets Expectations

Needs Improvement

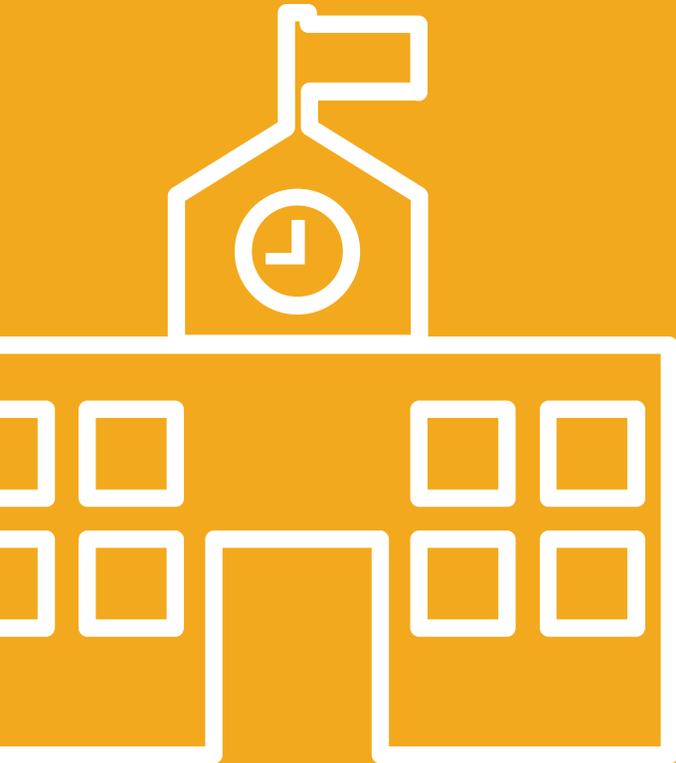


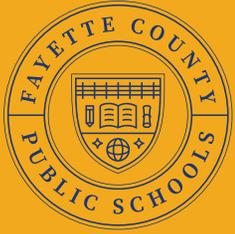
Does Not Meet Expectations



Comments:

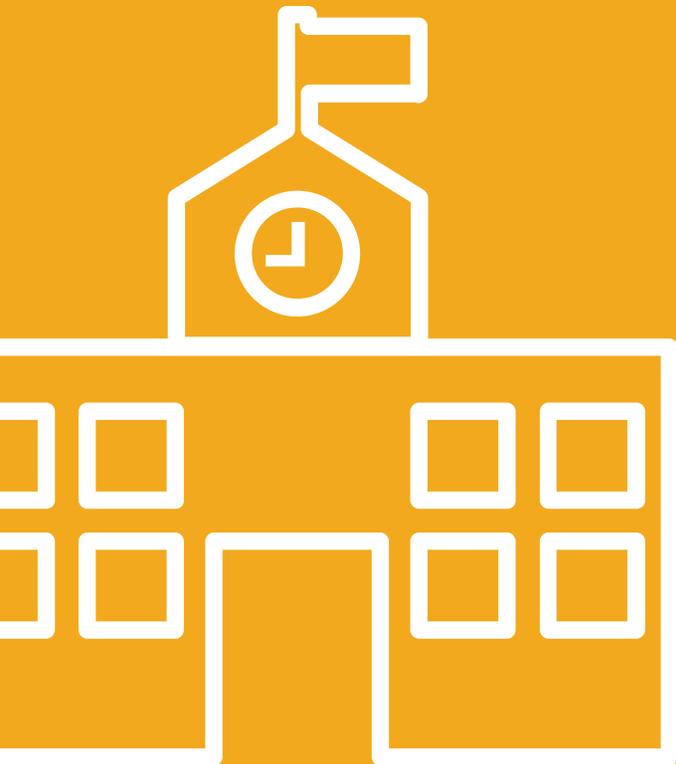
Standard 1: Strategic Leadership

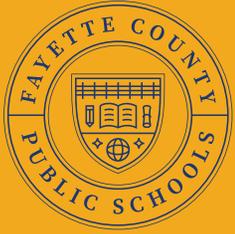




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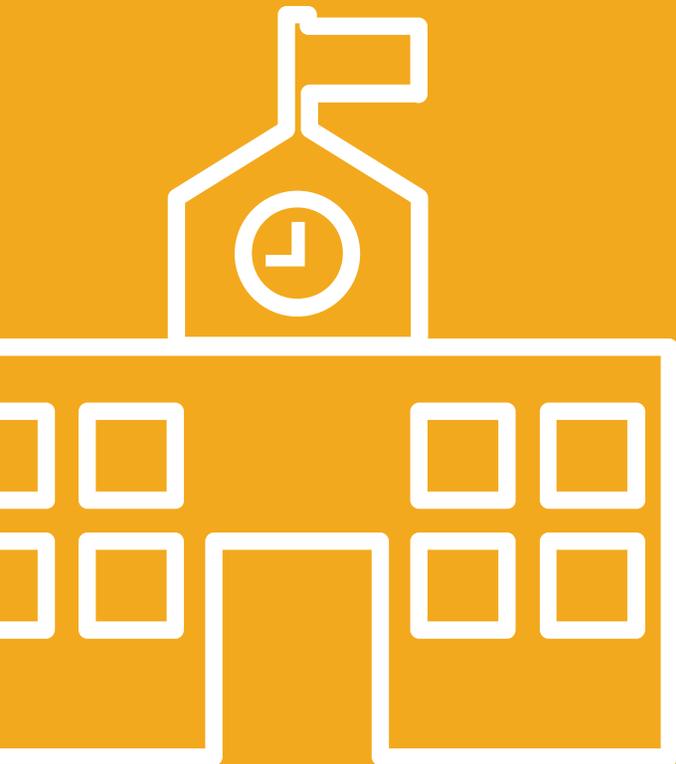
Standard 1: Strategic Leadership





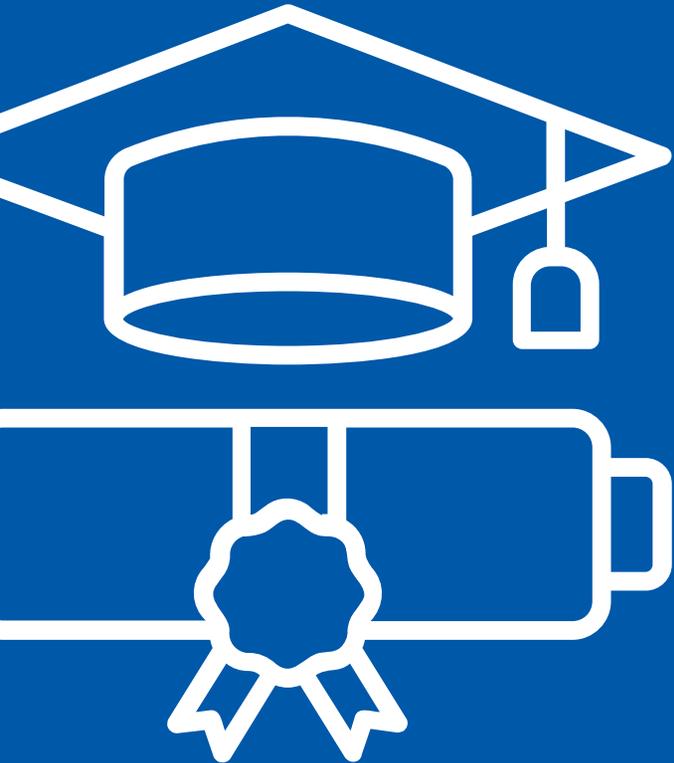
Comments (continued):

Standard 1: Strategic Leadership





Standard 2: Instructional Leadership

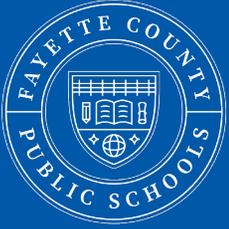


Summary

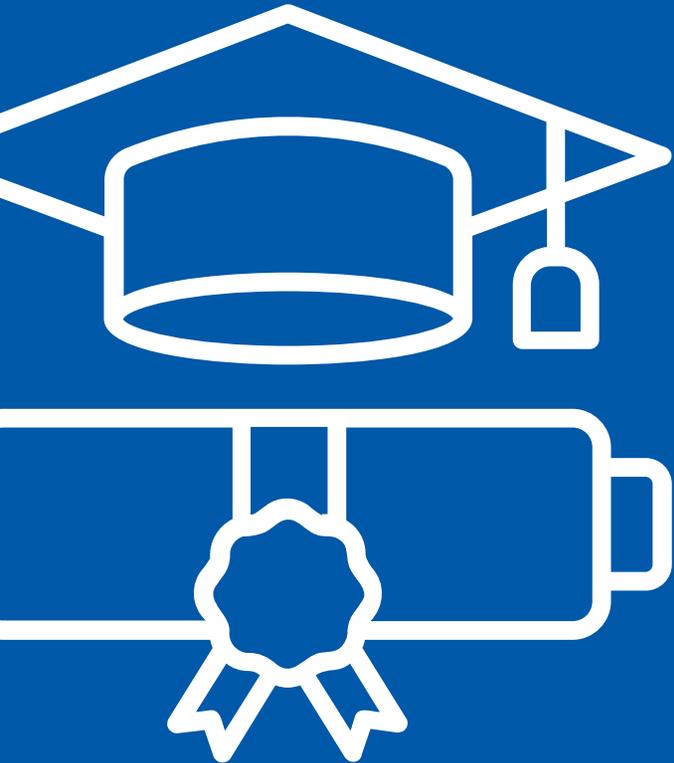
The Superintendent supports and builds a system to effectively use district resources and research-based best practices for curriculum, instruction and assessment in reducing achievement gaps and continuously improving teaching, learning, and student achievement.

Practices

- 2.1 Communicates student achievement expectations to staff and stakeholders.
- 2.2 Demonstrates the need to identify and remove barriers to student learning.
- 2.3 Proposes appropriate recommendations for programs and curricula in anticipating adjustments of occupational trends and school-to-career needs.
- 2.4 Develops, implements, promotes and monitors continuous improvement processes with faculty and stakeholders to ensure alignment of curriculum, instruction and assessment.
- 2.5 Encourages the use of technology in educational programming.
- 2.6 Using a variety of techniques, work with principals and administrators to formulate plans to assess and analyze the effectiveness of instruction through student progress. These may include monitoring, evaluating and reporting student achievement and performance gaps; observing teaching methods and classroom management; and research, assessments, feedback, and reflection.



Standard 2: Instructional Leadership

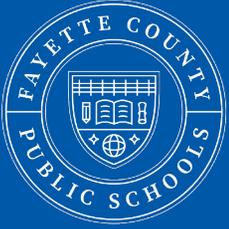


Practices (cont.)

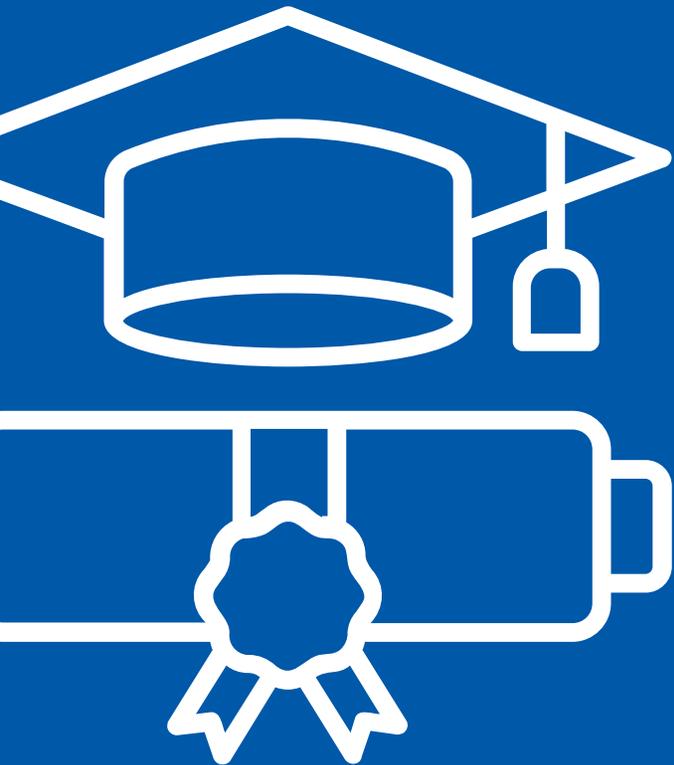
- 2.7 Understands data analysis, including how it applies to school and district student achievement goals, how to address curricular gaps and how to use data to prioritize decisions and drive change that will improve student learning.
- 2.8 Ensures school and district progress in the areas of: proficiency, growth, graduation rate, closing achievement gaps, transition readiness, opportunity and access.

Possible Artifacts

- Comprehensive District Improvement Plan (CDIP)
- Comprehensive School Improvement Plans
- Professional development plans based on data
- Staff survey data
- Student performance data
- Formative and common assessments
- Curriculum framework (K-12 alignment)



Standard 2: Instructional Leadership



Evaluation:

According to the summary, there is clear evidence that the superintendent's performance in this area:



Meets Expectations

Needs Improvement



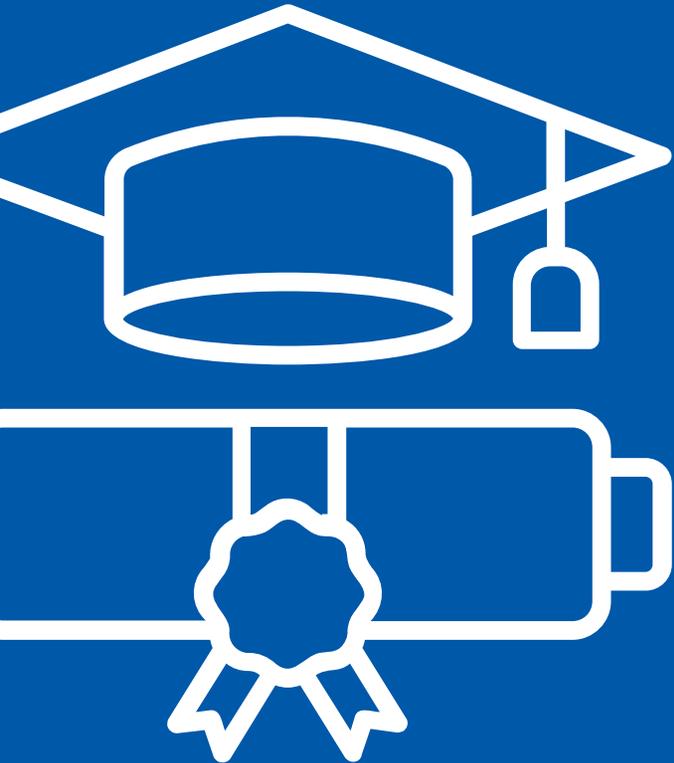
Does Not Meet Expectations

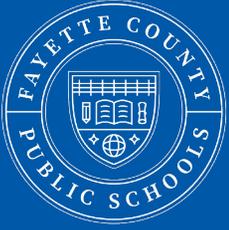
Comments:



Comments (continued):

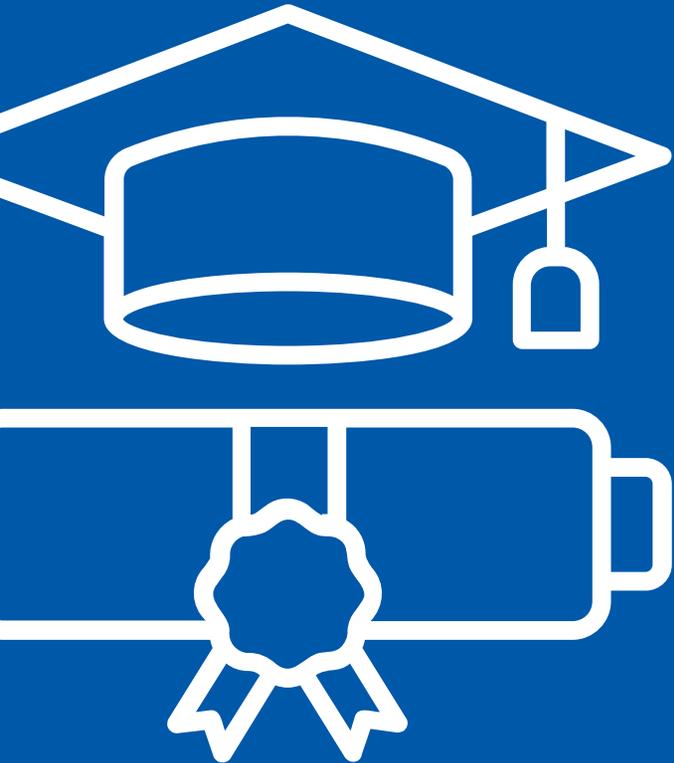
Standard 2: Instructional Leadership





Comments (continued):

Standard 2: Instructional Leadership





Standard 3: Cultural Leadership



Summary

The Superintendent understands the history, tradition and multicultural differences of the district. S/he empowers all stakeholders to assist in shaping district culture and climate as they support efforts to improve teaching and learning for all.

Practices

- 3.1** Creates and supports a community of learners that empowers others to reach high levels of performance to achieve the school's vision.
- 3.2** Promotes understanding and celebration of school/community cultures.
- 3.3** Promotes and expects a school-based climate of tolerance, acceptance and civility.
- 3.4** Advocates, nurtures and sustains school culture and instructional programming conducive to student learning.
- 3.5** Models and demonstrates multicultural and ethic practices and is responsive to the needs of diverse populations.
- 3.6** Encourages instructional strategies that include cultural diversity and differences in learning styles.



Standard 3: Cultural Leadership



Possible Artifacts

- Staff survey data
- Teacher retention data
- Student performance data
- Awards structure developed by the district and schools
- Community support of the district

Evaluation:

According to the summary, there is clear evidence that the superintendent's performance in this area:



Meets Expectations

Needs Improvement



Does Not Meet Expectations



Comments:

Standard 3: Cultural Leadership





Comments (continued):

Standard 3: Cultural Leadership

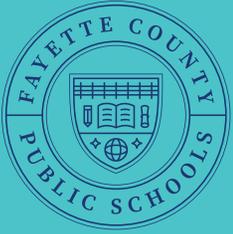




Comments (continued):

Standard 3: Cultural Leadership





Standard 4: Human Resource Leadership



Summary

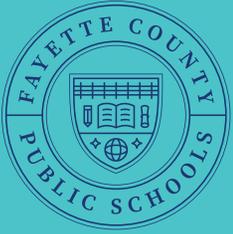
The Superintendent leads the district in developing professional learning communities among a highly effective and diverse staff. S/he assists in the planning of professional development opportunities for all staff and develops and implements an effective staff performance evaluation system. If applicable, the Superintendent provides technical advice to the Board to administer and negotiate labor contracts.

Practices

- 4.1** Demonstrates use of system and staff evaluation data for personnel policies, decision-making, career growth and professional development.
- 4.2** Understands and demonstrates that professional development needs to be aligned to the analysis of test data.
- 4.3** Demonstrates understanding of continual improvement processes for teacher and principal effectiveness systems, and implements them.
- 4.4** Identifies and applies appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation, support, evaluation, development and retention of a high-performing, diverse staff.
- 4.5** Mentors and coaches' administrators throughout the district.

If applicable:

- 4.6:** Develops bargaining strategies based upon collective bargaining laws and processes.
- 4.7:** Identifies contract language issues and proposes modifications.
- 4.8:** Participates in the collective bargaining process as determined by the Board, establishing productive relationships with bargaining groups while effectively managing contracts.



Standard 4: Human Resource Leadership



Possible Artifacts

- Staff survey data
- Leadership Development Plans (for district administrators - EILA)
- Student performance data
- Administrators' professional growth plans
- Number of teachers in the district with National Board Certification
- Staff evaluation process and protocols

Evaluation:

According to the summary, there is clear evidence that the superintendent's performance in this area:



Meets Expectations

Needs Improvement



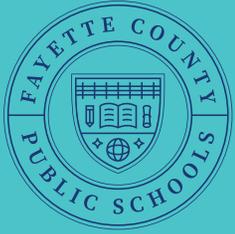
Does Not Meet Expectations



Comments:

Standard 4: Human Resource Leadership





Comments (continued):

Standard 4: Human Resource Leadership

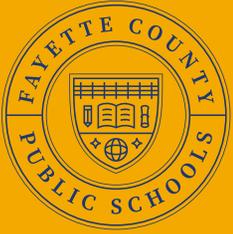




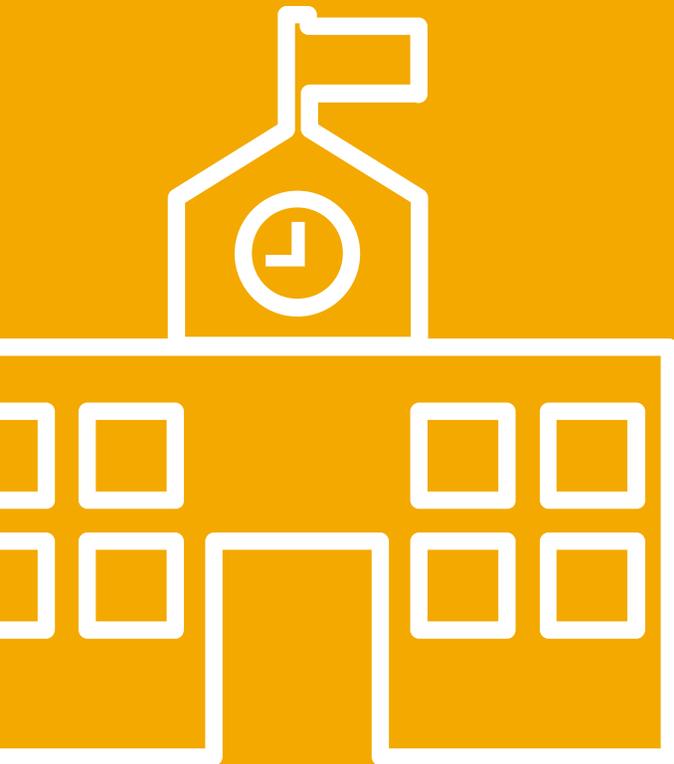
Comments (continued):

Standard 4: Human Resource Leadership





Standard 5: Managerial Leadership



Summary

The Superintendent uses data analysis in budgeting, staffing and problem solving to make recommendations to the Board as they effectively and efficiently allocate resources and establish support systems for all district stakeholders.

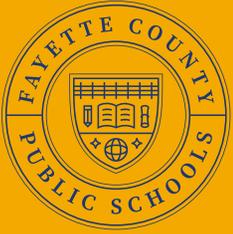
Practices

- 5.1** Demonstrates understanding and comprehends the importance of managing the district budget, including financial forecasting, planning, cash-flow management, account auditing and monitoring that results in the following:
 - *A balanced operational budget for school programs and activities.*
 - *Utilization of district resources to attain the highest and most efficient use to improve student learning, while maintaining compliance with legal, ethical and policy standards.*
 - *Effective communication of the district's budget and resource allocation to the Board and constituents.*
 - *Meeting reporting deadlines as required by the statute, regulatory agency, local policy or Board action.*

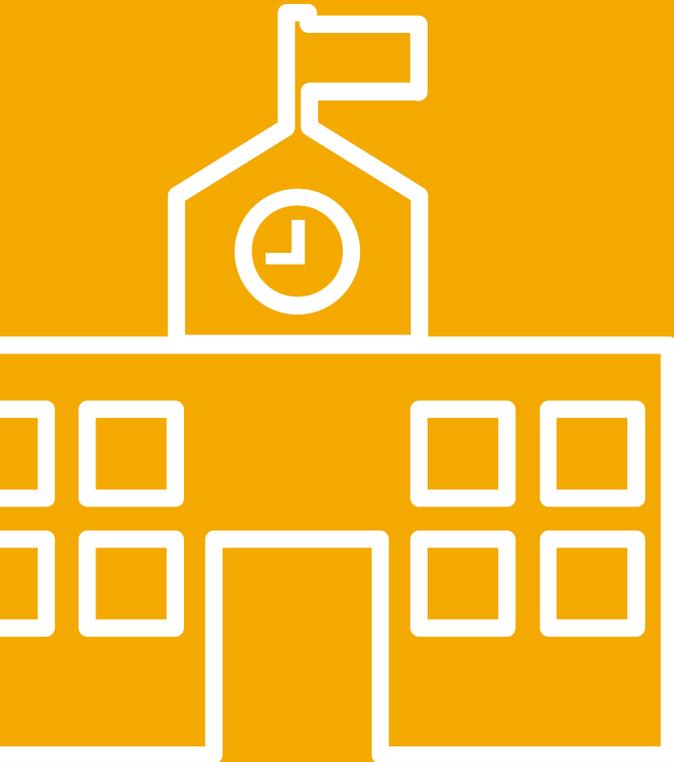
- 5.2** Ensures sound management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- 5.3** Secures and uses a variety of appropriate school and community resources to support learning.

- 5.4** Understands and monitors the district technology plan, making informed decisions about computer hardware and software, as well as related staff development and training needs.



Standard 5: Managerial Leadership



Practices (cont.)

- 5.5** Demonstrates knowledge of school facilities and develops a process that builds internal and public support for facility needs, including bond issues.
- 5.6** Establishes procedures and practices to assist all stakeholders in implementing and monitoring emergency plans for district safety and security practices for weather, threats, violence and trauma in collaboration with local, state, and federal agencies.

Possible Artifacts

- External reviews and audits (e.g., budget, food service, transportation, federal programs)
- District/school safety and crisis plans
- Community Emergency Response Plans
- Staff survey data
- District Facilities Plan
- District Policy

Evaluation:

According to the summary, there is clear evidence that the superintendent's performance in this area:

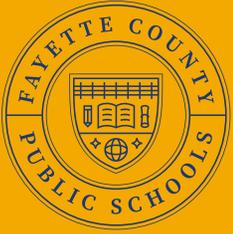


Meets Expectations

Needs Improvement

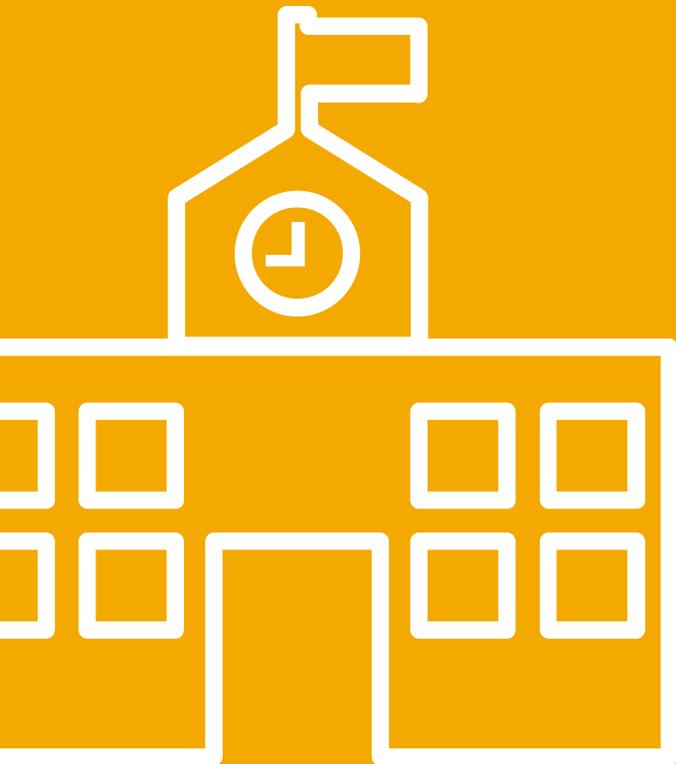


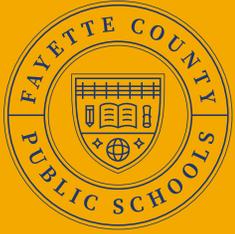
Does Not Meet Expectations



Comments:

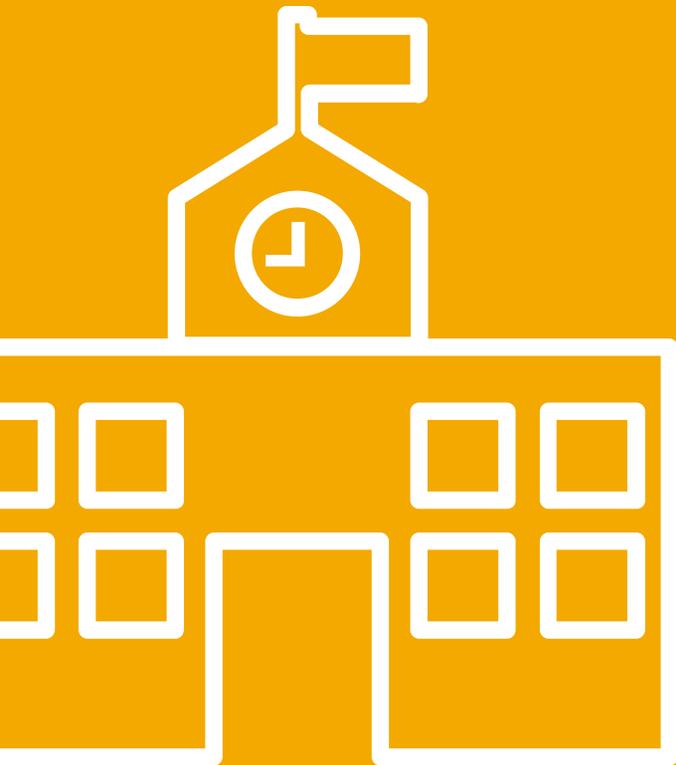
Standard 5: Managerial Leadership

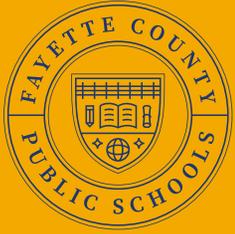




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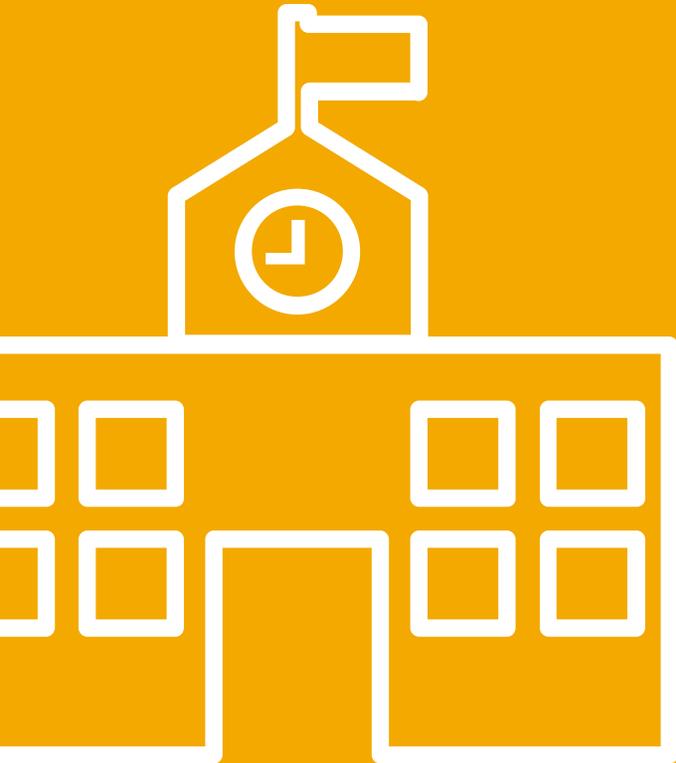
Standard 5: Managerial Leadership

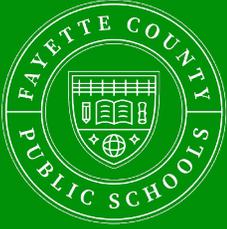




Comments (continued):

Standard 5: Managerial Leadership





Standard 6: Collaborative Leadership

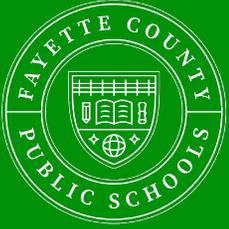


Summary

The Superintendent maintains a positive relationship with Board members as they work together to establish community support for the district's goals through effective two-way communications with students, staff, parents, business representatives, government leaders, community members and the media.

Practices

- 6.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles.
- 6.2 Develops effective Superintendent/Board interpersonal and working relationships.
- 6.3 Understands and interprets the role of federal, state and regional governments, policies, and politics and understands their relationships to local districts and schools.
- 6.4 Effectively uses legal resources (e.g. local Board attorney) to protect the district from civil and criminal liabilities.
- 6.5 Collaboratively develops, implements and monitors processes to improve student learning and teaching.
- 6.6 Uses formal and informal techniques to gain perceptions of district from all stakeholders, internal and external.
- 6.7 Demonstrates effective communication skills (written, verbal and non-verbal), in formal and informal settings, large and small group and one-on-one environments.



Standard 6: Collaborative Leadership



Practices (cont.)

- 6.8** Establishes effective school/community relations, school/business partnerships and a positive working relationship with the media; and promotes involvement of all stakeholders to fully participate in the process of education.

Possible Artifacts

- Minutes from Board of Education meetings
- Business partnerships
- Membership and participation in community organizations
- Media coverage of school and district accomplishments
- Community college/university partnerships (professional development initiatives and dual credit courses)

Evaluation:

According to the summary, there is clear evidence that the superintendent's performance in this area:

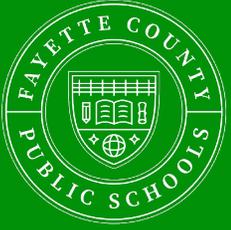


Meets Expectations

Needs Improvement



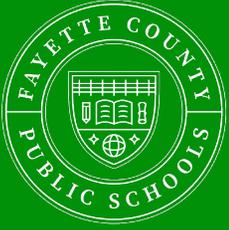
Does Not Meet Expectations



Comments:

Standard 6: Collaborative Leadership

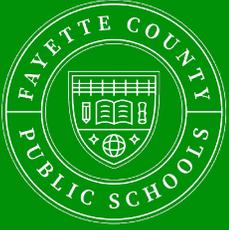




Comments (continued):

Standard 6: Collaborative Leadership

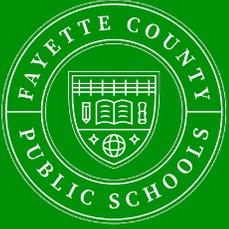




Comments (continued):

Standard 6: Collaborative Leadership





Standard 7: Influential Leadership

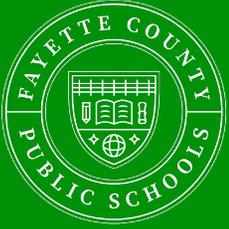


Summary

The Superintendent uses his/her position in the district and community to work with local, state and federal officials to influence policies affecting the political, social, economic, legal, cultural and ethical governance of public education.

Practices

- 7.1 Understands and interprets the role of federal, state and regional governments; policies; and politics and their relationships to local districts and schools.
- 7.2 Provides input on critical education issues at the local, state and federal levels.
- 7.3 Continually models a professional code of moral and ethical standards, and demonstrates personal integrity.
- 7.4 Explores and develops ways to find common ground in dealing with difficult and divisive issues.
- 7.5 Promotes the establishment of moral and ethical practices in every classroom, every school, and throughout the district.



Standard 7: Influential Leadership



Possible Artifacts

- Board of Education policies
- Superintendent's performance goals
- Teacher, administrator, and staff retention data
- Parent, community, and staff survey data
- Outreach efforts

Evaluation:

According to the summary, there is clear evidence that the superintendent's performance in this area:

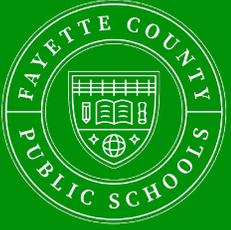


Meets Expectations

Needs Improvement



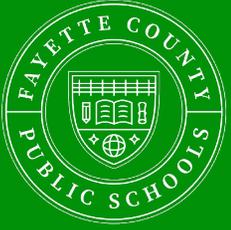
Does Not Meet Expectations



Comments:

Standard 7: Influential Leadership





Comments (continued):

Standard 7: Influential Leadership





Comments (continued):

Standard 7: Influential Leadership



2025

Fayette County Public Schools Board of Education Self-Evaluation



Fayette County
Public Schools

Introduction

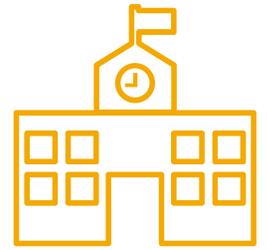
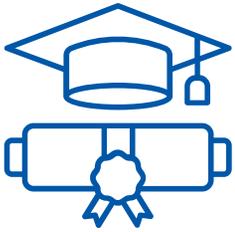


This self-evaluation is structured around the community-developed strategic priorities, ensuring that the board’s work and focus remains tethered to these goals and what the community has expressed as their desires for our district, our staff, and our students.

For each statement below, please answer the extent to which this statement applies to you as an individual board member and then to the board as a whole.

- **Unsatisfactory:** This statement does not describe me. / This statement does not describe most members of the board.
- **Needs Improvement:** This statement applies to me occasionally but not consistently. / This statement applies to a few members of the board, or only applies to most members of the board occasionally but not consistently.
- **Satisfactory:** This statement applies to me some of the time. / This statement applies to most board members some of the time.
- **Good:** This statement applies to me most of the time. / This statement applies to all board members most of the time.
- **Excellent:** This statement applies to me consistently. / This statement applies to all board members consistently.

Strategic Priorities



STUDENT ACHIEVEMENT

Improve student achievement through rigorous curriculum and instruction providing students with evidence-based educational experiences that not only engage but also excite, prepare, and support students.

UNITY, BELONGING, AND STUDENT EFFICACY

Foster and instill a culture of diversity, equity, inclusion, and belonging across the district and address opportunity gaps.

HIGHLY EFFECTIVE, CULTURALLY RESPONSIVE WORKFORCE

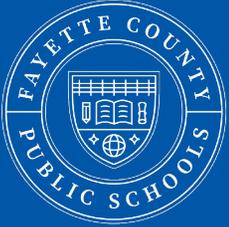
Hire, support, and retain a highly effective, culturally responsive and diverse workforce.

OUTREACH AND ENGAGEMENT

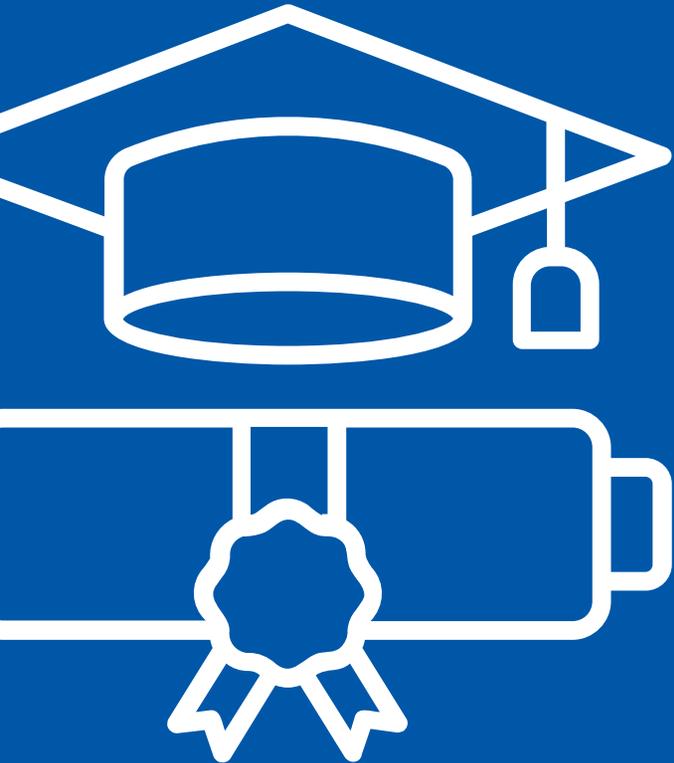
Effectively engage students, employees, families, and community members to improve opportunities and outcomes for all students.

ORGANIZATIONAL HEALTH AND EFFECTIVENESS

Foster a culture of continuous improvement to maximize organizational effectiveness and efficiency, support the well-being of our team members, and provide formal recognition of their efforts.



Student Achievement



Evaluation Standards:

Prioritizes positive student impact when making board decisions.

Bases decisions in sound data, evidence, and relevant facts.

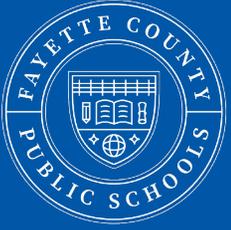
Regularly highlights, showcases, or celebrates student successes and achievement.

Evaluates the effectiveness of board-level investment based on student success goals and Portrait of a Graduate model.

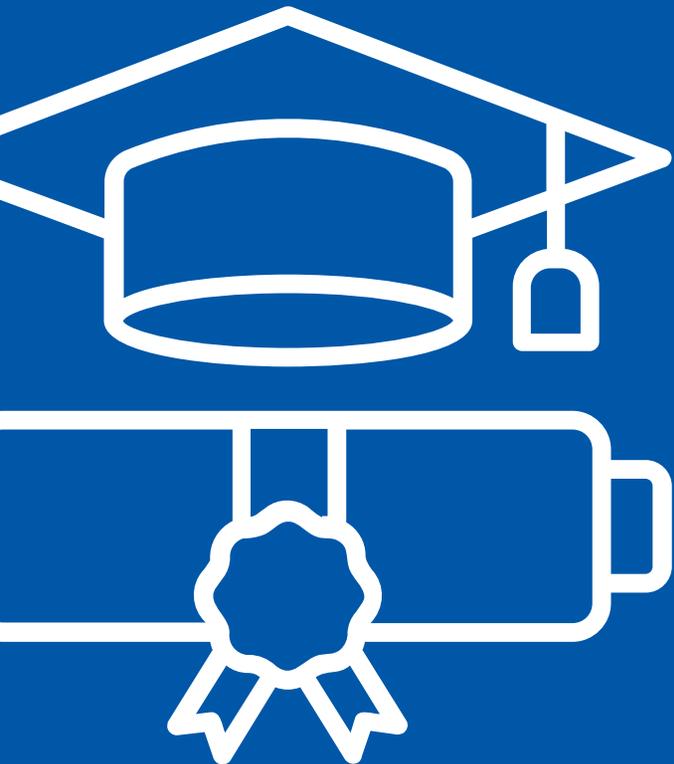
Respects the instructional leadership role of the superintendent and their staff in a collaborative environment.

Individual

Board



Student Achievement



**What are your suggestions for improvement
in this area?**

A large, empty rectangular area with a light blue gradient background, intended for providing suggestions for improvement.



Unity, Belonging, and Student Efficacy



Evaluation Standards:

Recognizes the voices that may not be visible, present, or most vocal when making decisions.

Seeks to include and elevate diverse perspectives and points-of-view during board meetings and when weighing decisions.

Elevates student voice and evaluates student input when making decisions.

Measures and monitors impact of district-level initiatives to promote unity, belonging, and student efficacy.

Weighs systemic barriers and targets opportunity gaps in decision-making.

Individual

Board

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Unity, Belonging, and Student Efficacy



**What are your suggestions for improvement
in this area?**

A large, empty light blue rectangular area intended for providing suggestions for improvement.



Highly Effective, Culturally Responsive Workforce



Evaluation Standards:

Elevates staff voice and evaluates staff input when making decisions.

Respects the unique position of the board as it relates to district employees, following appropriate protocols in communications with district staff.

Considers the impact of board investments on educator and staff retention and recruitment.

Actively collaborates as part of the “Team of Six”, working with fellow board members and the superintendent to align efforts that drive success for all students and staff.

Actively participates in the superintendent’s evaluation—both formative and summative—emphasizing continuous improvement and alignment with district goals.

Individual

Board

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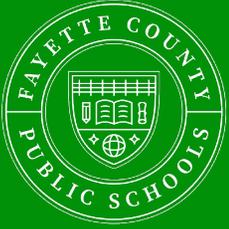


Highly Effective, Culturally Responsive Workforce



**What are your suggestions for improvement
in this area?**

A large, empty rectangular area with a light blue-to-white gradient, intended for providing suggestions for improvement.



Outreach and Engagement



Evaluation Standards:

Engages in authentic public engagement efforts to solicit input and feedback from a variety of stakeholders.

Communicates factual and timely information of board actions to community members.

Respects the role of the board as an governing body, understanding that once decisions are made by the majority of the board that decision becomes the position of the board.

Follows board governance protocols in communication with media, engaging with others on social media, and in communication directed to individual board members or the board as a whole.

Models appropriate decorum and professionalism during board meetings and while engaging in board-related business and activities.

Individual

Board

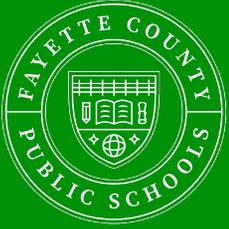
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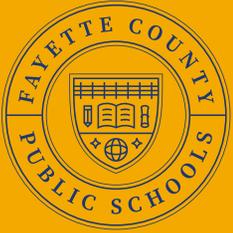


Outreach and Engagement

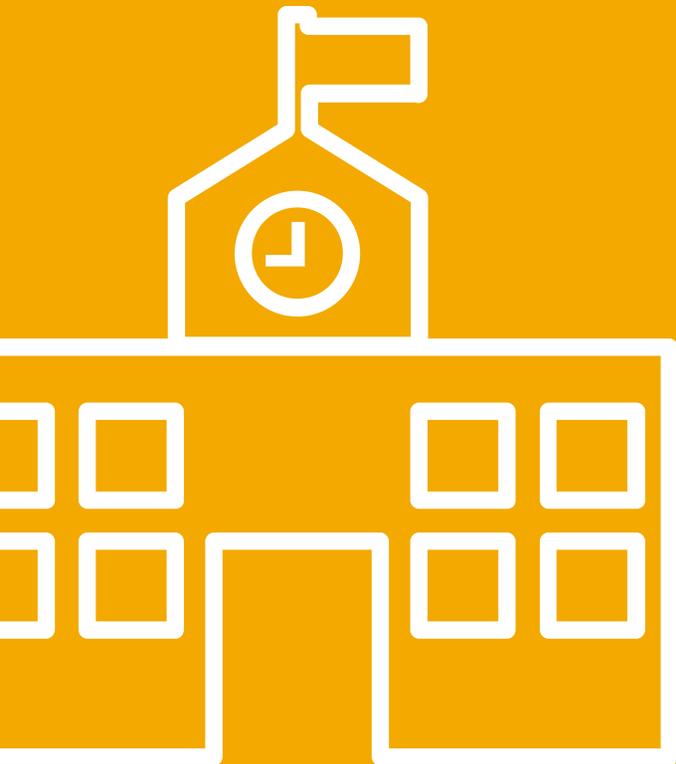


What are your suggestions for improvement in this area?

A large, empty light blue rectangular area intended for providing suggestions for improvement.



Organizational Health and Effectiveness



Evaluation Standards:

Comes to meetings prepared and ready to discuss agenda and action items.

Seeks answers to questions, clarification, or relevant supplemental information and material in accordance with established board protocols.

Recognizes and respects the “lanes” that outline the roles and responsibilities of the board and the superintendent.

Evaluates board decision-making through the lens of the strategic priorities.

Develops, reviews, and follows board governance manual and guidelines.

Prioritizes transparency and shares accurate, timely communication about board-related matters.

Participates in meaningful training and professional learning designed for governing a district like FCPS, including topics such as urban education, diverse populations, and FCPS-specific challenges and opportunities.

Individual

Board

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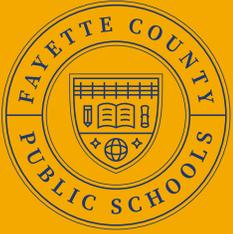
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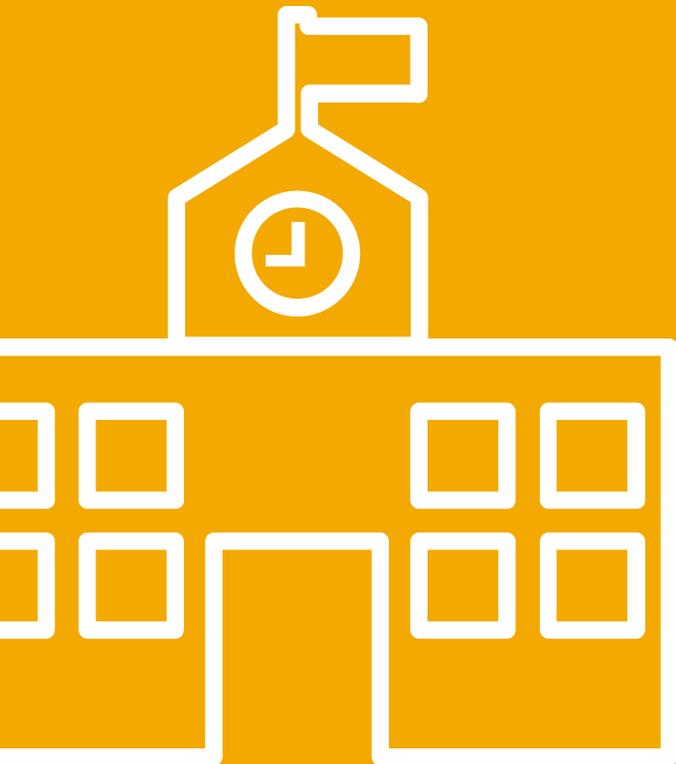
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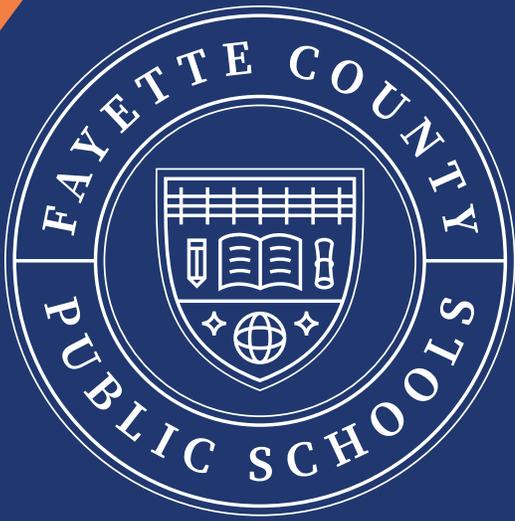


Organizational Health and Effectiveness



**What are your suggestions for improvement
in this area?**

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