



FAYETTE COUNTY PUBLIC SCHOOLS

## Fayette County Board of Education Planning Meeting

Virtual  
June 14, 2021  
5:30 PM

<b>A. CALL TO ORDER</b>		Tyler Murphy
1. Roll Call		Tanya Dailey
<b>B. EXTEND WELCOME TO GUESTS</b>		
<b>C. READING OF MISSION STATEMENT</b>		Tom Jones
Our mission is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.		
<b>D. APPROVAL OF AGENDA</b>		
Approve the agenda with any changes voiced including the lifting of items from the consent section for discussion.		
1. Addendum:		
a. _____		
b. _____		
2. Deletions:		
a. _____		
b. _____		
<b>E. REPORTS AND COMMUNICATIONS:</b>		
1. Progress Reports		
a. Superintendent's Report		Marlene Helm
1. Academic Services		
1. Summer Ignite Kickoff Update		Mendy Mills
2. CDIP Progress Monitoring Quarterly Report		Kate McAnelly
3. Measure of Academic Progress (MAP Report)		Brooke Stinson
2. Operations & Support		Myron Thompson

2. Remarks by Citizens (persons who have signed up to speak):

**Fayette County Board of Education Policy 01.45 states,**

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

Please note: Speakers will not be allowed to make any disparaging or critical remarks about individuals or employees of the District. Critical comments or complaints are processed through the District’s complaint procedures, which afford the individuals to whom comments or complaints are directed, the opportunity for response and due process.

<p><b>a.</b> There are two opportunities for the public to address the Board:</p> <p>At the beginning of the meeting, the public, who have signed up prior to the meeting, is invited to speak on items that are On the Agenda. This is not intended to be a time for debate, however, the Board will take the public's input into consideration when making their final decision this evening. Each speaker will be allowed a maximum of 5 minutes.</p>	
<p><b>b.</b> At the end of the meeting, members of the public who have signed up prior to the meeting are invited to address the Board on any topic of District-related concern that is NOT on the official agenda for this meeting (Policy # 01.45). Please know that since these items are not on tonight's agenda, our Board may or may not comment. It is important to know that this is not intended to be a time where issues will be debated. The Chair will determine the amount of time for each speaker, depending upon the lateness of the hour and the number of speakers.</p>	

#### **F. ROUTINE MATTERS:**

Minutes from Board meetings

1. Minutes of the May 24, 2021 Special Board Meeting	
2. Minutes of the May 24, 2021 Regular Board Meeting	
3. Minutes of the June 2, 2021 Special Board Meeting	
4. Minutes of the June 3, 2021 Special Board Meeting	
5. Minutes of the June 4, 2021 Special Board Meeting	
6. Minutes of the June 9, 2021 Special Board Meeting	

#### **G. CONSENT ITEMS:**

1. Award of Bids/Proposals	John White/Myron Thompson
2. Post Approval Placeholder	Rodney Jackson
3. Special and Other Leave of Absence	Rodney Jackson
4. Approval of a BG-4 Contract Closeout Form for Modifications to the Front Entries and Secured Vestibules at Ashland, Harrison, Maxwell, Booker T. Washington, Dixie, Northern and Picadome Elementary Schools; Crawford Middle School; and the FCPS Preschool Center (GROUP B) BG# 19-122	Myron Thompson
5. Approval of a Proposed Change Order (No. Six) to the Contract for the Modifications to the Front Entries and Secured Vestibules at Julius Marks, Lansdowne, Southern, Rosa Parks and Veterans Park Elementary Schools; Eastside and Southside Technical Centers; The Learning Center; Martin Luther King Academy; and Johnson Building (GROUP C) BG# 19-123	Myron Thompson
6. Approval of a Proposed Change Order (No. Fourteen) to the Contract for the Construction of the New Bates Creek High School BG# 20-082	Myron Thompson
7. Approval of Revised BG-1 Project Application, BG-2 Outline Specifications Energy Design Criteria, and BG-3 Statement of Probable Cost for the Construction of the New Middle School on Polo Club Boulevard BG# 21-176	Myron Thompson
8. Approval of Design Development Documents for the Construction of the New Middle School on Polo Club Boulevard BG# 21-176	Myron Thompson
9. Approval of a Waiver Request of 702 KAR 4:180 Related to not having Exterior Windows in Four (4) Rooms and including Volleyball Inserts for the Construction of the New Middle School on Polo Club	Myron Thompson



Boulevard BG# 21-176	
10. Approval of Commissioning Agent Agreement for the Construction of New Middle School at Polo Club BG 21-276	Myron Thompson
11. Approval of Initial BG-1 Project Application and Design Consultant for Phased Athletic Facilities at Lafayette High School BG #21-342	Myron Thompson
<b>H. ACTION ITEMS:</b>	
1. Certified Evaluation Plan	Jennifer Dyar
2. Professional Leave by District Personnel	Jennifer Dyar
3. Requests From Principals for Extended Trips	Chiefs of Schools
4. CONTRACT - BCTC MOA for OMC/STEAM	James McMillin
5. CONTRACT - VLA Curriculum Program	Schuronda Morton
6. CONTRACT - JMD Consulting	Schuronda Morton
7. 2020-2021 Amended Instructional Calendar	Steve Hill
8. Proposed Industrial Revenue Bond for the funding of the redevelopment project in Lexington's Distillery District	Shelley Chatfield
<b>I. PLANNING DISCUSSION:</b>	
1. KSBA - Annual Policy Updates (1st Reading) Action at Regular Meeting	Shelley Chatfield
2. KSBA - Annual Procedure Updates	Shelley Chatfield
3. 2022-2023 Instructional Calendar (First Reading)	Steve Hill
4. FCPS Preschool Calendar 2021-22	Whitney Stevenson
5. Job Description for GT Education Coordinator and GT Education Instructional Specialist (Action for Regular Meeting)	Jennifer Dyar
6. Job Description for District English Learners Program and Instructional Specialist for English Learners (Action for Regular Meeting)	Jennifer Dyar
7. Job Description for Dropout Prevention Specialist (Action for Regular Meeting)	Jennifer Dyar
8. New Job Description for Director of Grant Programming (Action for Regular Meeting)	Jennifer Dyar
9. New Job Description for Associate Director of Student Support, Mental Health and Social Emotional Learning (Action for Regular Meeting)	Jennifer Dyar
10. Special Education ARC Chairperson Approval (Action at Regular Meeting)	Amanda Dennis
11. Aperture Education (Action for Regular Meeting)	Doug Adams
12. Trauma Informed Plan (Action at Regular Meeting)	Doug Adams
13. Pay Date Schedule FY2022 (Action at Regular Meeting)	Rodney Jackson
14. Monthly Financial (Action at the Regular Meeting)	Rodney Jackson
<b>J. INFORMATIONAL ITEMS</b>	
1. School Activity Funds Placeholder	Rodney Jackson
2. Personnel Changes	Jennifer Dyar
3. Budget Transfer Report	Ann Sampson-Grimes
4. Interfund Transfer Report	Ann Sampson-Grimes
5. Position Control Document	Ann Sampson-Grimes
<b>K. ORAL COMMUNICATIONS:</b>	
1. Board Request Summary	
A motion is in order to approve the following Board requests:	
a. _____	

b. \_\_\_\_\_

c. \_\_\_\_\_

**2. Other Business**

a. Board Discussion of Board Work

b. Staff

**L. MOTION MAKING AGENDA PART OF THE OFFICIAL BOARD MINUTES:**

A motion is in order to: "make the agenda dated June 14, 2021 on which action has been taken at this meeting, a part of the minutes as if copied in the minutes verbatim."

**M. CLOSED SESSION:**

**1. Reconvene in Open Session**

The Board will reconvene to discuss and, if necessary, take any votes on real property, pending litigation and personnel matters discussed in closed session.

**N. ADJOURNMENT:**

Complete supplemental detail concerning this agenda is available for public review during normal business hours, 8:00 a.m. to 5:00 p.m. at the District Office.

## **RECORD OF BOARD PROCEEDINGS**

### **(MINUTES)**

Fayette County Board of Education Special Meeting  
May 24, 2021

The Fayette County Board of Education met in a Virtual Meeting at 5:30 p.m. on May 24, 2021 with the following members present:

**Attendance Taken at: 5:31 p.m.**

#### **Present Board Members:**

Ms. Amy Green

Mr. Tom Jones

Ms. Christy Morris

Mr. Tyler Murphy

Ms. Stephanie Aschmann Spires

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#### **Administration Present**

Marlene Helm, Acting Superintendent

Shelley Chatfield, General Counsel

Kate McAnelly, Chief Academic Officer

Schuronda Morton, Acting Senior Director of Leadership

Myron Thompson, Chief Operating Officer

John White, Chief Financial Officer

#### **A. CALL TO ORDER**

Mr. Tyler Murphy called the meeting to order at 5:31 p.m.

##### **A.1. Roll Call**

#### **B. ANNOUNCEMENT OF SUPERINTENDENT CANDIDATES**

Mr. Tyler Murphy thanked the members of the Superintendent Screening Committee for their work: Board Representative Mr. Tom Jones, Principal Representative Mr. Matt Marsh, Certified Staff Representatives Ms. Jessica Hiler and Dr. Jennifer Bolander, Classified Staff Representative Ms. Kiyon Massey, and Parent Representative Ms. Talethia Routt.

Each board member took turns introducing the following candidates to be the next Fayette

County Public Schools Superintendent:

- **Christopher S. Bernier, Ed.D.**, chief of staff for the Clark County School District (CCSD) in Las Vegas, Nevada, a large urban district of more than 310,000 students.
- **Melvin J. Brown, Ed.D.**, superintendent of Reynoldsburg City Schools, a district with 7,300 students in the metropolitan area of Columbus, Ohio.
- **Angela Dominguez**, superintendent of Grand Island Public Schools in Grand Island, Nebraska, a district of more than 10,000 students.
- **Tawana Grover, Ph.D.**, the assistant superintendent of academic services in Edgewood Independent School District in San Antonio, Texas, an urban district of about 10,000 students.
- **Demetrus Liggins, Ph.D.**, superintendent of schools in Greenville Independent School District, an urban district of 5,000 students outside of Dallas, Texas.

Ms. Amy Green encouraged the community to participate in upcoming public forums on May 26, 2021 from 5:30 to 7:45 p.m. and May 27, 2021 from 4:30 to 8:00 p.m., and to attend a meet and greet with the candidates on June 2, 2021 at Frederick Douglass High School.

#### **C. ADJOURNMENT:**

**Motion Passed:** *A motion to adjourn the meeting at 5:58 p.m. passed with a motion by Ms. Stephanie Aschmann Spires and a second by Ms. Amy Green.*

Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

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Tyler Murphy, Board Chair

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Marlene Helm, Acting Superintendent and  
Secretary to the Board

**RECORD OF BOARD PROCEEDINGS****(MINUTES)**

Fayette County Board of Education Regular Meeting  
May 24, 2021

The Fayette County Board of Education met in a Virtual Meeting 6 p.m. on May 24, 2021 with the following members present:

**Attendance Taken at: 6:01 p.m.**

**Present Board Members:**

Ms. Amy Green

Mr. Tom Jones

Ms. Christy Morris

Mr. Tyler Murphy (updated to present)

Ms. Stephanie Aschmann Spires

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**Administration Present**

Marlene Helm, Acting Superintendent

Shelley Chatfield, General Counsel

Kate McAnelly, Chief Academic Officer

Schuronda Morton, Acting Senior Director of Leadership

Myron Thompson, Chief Operating Officer

John White, Chief Financial Officer

**A. CALL TO ORDER**

Ms. Amy Green called the meeting to order at 6 p.m.

**A.1. Roll Call****B. EXTEND WELCOME TO GUESTS**

Ms. Amy Green welcomed members of the public watching the school board meeting online and explained that the Lexington-Fayette County Health Department has advised adults in the school district to continue meeting virtually wherever possible, including faculty meetings, committee meetings, professional learning opportunities, and meetings of the Fayette County Board of Education. The board anticipates transitioning to in-person meetings in the near future.

**C. READING OF MISSION STATEMENT**

Ms. Stephanie Aschmann Spires read the mission statement.

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## D. APPROVAL OF AGENDA

**Motion Passed:** *A motion to approve the agenda with any changes voiced including the lifting of items from the consent section for discussion passed with a motion by Ms. Stephanie Aschmann Spires and a second by Mr. Tom Jones.*

Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Absent
Ms. Stephanie Aschmann Spires	Yes

### D.1. Addendum:

D.1.a. \_\_\_\_\_

D.1.b. \_\_\_\_\_

### D.2. Deletions:

D.2.a. \_\_\_\_\_

D.2.b. \_\_\_\_\_

## E. INTRODUCTIONS, RECOGNITIONS AND PROCLAMATIONS:

### 1. Introductions

#### E.1.a. Teacher Representative: Aimee Graham, Bates Creek Middle

Aimee Graham is a Lexington native who attended Millcreek Elementary, Bates Creek Middle School, and Bates Creek High School. Five years ago, she landed back on her beloved Bates Creek campus as a middle school social studies teacher and is elated to continue carrying the Commodore banner for many years to come. Her two sons, Charlie and Noah, attend Bates Creek Elementary School. Aimee lives in Lexington with her husband, sons, and cats.

#### E.1.b. Student Representative: Ruby Sharrard, Bryan Station High School

Ruby Sharrard recently graduated from the Engineering Academy and Spanish Immersion Program at the Academies of Bryan Station High School. She has been an Engineering Student Ambassador for three years and her career pathway is Mechanical Engineering. Ruby has also been an important contributing member of the VEX robotics team along with serving as the President of Technology Student Association. She has also been involved in Station Arts, specifically orchestra and theatre. Additionally, Ruby is a student athlete and member of the women's golf team. In the fall of 2021, she will be attending the University of Alabama in Huntsville to pursue her interest in Aerospace Engineering

#### E.1.c. Classified Staff Representative: Sandra Ballew-Barnes, Breckinridge Elementary

Sandra Ballew-Barnes is a native of Lexington who graduated from Bryan Station High School and the University of Kentucky, where she earned a bachelor's degree in Individual and Family Development and a master's degree in Vocational Education. She began her career with FCPS at Crawford Middle School as a Family Resource Youth Services Center Assistant. Currently she is the Family Resource Center Director at Breckinridge Elementary. In the past, Sandra has served

Lexington by working in the community as a Get On Board graduate, Lexington Urban League Young Professional, and Junior League of Lexington. Currently she is serving as board member of the following: Safe Kid's Coalition (Membership and Education Committee), Woodhill Community Center International Market Lead Volunteer, F.C.E.S.P.A. At Large Board Member, Region 10 FRYSC Advisory Council, FRYSCKY Coalition Historian, and The Toy Chest. When she is not serving her community, Sandra enjoys being outdoors working in her garden and traveling. Sandra could not give of herself without the support of her family; Vicki and Tim Mitchell, her sister and brother in law, Lauren Mitchell, her niece, and Darren Barnes, her loving and supportive husband of 26 years.

## **F. REPORTS AND COMMUNICATIONS:**

### **1. Superintendent Search Update**

Members of the Fayette County Board of Education announced the following candidates to become the next Fayette County Public Schools Superintendent:

- **Christopher S. Bernier, Ed.D.**, chief of staff for the Clark County School District (CCSD) in Las Vegas, Nevada, a large urban district of more than 310,000 students.
- **Melvin J. Brown, Ed.D.**, superintendent of Reynoldsburg City Schools, a district with 7,300 students in the metropolitan area of Columbus, Ohio.
- **Angela Dominguez**, superintendent of Grand Island Public Schools in Grand Island, Nebraska, a district of more than 10,000 students.
- **Tawana Grover, Ph.D.**, the assistant superintendent of academic services in Edgewood Independent School District in San Antonio, Texas, an urban district of about 10,000 students.
- **Demetrus Liggins, Ph.D.**, superintendent of schools in Greenville Independent School District, an urban district of 5,000 students outside of Dallas, Texas

### **2. Progress Reports**

#### **a. Superintendent's Report - CCT Update**

Acting Superintendent Helm provided an update on the work of the COVID-19 Core Team. She thanked the members who have met more than 50 times between December and May and shared that their work continues as the team is preparing guidelines for the 2021-22 school year.

#### **1. Operations & Support**

Chief Operations Officer Myron Thompson provided an update on the May's monthly construction report, sharing that the security vestibule for the new Carter G. Woodson Preparatory Academy is currently in the demolition phase and will be complete in July. He also gave an update on the new Bates Creek High School building, where 45% of the work is complete. The new school is slated to open in July of 2022.

### **3. Remarks by Citizens (persons who have signed up to speak):**

#### **a. There are two opportunities for the public to address the Board:**

Five members of the public addressed the board regarding police presence in Fayette County Public Schools: Ms. Melody Robinson, Mr. Barry Saturday, Mr. Benjamin Shapere, Mr. Rick O'Neill, and xx. Additionally, five members of the public submitted written comments. Their full

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submissions will be shared with the board members and included in the board meeting record, which is not the same as the board meeting minutes.

**G. APPROVAL OF ROUTINE MATTERS:**

**1. Minutes of the May 10, 2021 Planning Work Session Meeting**

**Motion Passed:** *A motion to approve the minutes of the May 10, 2021 planning work session meeting passed with a motion by Ms. Amy Green and a second by Ms. Stephanie Aschmann Spires.*

Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Absent
Mr. Tyler Murphy	Absent
Ms. Stephanie Aschmann Spires	Yes

**H. APPROVAL OF CONSENT ITEMS:**

**Motion Passed:** *A motion to approve the items on the consent calendar including any items added by addendum passed with a motion by Ms. Amy Green and a second by Ms. Stephanie Aschmann Spires.*

Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

**H.1. Award of Bids/Proposals**

**H.2. Post Approval Report**

**H.3. Special and Other Leave of Absence**

**H.4. Professional Leave by District Personnel**

**H.5. Approval of the Revised BG-1 Project Application and Revised Contract with Vanguard Modular Building Systems, LLC for the Installment and Lease of a Portable Classroom Multiplex Unit at Leestown Middle School BG# 21-268**

**I. APPROVAL OF ACTION ITEMS:**

**I.1. Supplemental Year Program & Assurance Approval**

**Motion Passed:** *A motion to approve the Supplemental Year Program & district assurances established under the enactment of Senate Bill 128 passed with a motion by Ms. Christy Morris and a second by Ms. Stephanie Aschmann Spires.*



Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

### **I.2. Addendum #3 to Health Contract**

**Motion Passed:** *A motion to approve the Contract Addendum #3 to the contract with the Lexington Fayette County Health Department for additional school nurse summer hours at a total cost of \$92,623.48 passed with a motion by Ms. Amy Green and a second by Ms. Stephanie Aschmann Spires.*

Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

### **I.3. CONTRACT - Imagine Learning**

**Motion Passed:** *A motion to approve a contract with Imagine Learning for the 2021-2022 school year passed with a motion by Ms. Stephanie Aschmann Spires and a second by Ms. Amy Green.*

Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

### **I.4. CONTRACT - Underwriter, Safety & Claims**

**Motion Passed:** *A motion to approve a contract renewal for Underwriter, Safety & Claims passed with a motion by Ms. Amy Green and a second by Ms. Stephanie Aschmann Spires.*

Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

### **I.5. Policy Update -Ten-point grading scale/middle school conduct grades for secondary schools-08.221 (2nd Reading)**

**Motion Passed:** *A motion approve a proposed policy change for FCPS secondary schools to move to a ten-point grading scale and for the middle schools to have the flexibility whether to*

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*use the specified conduct grades passed with a motion by Ms. Stephanie Aschmann Spires and a second by Ms. Christy Morris.*

Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

#### **I.6. Job Description for Safe Crisis and Social Emotional Learning Coordinator -New**

**Motion Passed:** *A motion to approve the job description of District Safe Crisis and Social Emotional Learning Management Specialist, passed with a motion by Ms. Stephanie Aschmann Spires and a second by Mr. Tom Jones.*

Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

#### **I.7. Job Description for District Mental Health Specialist Coordinator - New**

**Motion Passed:** *A motion to approve the job description of District Mental Health Coordinator, passed with a motion by Ms. Stephanie Aschmann Spires and a second by Mr. Tom Jones.*

Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

#### **I.8. 2020-2021 Revised Salary Schedule**

**Motion Passed:** *A motion to approve the 2020-2021 added Stipend Rate for District Summer Special Education and Technology Services passed with a motion by Ms. Amy Green and a second by Ms. Stephanie Aschmann Spires.*

Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

#### **I.9. 2021-2022 Tentative Budget**

**Motion Passed:** *A motion to approve the Fayette County Public Schools 2021-2022 Tentative Budget and instruct the Superintendent to submit the Tentative Budget to the Kentucky*

*Department of Education passed with a motion by Ms. Stephanie Aschmann Spires and a second by Mr. Tom Jones.*

Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

#### **I.10. 2021-2022 Salary Schedule**

**Motion Passed:** *A motion to approve the 2021-2022 Salary Schedules: Teachers' Salary Schedule; Occupational Therapist/Physical Therapists; Law Enforcement Lieutenants Salary Schedule; Family Resource and Youth Service Center Coordinators Salary Schedule and Classified Hourly Employees Single Salary Schedule. Approve the 2021-2022 Salary Schedules as presented for the following: Certified Salary Schedule Index; Supplemental Salary Schedule for Academics; Supplemental Salary Schedule for Athletics; Administrative Additive Schedule for Administrative and Supervisory Personnel; Substitute Teacher Salary Schedule and Student Workers Salary Schedule passed with a motion by Mr. Tom Jones and a second by Ms. Christy Morris.*

Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

#### **I.11. Code of Conduct 2021**

**Motion Passed:** *A motion to approve the FCPS Student Code of Conduct for the 2021-22 school year, passed with a motion by Mr. Tom Jones and a second by Ms. Amy Green.*

Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

#### **I.12. KETS Offer of Assistance**

**Motion Passed:** *A motion to approve the FY21 KETS Offer of Assistance in the amount of \$773,547 passed with a motion by Ms. Stephanie Aschmann Spires and a second by Ms. Christy Morris.*

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Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

**I.13. School Activity Fund 2021/22 Tentative Budget Report**

**Motion Passed:** *A motion to approve the tentative school activity fund budgets as presented, passed with a motion by Ms. Amy Green and a second by Ms. Stephanie Aschmann Spires.*

Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

**I.14. Monthly Financial Report****Discussion:**

Director of Financial Accounting and Benefits Services Rodney Jackson provided the April monthly financial report. The total revenue was \$409 million and expenditures totaled \$135 million including encumbrances. The total general balance sheet reflected total assets of \$142 million and total liabilities of \$7 million

**Motion Passed:** *A motion to accept the Monthly Treasurer's Report of Revenue/Expense reports as presented to the Board passed with a motion by Ms. Stephanie Aschmann Spires and a second by Mr. Tom Jones.*

Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

**J. INFORMATIONAL ITEMS:****J.1. School Activity Funds Report****J.2. Personnel Changes****J.3. Budget Transfer Report****J.4. Position Control Document****K. ORAL COMMUNICATIONS:****K.1. Board Request Summary****K.1.a.** \_\_\_\_\_**K.1.b.** \_\_\_\_\_**K.1.c.** \_\_\_\_\_**2. Other Business****a. Board Discussion of Board Work**

**b. Staff****L. MOTION MAKING AGENDA PART OF THE OFFICIAL BOARD MINUTES:**

**Motion Passed:** *A motion to make the agenda dated May 24, 2021 on which action has been taken a part of the minutes as copied in the minutes verbatim, passed with a motion by Ms. Christy Morris and a second by Ms. Amy Green.*

Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

**M. CLOSED SESSION:****M.1. Reconvene in Open Session****N. ADJOURNMENT:**

**Motion Passed:** *A motion to adjourn the meeting at 7:38 p.m. passed with a motion by Ms. Stephanie Aschmann Spires and a second by Ms. Amy Green.*

Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

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Tyler Murphy, Board Chair

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Marlene Helm, Acting Superintendent and  
Secretary to the Board

## RECORD OF BOARD PROCEEDINGS

### (MINUTES)

Board of Education Special Meeting  
June 2, 2021

The Fayette County Board of Education met at 450 Park Place, Lexington, KY at 9:30 a.m. on June 2, 2021 with the following members present:

#### **Attendance Taken at 9:35 a.m.**

#### **Present Board Members:**

Ms. Amy Green

Mr. Tom Jones

Ms. Christy Morris

Mr. Tyler Murphy

Ms. Stephanie Aschmann Spires

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#### **A. CALL TO ORDER**

Mr. Tyler Murphy called the meeting to order at 9:35 a.m.

#### **B. CLOSED SESSION:**

**Motion Passed:** *A motion to go into closed session, pursuant to KRS 61.810(1)(f) for discussion of individual candidates and candidate interviews which might lead to the appointment of the next Superintendent of Fayette County Public Schools passed at 9:39 a.m. with a motion by Ms. Amy Green and a second by Ms. Christy Morris.*

Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

#### **C. RECONVENE IN OPEN SESSION:**

**Motion Passed:** *A motion to leave closed session at 4:34 p.m. passed with a motion by Ms. Stephanie Aschmann Spires and a second by Ms. Amy Green.*

Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

#### **D. ADJOURNMENT:**

**Motion Passed:** *A motion to adjourn the meeting at 4:34 p.m. passed with a motion by Ms. Stephanie Aschmann Spires and a second by Ms. Amy Green.*

Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

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Tyler Murphy, Board Chair

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Marlene Helm, Acting Superintendent and  
Secretary to the Board

## RECORD OF BOARD PROCEEDINGS

### (MINUTES)

Board of Education Special Meeting  
June 3, 2021

The Fayette County Board of Education met at 450 Park Place, Lexington, KY at 9 a.m. on June 3, 2021 with the following members present:

#### Attendance Taken at 9:15 a.m.

#### Present Board Members:

Ms. Amy Green

Mr. Tom Jones

Ms. Christy Morris

Mr. Tyler Murphy

Ms. Stephanie Aschmann Spires

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#### A. CALL TO ORDER

Mr. Tyler Murphy called the meeting to order at 9:15 a.m.

#### B. CLOSED SESSION:

**Motion Passed:** *A motion to go into closed session, pursuant to KRS 61.810(1)(f) for discussion of individual candidates and candidate interviews which might lead to the appointment of the next Superintendent of Fayette County Public Schools passed at 9:20 a.m. with a motion by Ms. Christy Morris and a second by Ms. Amy Green.*

Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

#### C. RECONVENE IN OPEN SESSION:

**Motion Passed:** *A motion to leave closed session at 11:06 p.m. passed with a motion by Mr. Tom Jones and a second by Ms. Christy Morris.*



Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

#### **D. ADJOURNMENT:**

**Motion Passed:** *A motion to adjourn the meeting at 11:06 p.m. passed with a motion by Mr. Tom Jones and a second by Ms. Christy Morris.*

Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

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Tyler Murphy, Board Chair

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Marlene Helm, Acting Superintendent and  
Secretary to the Board

## RECORD OF BOARD PROCEEDINGS

### (MINUTES)

Board of Education Special Meeting  
June 4, 2021

The Fayette County Board of Education met at 450 Park Place, Lexington, KY at 10:30 a.m. on June 4, 2021 with the following members present:

#### Attendance Taken at 10:35 a.m.

#### **Present Board Members:**

Ms. Amy Green

Mr. Tom Jones

Ms. Christy Morris

Mr. Tyler Murphy

Ms. Stephanie Aschmann Spires

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#### **A. CALL TO ORDER**

Mr. Tyler Murphy called the meeting to order at 10:35 a.m.

#### **B. CLOSED SESSION:**

**Motion Passed:** *A motion to go into closed session, pursuant to KRS 61.810(1)(f) for discussion of individual Superintendent candidates which might lead to the appointment of the next Superintendent of Fayette County Public Schools passed at 10:37 a.m. with a motion by Ms. Amy Green and a second by Ms. Christy Morris.*

Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

#### **C. RECONVENE IN OPEN SESSION:**

**Motion Passed:** *A motion to leave closed session at 12:08 p.m. passed with a motion by Ms. Amy Green and a second by Ms. Christy Morris.*

Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

**Motion Passed:** *A motion to appoint Dr. Demetrus Liggins as Superintendent of Fayette County Public Schools subject to Board approval of a contract was made by Ms. Stephanie Aschmann Spires and seconded by Ms. Christy Morris.*

Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

**Motion Passed:** *A motion to direct the Chair of the Fayette County Board of Education to engage in contract negotiations with Dr. Demetrus Liggins with the condition that the contract be subject to Board approval was made Ms. Amy Green and seconded by Mr. Tom Jones.*

Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

#### **D. ADJOURNMENT:**

**Motion Passed:** *A motion to adjourn the meeting at 12:15 p.m. passed with a motion by Ms. Amy Green and a second by Ms. Stephanie Aschmann Spires.*

Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

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Tyler Murphy, Board Chair

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Marlene Helm, Acting Superintendent and  
Secretary to the Board

## **RECORD OF BOARD PROCEEDINGS**

### **(MINUTES)**

Fayette County Board of Education Special Meeting  
June 9, 2021

The Fayette County Board of Education met in a Virtual Meeting at 1 p.m. on June 9, 2021 with the following members present:

**Attendance Taken at: 1:02 p.m.**

#### **Present Board Members:**

Ms. Amy Green

Mr. Tom Jones

Ms. Christy Morris

Mr. Tyler Murphy

Ms. Stephanie Aschmann Spires

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#### **Administration Present**

Marlene Helm, Acting Superintendent  
Shelley Chatfield, General Counsel  
Kate McAnelly, Chief Academic Officer  
Myron Thompson, Chief Operating Officer

#### **A. CALL TO ORDER**

Mr. Tyler Murphy called the meeting to order at 1:02 p.m.

#### **A.1. Roll Call**

#### **B. EXTEND WELCOME TO GUESTS**

Mr. Tyler Murphy welcomed members of the public watching the school board meeting online.

#### **C. READING OF MISSION STATEMENT**

Ms. Amy Green read the mission statement.

#### **D. REPORT ON THE COMPREHENSIVE 10-POINT SAFETY INVESTMENT PLAN**

Fayette County Public Schools Acting Superintendent Dr. Marlene Helm, along with Chief Operating Officer Myron Thompson, Molly Sutherland of Sutherland and Associates, Spokesperson Lisa Deffendall, Fayette County Public Schools Police Chief Martin Schafer,

Fayette County Public Schools Police Lt. Antoine Sims, Lafayette High School Principal Bryne Jacobs, William Wells Brown Elementary School Principal Ebony Hutchinson, Director of Student Support Services Doug Adams, Coordinator of Mental Health Services and Guidance Counseling Raine Minichan, and Executive Director of the Kentucky Center for School Safety Jon Akers, presented information about the work of the District Safety Advisory Council and the Comprehensive 10-Point Safety Investment Plan that grew out of their work. Fayette County Public Schools has been recognized nationally as a model for its balanced approach to school safety.

**E. ADJOURNMENT:**

**Motion Passed:** *A motion to adjourn the meeting at 2:45 p.m. passed with a motion by Ms. Stephanie Aschmann Spires and a second by Ms. Amy Green.*

Ms. Amy Green	Yes
Mr. Tom Jones	Yes
Ms. Christy Morris	Yes
Mr. Tyler Murphy	Yes
Ms. Stephanie Aschmann Spires	Yes

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Tyler Murphy, Board Chair

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Marlene Helm, Acting Superintendent and  
Secretary to the Board



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FAYETTE COUNTY PUBLIC SCHOOLS

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**Executive Summary  
Fayette County Public Schools Board Meeting  
Agenda Item**

**MEETING: Regular**

**DATE: 6/7/2021**

**TOPIC: Award of Bids/Proposals**

**PREPARED BY: Matt Moore, Logistical Services & Purchasing**

**Recommended Action on: 6/28/2021**

**Action Item for Vote (REGULAR MEETING)**

**Superintendent Prior Approval: No**

**Recommendation/Motion: Approve the award recommendations for the listed bids, proposals and extensions**

**Background/Rationale: A summary of bids/proposals submitted from the Purchasing Department for approval.**

**Policy: KRS 45A.365, KRS 45A.370**

**Fiscal Impact: Included in attachment**

**Attachments(s): Award of Bids/Proposals**

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Acting Superintendent Marlene Helm

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## **AWARD OF BIDS/PROPOSALS**

The following is a summary of bids/proposals submitted from the Purchasing Department for approval.

### **BIDS/PROPOSALS**

<b>BID</b>	<b>MAILING ROSTER</b>	<b>DEPARTMENT</b>	<b>RESPONSE – NUMBER RECEIVED</b>
1. RFP 17-21 Hydroponic Lettuce	1. TSMSDC 2. Commerce Lexington 3. SBA 4. NAVOBA 5. KYPTAC 6. ORVWBC 7. B2Gnow 8. Vendor Registry	Child Nutrition	1
2. RFP 15-21 Automated Substitute Placement System	1. TSMSDC 2. Commerce Lexington 3. SBA 4. NAVOBA 5. KYPTAC 6. ORVWBC 7. B2Gnow 8. Vendor Registry	Human Resources	4

<b>CONTRACT EXTENSIONS</b>	<b>VENDOR</b>	<b>DEPARTMENT</b>	<b>YEAR OF CONTRACT RENEWAL</b>
1. RFP 28-16 Sanitation and Cleaning Supplies Program	Smart Systems	Child Nutrition	4
2. Bid 21-17 Ala Carte Beverages	Atlantic Foods Corporation	Child Nutrition	4
3. Bid 21-20 Smallware Products for Food Service	Norvex Supply C-Worth	Child Nutrition	1
4. Bid 22-20 Food Products for Child Nutrition	Clems Refrigerated Foods	Child Nutrition	1
5. Bid 23-20 Food Service Paper Products	Baumann Paper	Child Nutrition	4
6. RFP 24-19 General Maintenance Services	Serafini Painting Apple Contracting Elaine Allen Lexington Contracting Merit Furniture	Maintenance	2



	Schnell Contractors		
7. RFP 25-19 Water Treatment Services	Global Water Technology Inc	Maintenance	2
8. RFP 07-19 Auxiliary Security Service - BSHS	SBSMC	Risk Management and Safety	2
9. RFP 47-18 Auxiliary Security Services FDHS, Dunbar	Green's Investigations LLC	Risk Management and Safety	3

**AWARD OF BIDS/PROPOSALS****1. RFP 17-21 Hydroponic Lettuce****BACKGROUND AND RATIONALE:**

This RFP is used by Child Nutrition for purchasing fresh/local Hydroponic Lettuce for the high school cafeterias for their salad bars. KY Hydro Farm was the only response. The RFP has the option to renew the contract on an annual basis pending Board approval for up to five years.

**Key to Markings****### Recommended Bid Award****KY Hydro Farm LLC (WBE) ###**

Item 1.	Living KY Bib	\$15.00/case
Item 2.	Living Leaf Green	\$15.00/case
Item 3.	Living Leaf Red	\$15.00/case
Item 4.	Living Romaine	\$15.00/case
Item 5.	Living Spring Mix	\$17.00/case

**Contract Period: August 1, 2021 through July 31, 2022****PROPOSAL:**

Item	Amount	Funding Source	Recurring/ Nonrecurring	Measurable Expected Impact and Timeline
Hydroponic Lettuce	Anticipated to be \$80,000.00	0630	Recurring	Will provide hydroponic lettuce to school cafeterias for the 2021-2022 school year

**Funding Key:** Food Service Accounts**STAFF CONTACTS:** Gwen Medley, Child Nutrition**POLICY REFERENCE:** KRS 45A.370.**RECOMMENDATION:** A motion is in order to:  
“award contract to KY Hydro Farm.”

## 2. RFP 15-21 Automated Substitute Placement System

### **BACKGROUND AND RATIONALE:**

The Department of Human Resources sent out an RFP for an automated absence management system that will assist in placing substitutes in the district and managing the absences of all employees. This RFP was issued to find a vendor with the software, experience and a reasonable price to implement the type of system that would meet the needs of the district. The RFP has the option to renew the contract on an annual basis pending Board approval for up to five years.

### **Key to Markings ### Recommended Bid Award**

<b><u>Vendor</u></b>	<b><u>Score</u></b>
<u>Frontline Education</u>	
Technical Proposal	500
Cost	275
References	<u>200</u>
Total	975 ###
<u>ESS South Central LLC</u>	
Technical Proposal	450
Cost	300
References	<u>200</u>
Total	950
<u>Ballast Academic Software Solutions LLC</u>	
Technical Proposal	500
Cost	200
References	<u>200</u>
Total	950
<u>PowerSchool Group LLC</u>	
Technical Proposal	400
Cost	300
References	<u>200</u>
Total	900

**Contract Period: July 1, 2021 through June 30, 2022**

### **PROPOSAL:**

<b>Item</b>	<b>Amount</b>	<b>Funding Source</b>	<b>Recurring / Nonrecurring</b>	<b>Measurable Expected Impact and Timeline</b>
Automated Substitute Placement System	\$48,778.23	1	Recurring	Will permit FCPS to have a system in place to assist Human Resources in placing substitutes and managing absences for employees.

**Funding Key:** 1 – General Fund

**STAFF CONTACTS:** Jennifer Dyar, Human Resources

**POLICY REFERENCE:** KRS 45A.70

**RECOMMENDATION:** A motion is in order to:  
“award the contract to Frontline Education.”

## **APPROVAL FOR CONTRACT EXTENSIONS**

### **1. RFP 28-16 Sanitation and Cleaning Supplies Program for School Cafeterias**

#### **BACKGROUND AND RATIONALE:**

Fayette County Public Schools Child Nutrition sent out an RFP for a Sanitation and Cleaning Supplies Program for school cafeterias four years ago. This contract was awarded to Smart Systems with the option to renew the contract on a yearly basis pending approval by the Board. Smart Systems has requested to renew the contract.

#### **Vendor:**

Smart Systems

**Contract Period: September 1, 2021 through August 31, 2022**

#### **PROPOSAL:**

<b>Item</b>	<b>Amount</b>	<b>Funding Source</b>	<b>Recurring/ Nonrecurring</b>	<b>Measurable Expected Impact and Timeline</b>
Sanitation and Cleaning Supplies Program	Year to date expenditure is approximately \$204,000.00	Food Service Accounts	Recurring	Will permit the school cafeteria to maintain clean/sanitized operation and follow all HACCP requirements.

**Funding key:** Food Service Accounts

**STAFF CONTACT:** Gwen Medley, Child Nutrition

**POLICY REFERENCE:** KRS 45A.370

**RECOMMENDATION** A motion is in order to  
"extend the contract for a one year period to Smart Systems".

## 2. RFP 21-17 – Ala Carte Beverages

### **BACKGROUND AND RATIONALE:**

This bid is for providing beverages that are sold by Child Nutrition in the ala carte lines at schools and was sent out three years ago with two vendors responding. Atlantic Foods Corporation was the low bidder and awarded the contract. The bid included the option to extend the contract on an annual basis for up to five years pending approval by the Board. This would be the fourth extension

### **Vendor:**

Atlantic Foods Corporation

**Contract Period: August 1, 2021 through July 31, 2022**

### **PROPOSAL:**

Item	Amount	Funding Source	Recurring/ Nonrecurring	Measurable Expected Impact and Timeline
Ala Carte Beverages	Year to date expenditure is approximately \$122,000.00	Food Service Accounts	Recurring	Will provide ala carte beverages for 2021-2022 school year

**Funding key:** Food Service Accounts

**STAFF CONTACT:** Gwen Medley, Child Nutrition

**POLICY REFERENCE:** KRS 45A.365

**RECOMMENDATION:** A motion is in order to:  
“extend the contract for a one year period to Atlantic Foods Corporation”

### 3. Bid 21-20 Smallware Products for Food Service

#### **BACKGROUND AND RATIONALE:**

This bid is used by Food Service to purchase small wares that are used in the school cafeterias. The bid is awarded by line item based on the lowest price. The bid included the option to extend the contract on an annual basis for up to five years pending approval by the Board. This would be the first extension

#### **Vendor:**

C-Worth Superstore  
Norvex Supply

**Contract Period: August 1, 2021 through July 31, 2022**

#### **PROPOSAL:**

Item	Amount	Funding Source	Recurring/ Nonrecurring	Measurable Expected Impact and Timeline
Smallwares	Year to date expenditure is approximately \$53,000.00	Food Service Accounts	Recurring	Will provide small wares to school cafeterias for 2021-2022 school year

**Funding key:** Food Service Accounts

**STAFF CONTACT:** Gwen Medley, Child Nutrition

**POLICY REFERENCE:** KRS 45A.365

**RECOMMENDATION:** A motion is in order to:  
“extend the contract for a one year period to C Worth Superstore and Norvex Supply.”

#### **4. Bid 22-20 Food Products for Child Nutrition**

##### **BACKGROUND AND RATIONALE:**

Food Service has used the HPS School Food Purchasing Program bid through GFS to insure they receive the best pricing for the products they serve. This bid is for specific items that are not available through the HPS bid. This was bid last year with Clem's being the only response. The bid included the option to extend the contract on an annual basis for up to five years pending approval by the Board. This would be the first extension.

##### **Vendor:**

Clem's Refrigerated Foods

**Contract Period: August 1, 2021 through July 31, 2022**

##### **PROPOSAL:**

<b>Item</b>	<b>Amount</b>	<b>Funding Source</b>	<b>Recurring/ Nonrecurring</b>	<b>Measurable Expected Impact and Timeline</b>
Food Products	Year to date expenditure is approximately \$1,100,000.00	Food Service Accounts	Recurring	Will provide food products to school cafeterias for 2021-2022 school year

##### **STAFF CONTACT:**

Gwen Medley, Child Nutrition

##### **POLICY REFERENCE:**

KRS 45A.365

##### **RECOMMENDATION:**

A motion is in order to:  
"extend the contract for a one year period to Clem's Refrigerated Foods."

## **5. Bid 23-20 Food Service Paper Products**

### **BACKGROUND AND RATIONALE:**

School Lunch Paper Supplies are used in the operation of the National School Lunch and Breakfast programs and are competitively bid. This bid is awarded to one vendor who provides the best value for all items in the bid. Baumann Paper was awarded the contract last year. The bid included the option to extend the contract on an annual basis for up to five years pending approval by the Board. This would be the first extension.

### **Vendor:**

Baumann Paper

**Contract Period: August 1, 2021 through July 31, 2022**

### **PROPOSAL:**

<b>Item</b>	<b>Amount</b>	<b>Funding Source</b>	<b>Recurring/ Nonrecurring</b>	<b>Measurable Expected Impact and Timeline</b>
Paper Products	Last year's expenditure was approximately \$500,000.00	Food Service Accounts	Recurring	Will provide paper products to school cafeterias for 2021-2022 school year

### **STAFF CONTACT:**

Gwen Medley, Child Nutrition

### **POLICY REFERENCE:**

KRS 45A.365

### **RECOMMENDATION:**

A motion is in order to:  
"extend the contract for a one year period to Baumann Paper."



## 6. RFP 24-19 General Maintenance Services

### **BACKGROUND AND RATIONALE:**

This RFP was sent out in 2019 to establish a list of approved general maintenance vendors for the Maintenance Department to utilize for projects such as carpentry, masonry, painting, floor installation, and others. The RFP included the option to extend the contract on an annual basis for up to five years pending approval by the Board. This would be the second extension.

### **Vendors:**

Serafini Painting  
Lexington Contracting (MBE)  
Apple Contracting  
Elaine Allen (MBE)  
Schnell Contractors Inc (WBE)  
Merit Furniture (VBE)

**Contract Period: July 1, 2021 through June 30, 2022**

### **PROPOSAL:**

Item	Amount	Funding Source	Recurring/ Nonrecurring	Measurable Expected Impact and Timeline
General Maintenance Services	Budgeted amount \$250,000.00	920 1 134 0432	Nonrecurring	Will provide general maintenance services for the district

**Funding key:** 920—Maintenance, 1—General Fund, 134 – Maintenance Shop Operations, 0432 – Building Repair/Maintenance

**STAFF CONTACT:** Doug Botkin, Director of Maintenance

**POLICY REFERENCE:** KRS 45A.370

**RECOMMENDATION:** A motion is in order to:  
“extend the contract for an additional year with Serafini Painting, Lexington Contracting, Apple Contracting, Elaine Allen, Schnell Contractors Inc, and Merit Furniture

## 7. RFP 25-19 Water Treatment Services

### **BACKGROUND AND RATIONALE:**

The Division of Maintenance is responsible for the treatment of water used in the district. This RFP is to establish a yearly contract for a vendor to provide monthly services to maintain and treat the water and was awarded to Global Water Technology in 2019. The RFP had the option to be renewed on an annual basis pending Board approval for up to 5 total years. This would be the second renewal. The renewal includes an amendment to the original scope of work that adds another location and a slight increase in price.

### **Vendor:**

Global Water Technology (WBE)

**Contract Period:** July 1, 2021 through June 30, 2022

### **PROPOSAL:**

Item	Amount	Funding Source	Recurring/ Nonrecurring	Measurable Expected Impact and Timeline
Water Treatment Services	\$67,270.50	920 1 134 0432	Recurring	Improved safety of students and staff.

**Funding key:** 920 – Maintenance, 1 – General Fund, 134 – Maintenance Shop Operations, 0432 – Building Repair/Maintenance

**STAFF CONTACT:** Doug Botkin, Maintenance

**POLICY REFERENCE:** KRS 45A.370

**RECOMMENDATION:** A motion is in order to:  
“extend the contract for one year with Global Water Technology Inc”.

## **8. RFP 07-19 Auxiliary Security Services at Bryan Station High School**

### **BACKGROUND AND RATIONALE:**

An RFP was sent out in 2018 to establish contracts for security services at district high schools as metal detectors were installed. There were only two responses to the original RFP. A new RFP was sent out for Bryan Station High School in January of 2019 since other vendors were now available to provide security services and there were three responses. A contract was awarded to SBSMC LLC. The contract allowed for an annual renewal pending Board approval. This would be the third renewal.

### **Vendor:**

SBSMC LLC (WMBE)

**Contract Period: School Year 2021/2022 with option for annual renewal**

### **PROPOSAL:**

<b>Item</b>	<b>Amount</b>	<b>Funding Source</b>	<b>Recurring/ Nonrecurring</b>	<b>Measurable Expected Impact and Timeline</b>
Security Services	Contract not to exceed \$115,000.00	0349	Recurring	Immediate impact to enable FCPS to continue to have workers at metal detectors at Bryan Station High School

**Funding Key:** 0349

**STAFF CONTACTS:** Amy Boatman, Associate Director of Safety and Security

**POLICY REFERENCE:** KRS 45A.370.

**RECOMMENDATION:** A motion is in order to:  
"extend contract with SBSMC LLC."

## 9. RFP 47-18 Auxiliary Security Services Frederick Douglas and Paul Laurence Dunbar

### **BACKGROUND AND RATIONALE:**

An RFP was sent out in 2018 to establish contracts for security services at district high schools as metal detectors were installed. Greene's Investigations was awarded contracts for Frederick Douglas High School and Paul Laurence Dunbar High School. The contracts allowed for an annual renewal pending Board approval. This would be the third renewal.

### **Vendor:**

Greene's Investigations LLC (MBE)

**Contract Period: School Year 2021/2022 with option for annual renewal**

### **PROPOSAL:**

<b>Item</b>	<b>Amount</b>	<b>Funding Source</b>	<b>Recurring/ Nonrecurring</b>	<b>Measurable Expected Impact and Timeline</b>
Security Services	Contracts not to exceed \$150,00.00	0349	Recurring	Immediate impact to enable FCPS to continue to have workers at metal detectors at Frederick Douglass Paul Laurence Dunbar High School

**Funding Key:** 0349

**STAFF CONTACTS:** Amy Boatman, Associate Director of Safety and Security

**POLICY REFERENCE:** KRS 45A.370.

**RECOMMENDATION:** A motion is in order to:  
"extend contract with Greene's Investigations LLC."



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FAYETTE COUNTY PUBLIC SCHOOLS

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**Executive Summary**  
**Fayette County Public Schools Board Meeting**  
**Agenda Item**

**MEETING: Planning**

**DATE: 6/14/2021**

**TOPIC: Post Approval Agenda Placeholder**

**PREPARED BY: Rodney Jackson**

**Recommended Action on: 6/28/2021**

**Action Item for Vote (REGULAR MEETING)**

**Superintendent Prior Approval: No**

**Recommendation/Motion:** Upon examination of claims by the Board of Education a motion is in order to: “approve the action of the Chairman and Treasurer in issuing the checks above from the above listed accounts, approve all claims as submitted, direct the Treasurer to make payment accordingly, and enter official copies of all claims as listed into the Official Minutes of the Board of Education.”

**Background/Rationale:** This is a regular board agenda item, which allows for the timely approval and processing of checks and claims in accordance with board policy.

**Policy: 01.11 (General Powers and Duties of the Board)**

**Fiscal Impact: N/A**

**Attachments(s): One attachment**

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FAYETTE COUNTY PUBLIC SCHOOLS

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**Executive Summary**  
**Fayette County Public Schools Board Meeting**  
**Agenda Item**

**MEETING: Regular**

**DATE: 6/28/2021**

**TOPIC: Special and Other Leaves of Absence**

**PREPARED BY: Rodney Jackson**

**Recommended Action on: 6/28/2021**

**Action Item for Vote (REGULAR MEETING)**

**Superintendent Prior Approval: No**

**Recommendation/Motion: N/A**

**Background/Rationale: This is to report employee leaves of absence and requests for days without pay**

**Policy: 03.123/03.223**

**Fiscal Impact: N/A**

**Attachments(s): Special and Other Leaves of Absence for June 28, 2021 Board Agenda**

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## SPECIAL AND OTHER LEAVES OF ABSENCE

### 1. CERTIFIED/SALARIED CLASSIFIED PERSONNEL

Extension of Leave of Absence of Certified/Salaried Classified Personnel - This is to report the extension of leave of absence of the following certified/salaried classified personnel:

Name	Location	Assignment	Effective Date
THOMAS MARGARET	YATES ELEMENTARY	ELEMENTARY ART INSTRUCTOR	05/18/21

### 2. CLASSIFIED HOURLY PERSONNEL

a. Extension of Leave of Absence of Classified Hourly Personnel - This is to report the extension of leave of absence of the following classified hourly personnel:

Name	Location	Assignment	Effective Date
MARTIN CAMMIE	BUS GARAGE	BUS MONITOR	04/20/21

b. Resignation from Leave of Absence of Classified Hourly Personnel - This is to report the resignation from leave of absence of the following classified hourly personnel:

Name	Location	Assignment	Effective Date
GRAVITT CHAD	PAUL LAURENCE DUNBAR HS	REGISTRAR	05/07/21



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FAYETTE COUNTY PUBLIC SCHOOLS

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**Executive Summary  
Fayette County Public Schools Board Meeting  
Agenda Item**

**MEETING:** Regular

**DATE:** June 28, 2021

**TOPIC:** Approval of a BG-4 Contract Closeout Form for Modifications to the Front Entries and Secured Vestibules at Ashland, Harrison, Maxwell, Booker T. Washington, Dixie, Northern and Picadome Elementary Schools; Crawford Middle School; and the FCPS Preschool Center (GROUP B) BG# 19-122

**PREPARED BY:** Myron Thompson, Chief Operating Officer @ 381-4165

**Recommended Action on:** 6/28/2021  
Consent Item

**Superintendent Prior Approval:** No

**Recommendation/Motion:** Accept the completion of the contract for the Modifications to the Front Entry and Secured Vestibule at Ashland, Harrison, Maxwell, Booker T. Washington, Dixie, Northern and Picadome Elementary Schools; Crawford Middle School; and the FCPS Preschool Center (GROUP B) and approve the BG-4 Contract Closeout Form, subject to the approval of the Kentucky Department of Education, District Facilities Branch, per the provisions of 702 KAR 4:160.

**Background/Rationale:** Bid documents were prepared by the architect, Ross Tarrant Architects, for the Modifications to the Front Entry and Secured Vestibule at Ashland, Harrison, Maxwell, Booker T. Washington, Dixie, Northern and Picadome Elementary Schools; Crawford Middle School; and the FCPS Preschool Center (GROUP B). The contract in the total amount of \$1,586,600.00 with E.C. Matthews Company, Inc., was accepted and approved by the Board in a meeting held on June 24, 2019 and construction began in October 2019. The Department of Facility Design & Construction, the design consultants Ross Tarrant Architects, and the local building code officials have reviewed the progress of the work. Minor changes to the original plans and specifications have been necessary in order to: resolve unforeseen existing conflicts found during construction; comply with building code requirements; correct deficiencies in the plans; or to provide improvements over the original specification. The Board has approved eight (8) change orders adding the amount of \$66,989.54 to the total construction cost. The adjusted contract amount is \$1,653,589.54. All work has been satisfactorily completed by the contractor. At this time, a BG-4 Contract Closeout Form is presented for acceptance of the work by the Board.

Original Contract Amount	\$1,586,600.00	
Total of Change Orders to Contract	\$66,989.54	
Total Cost of Construction		\$1,653,589.54

<u>Item</u>	<u>Amount</u>	<u>Funding Source</u>	<u>Recurring/ Nonrecurring</u>	<u>Measurable Expected Impact and Timeline</u>
BG-4 Contract Closeout Form	\$0	Fund 360	Nonrecurring	Approval of the BG-4 complies with the intent of the requirements of 702 KAR 4:160 and the Kentucky Department of Education, District Facilities Branch.

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Board of Education: Tyler Murphy, Chair • Amy Green, Vice Chair • Tom Jones • Christy Morris • Stephanie Spires

Acting Superintendent Marlene Helm



**Policy:** 702 KAR 4:160

**Fiscal Impact:** None

**Attachments(s):** None

On motion by \_\_\_\_\_, seconded by \_\_\_\_\_, the Board accepted completion of the contract for the Modifications to the Front Entry and Secured Vestibule at Ashland, Harrison, Maxwell, Booker T. Washington, Dixie, Northern and Picadome Elementary Schools; Crawford Middle School; and the FCPS Preschool Center (GROUP B) and approved the BG-4 Contract Closeout Form, subject to the approval of the Kentucky Department of Education, District Facilities Branch, per the provisions of 702 KAR 4:160

\_\_\_\_\_  
Tyler Murphy, Board Chair

\_\_\_\_\_  
Dr. Marlene Helm, Acting Superintendent



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FAYETTE COUNTY PUBLIC SCHOOLS

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**Executive Summary  
Fayette County Public Schools Board Meeting  
Agenda Item**

**MEETING:** Regular

**DATE:** June 28, 2021

**TOPIC:** Approval of a Proposed Change Order (No. Six) to the Contract for the Modifications to the Front Entries and Secured Vestibules at Julius Marks, Lansdowne, Southern, Rosa Parks and Veterans Park Elementary Schools; Eastside and Southside Technical Centers; The Learning Center; Martin Luther King Academy; and Johnson Building (GROUP C) BG# 19-123

**PREPARED BY:** Myron Thompson, Chief Operating Officer @ 381-4165

**Recommended Action on:** 6/28/2021  
Consent Item

**Superintendent Prior Approval:** No

**Recommendation/Motion:** Approve the proposed additive Change Order No. Six to the contract with E.C. Matthews Company, Inc. for Modifications to the Front Entry and Secured Vestibule at Julius Marks, Lansdowne, Southern, Rosa Parks and Veterans Park Elementary Schools; Eastside and Southside Technical Centers; The Learning Center; Martin Luther King Academy; and Johnson Building (GROUP C), in the amount of \$18,890.00 (Eighteen Thousand, Eight Hundred Ninety Dollars), with an equivalent transfer of funds from Object Code 0840 to 0450, and a corresponding transfer of \$1,534.82 (One Thousand, Five Hundred Thirty-four Dollars and Eighty-two Cents) for design consultant fees, subject to the approval of the Kentucky Department of Education, District Facilities Branch, per the provisions of 702 KAR 4:160.

**Background/Rationale:** When these facilities were renovated in the past, FCPS buildings did not include the features of a secured vestibule. As a part of the new Board-approved 10-Point Safety Investment Plan, modifications need to be made to the front entries and secured vestibules to provide a higher level of protection for students and staff. JRA Architects have produced final Construction Documents for bidding describing these modifications. The negotiated bid was approved on June 24, 2019 and construction began in October 2019. The Office of Facility Design & Construction, the design consultants and the local building code officials have reviewed the progress of the work. Changes to the original plans and specifications have been necessary in order to satisfy the requirements described below. Approval of these changes allows the work to be completed. The description and cost of these items are summarized as follows:

	Change to DPOs	Change to GC Contract	8.125% A/E FEE*
<b>To improve original plans and specs:</b>			
• Provide labor, materials and equipment to substitute door hardware due to long lead times (Johnson Bldg.); add:		\$842.70	\$68.47
• Provide labor, materials and equipment to convert Media Center workroom to an office (Johnson Bldg.); add:		\$6,506.00	\$528.61

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Acting Superintendent Marlene Helm

**To resolve unforeseen conflict:**

- Provide labor, materials and equipment to add steel door frame bracing at exterior door (Johnson Bldg.); add:

**Total Change Order No. Six:****Design consultant fees:****Total Cost:**

\$2,769.00 \$224.98

**\$10,117.70****\$822.06****\$10,939.76**

\*Per KDE guidelines, A/E fee is 6.5% with 1.25% renovation factor

A contingency (\$229,600.08) is included in the project's available funds. There has been five previous change order on this project. The cost of the current and all changes orders represents a 16.32% increase in the construction cost.

**Policy: 702 KAR 4:160****Fiscal Impact:**

<u>Fund</u>	<u>Org. Code</u>	<u>Project Code</u>	<u>Object Code</u>	<u>Balance</u>
Construction 360	0003603	19123	0450	\$63,398.12

**Attachments(s): None**

On motion by \_\_\_\_\_, seconded by \_\_\_\_\_, the Board approve the additive Change Order No. Six to the contract with E.C. Matthews Company, Inc. for Modifications to the Front Entry and Secured Vestibule at Julius Marks, Lansdowne, Southern, Rosa Parks and Veterans Park Elementary Schools; Eastside and Southside Technical Centers; The Learning Center; Martin Luther King Academy; and Johnson Building (GROUP C), in the amount of \$10,117.70 (Ten Thousand, One Hundred Seventeen Dollars and Seventy Cents), with an equivalent transfer of funds from Object Code 0840 to 0450, and a corresponding transfer of \$822.06 (Eight Hundred Twenty-two Dollars and Six Cents) for design consultant fees, subject to the approval of the Kentucky Department of Education, District Facilities Branch, per the provisions of 702 KAR 4:160.

\_\_\_\_\_  
Tyler Murphy, Board Chair\_\_\_\_\_  
Dr. Marlene Helm, Acting Superintendent



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FAYETTE COUNTY PUBLIC SCHOOLS

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**Executive Summary**  
**Fayette County Public Schools Board Meeting**  
**Agenda Item**

**MEETING:** Regular

**DATE:** June 28, 2021

**TOPIC:** Approval of a Proposed Change Order (No. Fourteen) to the Contract for the Construction of the New Tates Creek High School BG# 20-082

**PREPARED BY:** Myron Thompson, Chief Operating Officer @ 381-4165

**Recommended Action on:** 6/28/2021  
Consent Item

**Superintendent Prior Approval:** No

**Recommendation/Motion:** Approve the proposed Change Order No. Fourteen to the contract with D.W. Wilburn, Inc. for the construction of the New Tates Creek High School, in the amount of \$0 (Zero Dollars) and a change in the DPOs of \$0 (Zero Dollars), subject to the approval of the Kentucky Department of Education, District Facilities Branch, per the provisions of 702 KAR 4:160.

**Background/Rationale:** The construction of a new Tates Creek High School is listed as priority 1.b.3. on FCPS's 2017 (amended) District Facility Plan. Tate Hill Jacobs produced final Construction Documents for bidding describing the new construction yielding a final project of approximately 304,354 SF (includes auxiliary gym) plus an additional 66,766 SF of shell space and basement, to serve 1,866 students. Bids were received on May 28, 2020 and construction began in July 2020. The Office of Facility Design & Construction, the design consultants and the local building code officials have reviewed the progress of the work. Changes to the original plans and specifications have been necessary in order to satisfy the requirements described below. Approval of these changes allows the work to be completed. The description and cost of these items are summarized as follows:

	Change to DPOs	Change to GC Contract	4.6% A/E FEE
To improve original plans and specs:			
• Credit to (1) DPO and add (1) new DPO due to schedule and price increases:			
• Terrazzo & Marble Supply (DPO #41508064 KDE #54)	(\$300,000.00)		
• Key Resin Co. (DPO #TBD KDE #TBD)	\$300,000.00		
<b>Total Change Order No. Fourteen:</b>	<b>\$0</b>	<b>\$0</b>	
<b>Design consultant fees:</b>			\$0
<b>Total Cost:</b>		<b>\$0</b>	

A 5% contingency, plus additional \$50,000 general fund, (total \$3,598,550.00) is included in the project's available funds. There have been thirteen previous change orders on this project. The cost of the current and all changes orders represents a 1.33% increase in the construction cost.

**Policy:** 702 KAR 4:160

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Acting Superintendent Marlene Helm

**Fiscal Impact:**

<u>Fund</u>	<u>Org. Code</u>	<u>Project Code</u>	<u>Object Code</u>	<u>Balance</u>
Construction 360	1053603	19079	0840	\$2,494,838.19

**Attachment(s): None**

On motion by \_\_\_\_\_, seconded by \_\_\_\_\_,  
the Board approved the proposed Change Order No. Fourteen to the contract with D.W. Wilburn, Inc. for  
the construction of the New Tates Creek High School, in the amount of \$0 (Zero Dollars) and a change in  
the DPOs of \$0 (Zero Dollars), subject to the approval of the Kentucky Department of Education, District  
Facilities Branch, per the provisions of 702 KAR 4:160.

\_\_\_\_\_  
Tyler Murphy, Board Chair

\_\_\_\_\_  
Dr. Marlene Helm, Acting Superintendent



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FAYETTE COUNTY PUBLIC SCHOOLS

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**Executive Summary  
Fayette County Public Schools Board Meeting  
Agenda Item**

**MEETING:** Regular

**DATE:** June 28, 2021

**TOPIC:** Approval of Revised BG-1 Project Application, BG-2 Outline Specifications Energy Design Criteria, and BG-3 Statement of Probable Cost for the Construction of the New Middle School on Polo Club Boulevard BG# 21-176

**PREPARED BY:** Myron Thompson, Chief Operating Officer @ 381-4165

**Recommended Action on:** 6/28/2021  
Consent Item

**Superintendent Prior Approval:** No

**Recommendation/Motion:** Approve a revised BG-1 Project Application for the construction of the New Middle School on Polo Club Boulevard in the amount of \$47,225,863.97 (Forty-seven Million, Two Hundred Twenty-five, Eight Hundred Sixty-three Dollars and Ninety-seven Cents); approve the BG-2 Outline Specifications Energy Design Criteria; and approve the BG-3 Statement of Probable Cost, subject to the approval of the Kentucky Department of Education, District Facilities Branch, per the provisions of 702 KAR 4:160.

**Background/Rationale:** The construction of the New Middle School on Polo Club Boulevard is listed as priority 1a.3. on FCPS's 2017 (amended) District Facility Plan (DFP) of approximately 140,479 SF to serve 1,200 students.

A BG-1 project application is required for all projects that use restricted funds and for new construction. An initial BG-1 was completed and approved in order to start this project was put together by the Director of FCPS Facility Design & Construction and the design team. During the design phases of the project, the design team is required to revisit the cost opinion as the design becomes more detailed. If the design team finds that the cost opinion changes greater than 10% at any phase of the design, then they are required to let FCPS know this in order to recommend revising the BG-1. We are now in the design development phase of the project. Based on current trends in the construction industry, we are seeing an increase in construction costs. It is recommended to approve a revised BG-1 as listed.

The BG-2 and BG-3 forms are required paperwork per the capital construction process and are attached for your review and approval. The BG-2 form is an outline specification, which is developed as the details of the project are designed. The BG-3 form is a breakdown of the construction cost opinion, which informs the revised BG-1 form. Project cost opinions are based on the most recent construction bids and include: design and financing fees; furnishings; surveys; and other miscellaneous project costs.

Based on the rationale above, a revised BG-1 Project Application is required as follows:

	<b>Initial BG-1 (2/21)</b>	<b>Revised BG-1 Project Application</b>
Total Construction Cost:	\$32,310,170.00	\$38,434,506.72
Contingencies:	\$1,615,508.50	\$1,921,725.34

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Architect/Engineer Fee:	\$1,689,545.91	\$1,844,856.32
Fiscal Agent Fee:	\$227,918.92	\$227,918.92
Bond Discount:	\$812,800.00	\$812,800.00
Equipment/Furnishings:	\$1,976,400.00	\$1,976,400.00
Equipment/Computers:	\$1,181,435.00	\$1,181,435.00
Technology Network Systems (KETS), Telephone, etc.:	\$254,850.00	\$254,850.00
Site Acquisition:	\$0	\$0
Site Survey:	\$10,000.00	\$10,000.00
Geotechnical Investigation:	\$15,000.00	\$15,000.00
Special Inspections:	\$201,938.56	\$201,938.56
Commissioning:	\$161,550.85	\$161,550.85
Advertising:	\$0	\$0
Printing:	\$43,417.00	\$43,417.00
HVAC Balancing / Geothermal Testing:	\$58,465.26	\$58,465.26
Storm Shelter Review / HBC Permit Fee:	\$34,500.00	\$34,500.00
Construction Photography:	\$46,500.00	\$46,500.00
<b>Total Estimated Cost:</b>	<b>\$40,640,000.00</b>	<b>\$47,225,863.97</b>

**Policy: 702 KAR 4:160**

**Funding Source:**

<u>Fund</u>	<u>Org. Code</u>	<u>Object Code</u>	<u>Balance</u>
Local FSPK Bond	360	5210	\$47,225,863.97

**Attachment(s): BG-1, BG-2, BG-3**

On motion by \_\_\_\_\_, seconded by \_\_\_\_\_, the Board approved a revised BG-1 Project Application for the construction of the New Middle School on Polo Club Boulevard in the amount of \$47,225,863.97 (Forty-seven Million, Two Hundred Twenty-five, Eight Hundred Sixty-three Dollars and Ninety-seven Cents); approve the BG-2 Outline Specifications Energy Design Criteria; and approve the BG-3 Statement of Probable Cost, subject to the approval of the Kentucky Department of Education, District Facilities Branch, per the provisions of 702 KAR 4:160.

\_\_\_\_\_  
Tyler Murphy, Board Chair

\_\_\_\_\_  
Dr. Marlene Helm, Acting Superintendent

# BG1 Project Application Form (Revised)

## (Ref# 18659)

Form Status: Saved

Tier 1 Project: New Middle School at Polo Club Blvd

BG Number: 21-176

Status: Active

District: Fayette County (165)

Phase: Project Initiation (View Checklist)

Construction Delivery Method

Procurement Standard

Reason for Revision

Emergency

General Contractor

Model Procurement

Change in cost estimate

No

## Project Type and Description

### Applicable Items

New Building	Yes
Addition	No
Major Renovation	No
GESC	No
Roofing	No
HVAC	No
ADA Compliance	No
Life Safety	No
Security	No
Water Bottle Filling Stations	No
Minor Project	No
New Relocatable Classroom	No
Equipment / Furnishings Procurement	No
Site Acquisitions	No

## District Facility Plan (DFP)

Compliance with 702 KAR 4:180 and 702 KAR 4:160

DFP Approval Date 4/1/2017

DFP Priority

**1a.3** - New Middle School

Estimated Cost: \$25,861,914.00

Facility: No Data

Project Not Listed on DFP No

## Inventory

Facility Name

new school - Fayette County - DFP 02/01/13 - 1a.3 (B10002052)



## Scope

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### Provide a Complete Narrative of the Proposed Project

This project is a New Middle School to be located off of Polo Club Blvd. in Fayette County, Kentucky. We have seen continuous growth over many years and are proposing that this new middle school be for 1200 students in lieu of the 900 listed on the 2017 DFP item 1a.3 as referenced above. We are constantly having to add mobile units to new buildings in order to meet our growth needs. A new DFP was submitted to KDE on 12/18/2020, which does have this listed as a building for 1200 students. We are currently waiting for review and approval of this new DFP. It is our hope to have this building ready for occupancy in fall of 2023, therefore we are submitting this in order to meet that timeline. Eventually another school building will be on this same site and a minimum amount of work will be done in order to accomodate that future building.

Work Related to Project But Excluded from this BG1 Scope

## Financial Plan

### Probable Costs

#### Proposed Plan to Finance Application

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Total Construction Cost	\$38,434,506.72
Construction Contingency	\$1,921,725.34
Architect / Engineer Fee	\$1,844,856.32
Construction Manager Fee	\$0.00
Fiscal Agent Fee	\$227,918.92
Bond Discount	\$812,800.00
Equipment / Furnishings	\$1,976,400.00
Equipment / Computers	\$1,181,435.00
Technology Network System (KETS)	\$254,850.00
Site Acquisition	\$0.00
Site Survey	\$10,000.00
Geotechnical Investigations	\$15,000.00
Special Inspections	\$201,938.56
Commissioning	\$161,550.85
Advertising	\$0.00
Printing	\$43,417.00

### Other Probable Costs

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Title	Amount
HVAC Balancing / Geothermal Teseting	\$58,465.26
Storm Shelter Review / HBC Permit Fee	\$34,500.00
Construction Photography	\$46,500.00
Total Project Cost	\$47,225,863.97

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## Funds Available

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Bond Sale - SFCC

Bond Requirement - SFCC

Local FSPK Bond Sale\$47,225,863.97

Local General Fund Bond Sale

Cash - SFCC Requirement

Cash - Building Fund

Cash - Capital Outlay

Cash - Investment Earnings

Cash - General Fund

City - County - KYTC Reimbursement

KETS

Federal Funds

External Partner Agreement

Residual Funds

BG Number	Fund Source	Amount
No Data	No Data	No Data
Residual Funds Total:		\$0.00

Other Available Funds

Title	Amount
No Data	
No Data	
No Data	
Total Funds Available	\$47,225,863.97

BG1 Signature Page (Online Form Ref# 18659)

The signing of this financial document certifies the above stated funds are available and designated for this project during this fiscal year.

Superintendent	Date
Finance Officer	Date

Chairman

Date

NOTE: Any district anticipating the financing of this and/or other projects in a combined school revenue Bond should discuss the financing with the Director/Branch Manager, KDE - District Financial

District Name: Fayette County Schools District Code: 165 Facility Name: New Middle School @ Polo Club School Code: TBD

Project Name: \_\_\_\_\_

**PROJECT TYPE:** Yes No Gross Building Area (sf.)

New Building ☒ ☐ 173,125 GSF

Addition ☐ ☒ \_\_\_\_\_

Renovation ☐ ☒ \_\_\_\_\_

Provisions for Future Expansion: Yes

Proposed Alternates: (1) TBD  
(2) \_\_\_\_\_  
(3) \_\_\_\_\_

Describe special conditions, phasing of project and alternates, attach a supplemental sheet, if needed.

**BUILDING CONSTRUCTION CHARACTERISTICS:**

Description of Building Structure:

Foundation: Spread Footings, Gym Level slab on grade, second floor precast hollow core floor planks bearing on ICF/CMU and some columns. Mechanical Platforms is concrete over metal deck on bar joists.

Exterior Walls: Brick/or Metal Panel Over ICF/CMU/Metal Stud backup.

Roof Structure: Modified Bituminous Membrane Roofing over rigid insulation. Metal Roofing over rigid insulation and metal deck at the penthouse. EPDM over Canopy Roofs

**ENERGY EFFICIENT DESIGN (KRS 157.450 and KRS 157.455):**

\_\_\_\_\_ Energy Consumption "Existing" (kBtu/sf/yr)

\_\_\_\_\_ Energy Consumption Target (kBtu/sf/yr)

YES NO

☐ ☒ LEED Certified Other: \_\_\_\_\_

☒ ☐ Designed to meet Energy Star

☒ ☐ Exceeds ASHRAE 90.1(2007) by 10% (Minimum)

☒ ☐ Whole Building Life Cycle Cost Analysis Demonstrating Cost Effective Design

Life Cycle Cost Analysis Software Used: \_\_\_\_\_

**If not yes to one or more of the above, explain why.** \_\_\_\_\_

☐ ☒ Designed to be Net-Zero

☐ ☒ Designed to be Net-Zero Ready

**Energy Efficient Design Features: ( See List Page 4, or Use Drop Down List)**

East / West Building Orientation ☒ YES ☐ NO

Gross Exterior Wall Area (sf): 646,669 GSF Avg. Exterior Wall R-Value: R-23

Gross Window / Door Area (sf): 22,310 GSF Avg. Window/Door R-Value: R-2.5

Gross Roof Area (sf): 499,554 GSF Avg. Roof R-Value: R-27

Exterior Wall Type: D - face brick, ICF poured concrete, interior finish system Other: Vertical/Plate Metal

Roofing Type: A - modified bitumen over rigid insulation Other: EPDM/Metal Roofing

HVAC System Type: C - ground source heat pump system with air make up Other: \_\_\_\_\_

Classroom Lighting: E - other Other: LED w/ dimming

Active Daylighting: B - occupancy light control sensors Other: \_\_\_\_\_

Passive Daylighting: G - none Other: \_\_\_\_\_

On Site Energy Generation: G - none Other: \_\_\_\_\_

Air Purification Systems : YES ☐ NO ☒Gray Water System : YES ☐ NO ☒Low Water Use Fixtures : YES ☒ NO ☐

Other: \_\_\_\_\_

**PLUMBING:**Type of Sewage Disposal: Municipal sewer**HEATING, VENTILATION AND AIR CONDITIONING:**Heating Only: \_\_\_\_\_ Heating & Mechanical: \_\_\_\_\_ HVAC: X A/C Only: \_\_\_\_\_  
Ventilation OnlyFuel Source/Backup (if applicable): All electric**ELECTRICAL:**Source of Electric Power: pad-mount transformer, utility companyVoltage Serving Facility: 277/480V/three-phase

Number of Convenience Outlets:

Classrooms 11Library/Media Center as requiredBusiness Ed as requiredFamily & Consumer Scienc as requiredCamera System: Yes

Lighting Intensity (fc.):

Std. Classrooms 50Library/Media Ctr 50Science Lab 50Science Clrm 50Band/Music 50Business Ed 50Shops 50Corridors 20Stairways 20Cafeteria 50Pre-School Clrm 50Art Classroom 75Gymnasium 50**SPECIAL EQUIPMENT:**

System	Conduit Only	Conduit & Wiring	Complete with Equipment
Bell	_____	_____	<u>X</u>
Clock	_____	_____	<u>X</u>
Fire Alarm	_____	_____	<u>X</u>
Intercom	_____	_____	<u>X</u>
Telephone	_____	<u>X</u>	_____
Television	_____	<u>X</u>	_____
Computer	_____	<u>X</u>	_____
Wireless Network	_____	<u>X</u>	_____
Interactive White bd	<u>N/A</u>	_____	_____
Voice Amplification	<u>N/A</u>	_____	_____

**FIXED EQUIPMENT:**

Teacher Cabinet	<u>X</u>	Custodial Room Shelves	<u>X</u>
Student Lockers	<u>X</u>	Science Laboratories	<u>X</u>
Folding Bleachers	<u>X</u>	Family & Consumer Sci	<u>X</u>
Library Furnishings	<u>X</u>	Other	_____
Dry Food Shelves	<u>X</u>	Other	_____

**INTERIOR FINISH SCHEDULE:**

AREA	FLOOR	WAINSCOT	WALLS	CEILING
General Office	Carpet/LVT	N/A	Paint	2X2 APC
Corridors	LVT or Rubber	N/A	Paint	2X2 APC, GWB
Custodial	Concrete	N/A	Paint, Epoxy	Structure
Kitchen	Quarry Tile	N/A	Paint, Epoxy	2X2 APC Vinyl Face
Cafeteria	MCT or Rubber	N/A	Paint	Painted Structure, 2X2 APC
Gym	Wood	N/A	Paint	Painted Structure/Acoust. Deck
Showers/Locker	Tile	N/A	Paint, Epoxy	GWB
Toilets	Tile	N/A	Paint, Epoxy	GWB
Library/Media Cntr	LVT	N/A	Paint	2X2 APC, GWB
Classrooms	Polished Concrete	N/A	Paint	2X2 APC
Music	Rubber	N/A	Paint	2X2 APC, GWB
Art	Polished Concrete	N/A	Paint	2X2 APC or Unistrut System
Science	Polished Concrete	N/A	Paint	2X2 APC
FMD	LVT or Rubber	N/A	Paint	2X2 APC
<b>OTHER AREAS</b>				
F&CS	Polished Concrete	N/A	Paint	2X2 APC, GWB
Computer	Polished Concrete	N/A	Paint	Painted Struct./Unistrut System
VoAG	Polished Concrete	N/A	Paint, Epoxy	Painted Struct./Unistrut System

Miscellaneous Project Specific Features: N/A

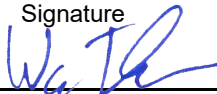
Kentucky Registered Architect:



Date: 5-25-2021

Signature

Kentucky Registered Engineer:



Date: 5-25-21

Signature

Board Designee or Superintendent:

Signature

Date: \_\_\_\_\_

**Energy Efficient Design Features Lists**

**Exterior Wall Type**

- A - face brick, captured air space, board insulation and waterproof CMU
- B - face brick, captured air space, sprayed insulation on CMU
- C - face brick, captured air space, sheathing over metal insulated stud system, interior finish system
- D - face brick, ICF poured concrete, interior finish system
- E - other, describe

**Roofing Type List**

- A - modified bitumen over rigid insulation
- B - EPDM over rigid insulation
- C - plastic single ply over rigid insulation
- D - metal roofing over nailable deck with insulation
- E - asphalt shingle roofing over nailable deck with insulation
- F - other, describe

**HVAC System Type List**

- A - two pipe unit ventilator system
- B - water source heat pump system with air make up
- C - ground source heat pump system with air make up
- D - hybrid water source heat pump system with boiler/chiller and well field with air make up
- E - variable refrigerant flow (VRF) with air make up
- F - hybrid geothermal/variable refrigerant flow (VRF) with air make up
- G - variable refrigerant volume (VRV) with air make up
- H - hybrid geothermal/variable refrigerant volume (VRV) with air make up
- I - chilled beam system
- J - hybrid chilled beam/geothermal system
- L - other

**Classroom Lighting List**

- A - T8 fluorescent fixtures
- B - T5 fluorescent fixtures
- C - high energy gas fixtures
- D - low voltage systems
- E - other

**Active Daylight System List**

- A - classroom fluorescent dimming including dimming switches, ballasts and sensors
- B - occupancy light control sensors
- C - remote sensor bi-level lighting with no fixtures dimming
- D - manual bi-level lighting with no fixture dimming
- E - other
- F - none

**Passive Daylight Systems List**

- A - upper classroom clerestory lighting with sloped ceiling plane
- B - lower classroom clerestory lighting that does NOT require sloping the ceiling place
- C - exterior light shelves
- D - solar tubes without dimming
- E - solar tubes with internal dimmers
- F - other
- G - none

**On Site Energy Generation List**

- A - solar water heating
- B - solar electric generation (small units for demonstration or for limited areas)
- C - solar electric generation (to support the entire building's energy needs)
- D - wind generation (small units for demonstration or for limited areas)
- E - wind generation (to support the entire building's energy needs)
- F - other
- G - none

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For Reference

District Name: Fayette County District Code: 165 Facility Name: New Middle School @ Polo Club School Code: TBD

Project Name: New Middle School @ Polo Club

<b>Project Phase:</b>	<b>Design Development:</b>	<input checked="" type="checkbox"/>	<b>Construction Documents:</b>	<input type="checkbox"/>
1. Site Development	\$		3,943,408.72	
2. General Construction	\$		19,217,253.00	
3. Heating, Ventilation & Air Conditioning	\$		5,847,422.00	
4. Plumbing (Include Sprinkler System)	\$		3,193,923.00	
5. Electrical Work	\$		6,232,500.00	
6. Sewage Disposal System	\$			
7. Total Construction Cost (1-6)				\$ 38,434,506.72
8. Site Acquisition Cost (Purchase Price)	\$		-	
9. Legal Services	\$		-	
10. Fiscal Agent Fee	\$		227,918.92	
11. Bond Discount	\$		812,800.00	
12. Architect/Engineer Fee	\$		1,844,856.32	
13. Construction/Manager Fee (if Applicable)	\$		-	
14. Equipment/Furnishings (Not Fixed)/Computers	\$		3,412,685.00	
15. Property & Topographic Survey	\$		10,000.00	
16. Geotechnical Survey & Report	\$		15,000.00	
17. Special Inspections	\$		201,938.56	
18. Asbestos Abatement	\$		-	
19. Commissioning Fee	\$		161,550.85	
20. Plan Review Fee	\$		34,500.00	
21. Printing & Distribution of Bid Docs	\$		43,417.00	
22. Contingencies - Minimum 5% of Line 7	\$		1,921,725.34	
23. Other Cost (HVAC Bal./Gtherm test & Photos)	\$		104,965.26	
24. Total Other Cost (8-23)				\$ 8,791,357.25
25. <b>TOTAL PROJECT COST (line 7 + line 24)</b>				\$ 47,225,863.97
a. Gross Square Foot Area*			171,983.00	
b. Total Cost Per Square Foot	\$		274.60	
c. Total Cost Per Pupil	\$		26,236.59	
d. Gross Sq. Ft. Area of Alternates			0	
* Base Bid Area Only				

Kentucky Registered Architect/Engineer:  Date: 5/25/2021

Construction Manager: \_\_\_\_\_ Date: \_\_\_\_\_

Board of Education Designee: \_\_\_\_\_ Date: \_\_\_\_\_





FAYETTE COUNTY PUBLIC SCHOOLS

**Executive Summary  
Fayette County Public Schools Board Meeting  
Agenda Item**

**MEETING:** Regular

**DATE:** June 28, 2021

**TOPIC:** Approval of Design Development Documents for the Construction of the New Middle School on Polo Club Boulevard BG# 21-176

**PREPARED BY:** Myron Thompson, Chief Operating Officer @ 381-4165

**Recommended Action on:** 6/28/2021  
Consent Item

**Superintendent Prior Approval:** No

**Recommendation/Motion:** Approve the Design Development Documents for the construction of the New Middle School on Polo Club Boulevard, subject to the approval of the Kentucky Department of Education, District Facilities Branch, per the provisions of 702 KAR 4:160.

**Background/Rationale:** The construction of the New Middle School on Polo Club Boulevard is listed as priority 1a.3. on FCPS's 2017 (amended) District Facility Plan (DFP) of approximately 110,521 SF to serve 900 students. However, the 2020 Local Planning Committee (LPC) recommended a finding that the 2021 DFP reflect the enrollment to be increased to 1,200 students due to the growth trends in Fayette County, which will increase the building square footage to approximately 140,479 SF.

This LPC finding was approved by the Board at its May 10, 2021 meeting and was approved by the Kentucky Department of Education on May 19, 2021. In order to remain on schedule to open this new middle school in fall of 2023, FCPS staff is recommending approval of the Design Development Documents for the enrollment of 1,200 students.

The building construction project will be funded through a bond issue and is subject to the approval of the Kentucky Department of Education. A BG-1 Project Application for the construction, identifying the extent and cost of the work, was approved by the Board at its February 22, 2021 meeting and has been filed with the Kentucky Department of Education. At this time, the Board is required by 702 KAR 4:160 to indicate acceptance of the design development documents represented in the plans prepared by the design consultants JRA Architects. Based on the review of these documents by FCPS staff, the Office of Facility Design & Construction recommends approval of these plans. Upon the Board's approval, these documents will be submitted to the KDE District Facilities Branch for review and approval prior to the preparation of construction documents.

**Policy:** 702 KAR 4:160

**Fiscal Impact:** N/A

**Attachment(s):** Design Development Documents

**AN EQUAL OPPORTUNITY SCHOOL DISTRICT**

Board of Education: Tyler Murphy, Chair • Amy Green, Vice Chair • Tom Jones • Christy Morris • Stephanie Spires

Acting Superintendent Marlene Helm

On motion by \_\_\_\_\_, seconded by \_\_\_\_\_,  
the Board approved the Design Development Documents for the construction of the New Middle School on  
Polo Club Boulevard, subject to the approval of the Kentucky Department of Education, District Facilities  
Branch, per the provisions of 702 KAR 4:160.

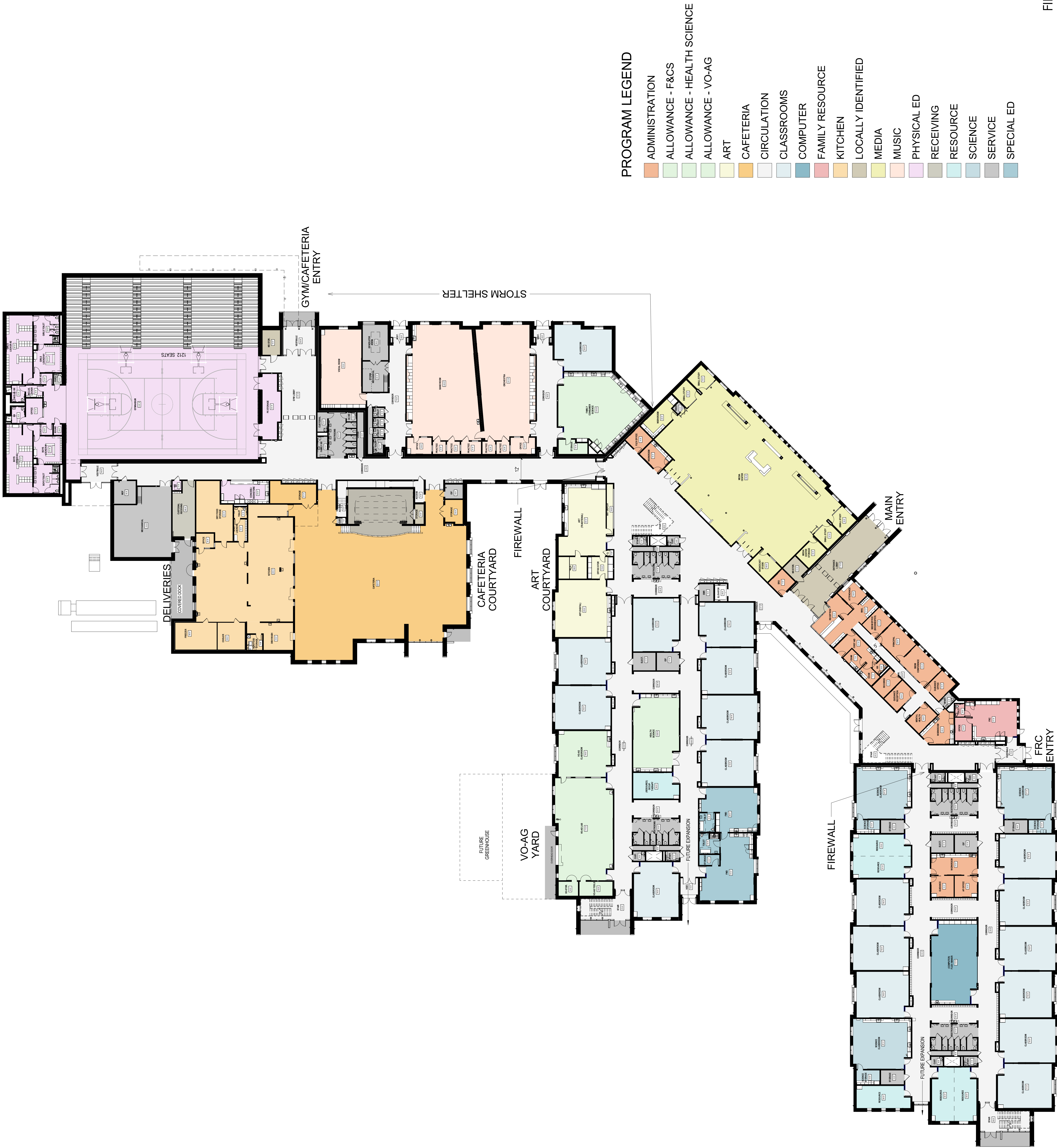
\_\_\_\_\_  
Tyler Murphy, Board Chair

\_\_\_\_\_  
Dr. Marlene Helm, Acting Superintendent









PROGRAM LEGEND

- ADMINISTRATION
- CIRCULATION
- CLASSROOMS
- COMPUTER
- LOCALLY IDENTIFIED
- MEDIA
- RESOURCE
- SCIENCE
- SERVICE





PROGRAM SCHEDULE					
NUMBER	NAME	LEVEL	AREA	TARGET PROGRAM NSF	AREA DIFFERENCE
ADMINISTRATION					
A011	AP OFFICE	R.R. -2ND FLOOR	154 SF	190 SF	4 SF
A012	AP OFFICE	R.R. -2ND FLOOR	154 SF	190 SF	4 SF
A025	ATTENDANCE	R.R. -1ST FLOOR	130 SF	190 SF	-11 SF
B104	ATTENDANCE	R.R. -1ST FLOOR	77 SF	100 SF	-23 SF
B105A	EXAM	R.R. -1ST FLOOR	77 SF	100 SF	-23 SF
B105B	EXAM	R.R. -1ST FLOOR	77 SF	100 SF	-23 SF
B106	AD	R.R. -1ST FLOOR	110 SF	190 SF	-32 SF
D104	FLEX OFFICE	R.R. -1ST FLOOR	110 SF	190 SF	-32 SF
A025	GUIDANCE	R.R. -2ND FLOOR	154 SF	190 SF	4 SF
A125	GUIDANCE	R.R. -1ST FLOOR	154 SF	190 SF	4 SF
C220	GUIDANCE	R.R. -2ND FLOOR	154 SF	190 SF	4 SF
C221	GUIDANCE	R.R. -2ND FLOOR	154 SF	190 SF	4 SF
B109	GUIDANCE OFFICE	R.R. -1ST FLOOR	150 SF	190 SF	-5 SF
B109	GUIDANCE RECEPTION	R.R. -1ST FLOOR	150 SF	190 SF	-5 SF
B106	MAIL	R.R. -1ST FLOOR	127 SF	190 SF	-23 SF
B111	MENTAL HEALTH	R.R. -1ST FLOOR	146 SF	190 SF	-4 SF
D214	MOTHERS	R.R. -2ND FLOOR	78 SF	75 SF	3 SF
D214	MOTHERS	R.R. -2ND FLOOR	78 SF	75 SF	3 SF
D203	P.T.FLEX	R.R. -2ND FLOOR	207 SF	75 SF	132 SF
D206	P.T.FLEX	R.R. -2ND FLOOR	107 SF	75 SF	26 SF
D205	P.T.FLEX	R.R. -2ND FLOOR	207 SF	75 SF	132 SF
B110	PRINCIPAL	R.R. -1ST FLOOR	248 SF	290 SF	-2 SF
B107	PRINCIPAL	R.R. -1ST FLOOR	248 SF	290 SF	-2 SF
B107	RECORDS	R.R. -1ST FLOOR	131 SF	190 SF	-19 SF
B109C	RR	R.R. -1ST FLOOR	39 SF	39 SF	0 SF
B112	SBM CONFERENCE	R.R. -1ST FLOOR	39 SF	39 SF	0 SF
B112	SBM CONFERENCE	R.R. -1ST FLOOR	275 SF	270 SF	5 SF
B108	SBM OFFICE (BOOKKEEPER)	R.R. -1ST FLOOR	151 SF	190 SF	-3 SF
A207	STOR	R.R. -2ND FLOOR	261 SF	190 SF	111 SF
B113	WORKROOM	R.R. -1ST FLOOR	260 SF	300 SF	-40 SF
A209	WORKROOM	R.R. -2ND FLOOR	310 SF	270 SF	40 SF
A109	WORKROOM	R.R. -1ST FLOOR	310 SF	270 SF	40 SF
D103	WORKROOM	R.R. -1ST FLOOR	168 SF	290 SF	-84 SF
ADMINISTRATION 33					
			5,799 SF	5,565 SF	294 SF
ALLOWANCE - FAC'S					
E114A	MAINLY CONSUMER SCIENCE	R.R. -1ST FLOOR	1,616 SF	1,600 SF	116 SF
E114A	STORAGE	R.R. -1ST FLOOR	121 SF	190 SF	-29 SF
ALLOWANCE - FAC'S 2			1,735 SF	1,690 SF	85 SF
ALLOWANCE - HEALTH SCIENCE					
ALLOWANCE - HEALTH SCIENCE 1			1,690 SF	1,130 SF	-71 SF
ALLOWANCE - HEALTH SCIENCE 1			1,690 SF	1,130 SF	-71 SF
ALLOWANCE - VOAG					
C118	VOAG CLASSROOM	R.R. -1ST FLOOR	740 SF	790 SF	-1 SF
C118A	VOAG TOOLS	R.R. -1ST FLOOR	155 SF	170 SF	-15 SF
C118B	VOAG STOR.	R.R. -1ST FLOOR	90 SF	100 SF	-10 SF
ALLOWANCE - VOAG 4			2,765 SF	2,860 SF	-57 SF
ART					
D107	ART (DIGITAL)	R.R. -1ST FLOOR	970 SF	975 SF	4 SF
D105	ART (TRADITIONAL)	R.R. -1ST FLOOR	981 SF	975 SF	6 SF
D105A	ART DISPLAY	R.R. -1ST FLOOR	103 SF	0 SF	103 SF
D108B	CL	R.R. -1ST FLOOR	10 SF	0 SF	10 SF
D108	CL	R.R. -1ST FLOOR	10 SF	0 SF	10 SF
D106	OFFICE STOR	R.R. -1ST FLOOR	175 SF	300 SF	-125 SF
ART 6			2,446 SF	2,401 SF	46 SF
CAFETERIA					
E107	CAFETERIA	R.R. -1ST FLOOR	6,361 SF	6,375 SF	60 SF
E107A	STORAGE	R.R. -1ST FLOOR	130 SF	290 SF	-120 SF
CAFETERIA 3			291 SF	290 SF	41 SF
CAFETERIA 3			7,445 SF	7,245 SF	-10 SF
CLASSROOMS					
A114	CLASSROOM	R.R. -1ST FLOOR	790 SF	790 SF	8 SF
A116	CLASSROOM	R.R. -1ST FLOOR	741 SF	790 SF	-9 SF
A108	CLASSROOM	R.R. -1ST FLOOR	748 SF	790 SF	-2 SF
A110	CLASSROOM	R.R. -1ST FLOOR	790 SF	790 SF	8 SF
A109	CLASSROOM	R.R. -1ST FLOOR	790 SF	790 SF	8 SF
A134	CLASSROOM	R.R. -1ST FLOOR	748 SF	790 SF	-1 SF
A132	CLASSROOM	R.R. -1ST FLOOR	790 SF	790 SF	8 SF
A130	CLASSROOM	R.R. -1ST FLOOR	748 SF	790 SF	-1 SF
C114	CLASSROOM	R.R. -1ST FLOOR	748 SF	790 SF	-5 SF
A119	CLASSROOM	R.R. -1ST FLOOR	748 SF	790 SF	-1 SF
A119	CLASSROOM	R.R. -1ST FLOOR	748 SF	790 SF	-1 SF
C102	CLASSROOM	R.R. -1ST FLOOR	790 SF	790 SF	8 SF
C101	CLASSROOM	R.R. -1ST FLOOR	790 SF	790 SF	4 SF
C106	CLASSROOM	R.R. -1ST FLOOR	790 SF	790 SF	8 SF
C104	CLASSROOM	R.R. -1ST FLOOR	748 SF	790 SF	-2 SF
C208	CLASSROOM	R.R. -2ND FLOOR	748 SF	790 SF	-1 SF
C208	CLASSROOM	R.R. -2ND FLOOR	790 SF	790 SF	8 SF
A114	CLASSROOM	R.R. -2ND FLOOR	790 SF	790 SF	8 SF
A116	CLASSROOM	R.R. -2ND FLOOR	790 SF	790 SF	8 SF
A116	CLASSROOM	R.R. -2ND FLOOR	790 SF	790 SF	8 SF
A208	CLASSROOM	R.R. -2ND FLOOR	748 SF	790 SF	-1 SF
A210	CLASSROOM	R.R. -2ND FLOOR	790 SF	790 SF	8 SF
A210	CLASSROOM	R.R. -2ND FLOOR	790 SF	790 SF	8 SF
A214	CLASSROOM	R.R. -2ND FLOOR	748 SF	790 SF	-1 SF
A222	CLASSROOM	R.R. -2ND FLOOR	790 SF	790 SF	8 SF
A220	CLASSROOM	R.R. -2ND FLOOR	748 SF	790 SF	-1 SF
A212	CLASSROOM	R.R. -2ND FLOOR	748 SF	790 SF	-1 SF
C214	CLASSROOM	R.R. -2ND FLOOR	748 SF	790 SF	-10 SF
C204	CLASSROOM	R.R. -2ND FLOOR	748 SF	790 SF	-2 SF
C208	CLASSROOM	R.R. -2ND FLOOR	790 SF	790 SF	32 SF
C208	CLASSROOM	R.R. -2ND FLOOR	790 SF	790 SF	10 SF
C218	CLASSROOM	R.R. -2ND FLOOR	748 SF	790 SF	-10 SF
CLASSROOMS 36			27,065 SF	27,001 SF	65 SF

COMPUTER					
C209	COMPUTER FLEX MAKER	R.R. -1ST FLOOR	1,150 SF	1,200 SF	-45 SF
C210	COMPUTER FLEX MAKER	R.R. -2ND FLOOR	1,201 SF	1,200 SF	41 SF
A213	COMPUTER FLEX MAKER	R.R. -2ND FLOOR	1,150 SF	1,200 SF	-47 SF
COMPUTER 3			3,548 SF	3,600 SF	-52 SF
FAMILY RESOURCE					
B115	FRIC	R.R. -1ST FLOOR	577 SF	790 SF	-173 SF
B115A	OFFICE	R.R. -1ST FLOOR	124 SF	190 SF	-29 SF
B115B	TOILET	R.R. -1ST FLOOR	39 SF	48 SF	-9 SF
FAMILY RESOURCE 3			740 SF	948 SF	-208 SF
KITCHEN					
F110G	COOLER	R.R. -1ST FLOOR	238 SF	200 SF	38 SF
F12E	DRH WASH	R.R. -1ST FLOOR	316 SF	300 SF	16 SF
F110	DRY FOOD STORAGE	R.R. -1ST FLOOR	555 SF	600 SF	-47 SF
F110H	FREEZER	R.R. -1ST FLOOR	300 SF	200 SF	100 SF

PROGRAM SCHEDULE					
NUMBER	NAME	LEVEL	AREA	TARGET PROGRAM NSF	AREA DIFFERENCE
F113					
F113	KITCHEN	R.R. -1ST FLOOR	2,900 SF	2,890 SF	41 SF
F113F	NON-FOOD STORAGE	R.R. -1ST FLOOR	75 SF	80 SF	-3 SF
F113F	NON-FOOD STORAGE	R.R. -1ST FLOOR	75 SF	80 SF	-3 SF
F118	STAFF LOCKERS	R.R. -1ST FLOOR	30 SF	64 SF	-16 SF
F113C	TOILET	R.R. -1ST FLOOR	47 SF	48 SF	-1 SF
KITCHEN 9			4,661 SF	4,418 SF	238 SF
LOCALLY IDENTIFIED					
B2041	ENTRANCE LOBBY	R.R. -1ST FLOOR	1,110 SF	660 SF	460 SF
C224	IT STOR. REPAIR	R.R. -2ND FLOOR	240 SF	300 SF	-110 SF
F101	MO STOR.	R.R. -1ST FLOOR	140 SF	100 SF	40 SF
B101	MO STOR.	R.R. -1ST FLOOR	101 SF	100 SF	1 SF
B101	MO STOR.	R.R. -1ST FLOOR	101 SF	100 SF	1 SF
E101E	STORAGE	R.R. STAGE	26 SF	27 SF	-5 SF
LOCALLY IDENTIFIED 6			2,562 SF	2,190 SF	412 SF
MEDIA					
D102	BROADCAST STUDIO	R.R. -1ST FLOOR	168 SF	160 SF	16 SF
D102B	MEDIA CENTER STORAGE	R.R. -1ST FLOOR	5,766 SF	5,766 SF	49 SF
D102C	SMALL STUDY	R.R. -1ST FLOOR	127 SF	130 SF	-3 SF
D102D	SMALL STUDY	R.R. -1ST FLOOR	129 SF	130 SF	-1 SF
D102E	SMALL STUDY	R.R. -1ST FLOOR	42 SF	50 SF	-2 SF
D102H	WORKROOM	R.R. -1ST FLOOR	130 SF	130 SF	0 SF
MEDIA 8			229 SF	250 SF	-21 SF
MUSIC					
E112	BAND ROOM	R.R. -1ST FLOOR	2,424 SF	1,950 SF	474 SF
E112C	OFFICE	R.R. -1ST FLOOR	129 SF	200 SF	-71 SF
E112A	ORCHESTRA	R.R. -1ST FLOOR	1,911 SF	1,950 SF	-29 SF
E112B	PRACTICE	R.R. -1ST FLOOR	42 SF	50 SF	-2 SF
E112D	PRACTICE	R.R. -1ST FLOOR	81 SF	50 SF	31 SF
E112C	PRACTICE	R.R. -1ST FLOOR	52 SF	50 SF	2 SF
E112C	PRACTICE	R.R. -1ST FLOOR	52 SF	50 SF	2 SF
MUSIC 10			5,867 SF	5,000 SF	867 SF
PHYSICAL ED					
F100C	BOYS LOCKER #1	R.R. -1ST FLOOR	241 SF	250 SF	-9 SF
F100C	BOYS LOCKER #2	R.R. -1ST FLOOR	241 SF	250 SF	-9 SF
F101B	BOYS TOILET	R.R. -1ST FLOOR	224 SF	250 SF	-26 SF
F114	CONCESS/BOOKSTORE	R.R. -1ST FLOOR	343 SF	400 SF	-57 SF
F100C	GIRLS LOCKER #1	R.R. -1ST FLOOR	241 SF	250 SF	-9 SF
F100A	GIRLS LOCKER #2	R.R. -1ST FLOOR	597 SF	590 SF	17 SF
F101	GIRLS LOCKER #3	R.R. -1ST FLOOR	597 SF	590 SF	17 SF
F102	GYMNASIUM	R.R. -1ST FLOOR	11,540 SF	11,540 SF	7 SF
F111	ICE	R.R. -1ST FLOOR	27 SF	0 SF	27 SF
F105	INCLUS LOCKER	R.R. -1ST FLOOR	63 SF	75 SF	-12 SF
F105A	INCLUS RR	R.R. -1ST FLOOR	81 SF	75 SF	6 SF
F105A	LOCKER #1	R.R. -1ST FLOOR	46 SF	0 SF	46 SF
F104	LOCKER #ST	R.R. -1ST FLOOR	46 SF	0 SF	46 SF
F108	OFFICE	R.R. -1ST FLOOR	131 SF	120 SF	11 SF
F102A	PE STORAGE	R.R. -1ST FLOOR	351 SF	300 SF	51 SF
F106A	RR	R.R. -1ST FLOOR	81 SF	75 SF	6 SF
PHYSICAL ED 17			14,885 SF	14,885 SF	140 SF
RECEIVING					
F112	CUSTOMER RECEIVING	R.R. -1ST FLOOR	368 SF	400 SF	-34 SF
RECEIVING 1			368 SF	400 SF	-34 SF
RESOURCE					
C107	(RESOURCE) OCCUP THERAPY	R.R. -1ST FLOOR	355 SF	375 SF	-20 SF
D204	COMMONS	R.R. -2ND FLOOR	663 SF	375 SF	278 SF
A19A	RESOURCE	R.R. -1ST FLOOR	377 SF	215 SF	162 SF
A19A	RESOURCE	R.R. -1ST FLOOR	377 SF	215 SF	162 SF
A121B	RESOURCE	R.R. -1ST FLOOR	362 SF	375 SF	-13 SF
A108B	RESOURCE	R.R. -1ST FLOOR	278 SF	375 SF	-3 SF
D209A	RESOURCE	R.R. -2ND FLOOR	425 SF	375 SF	50 SF
D209B	RESOURCE	R.R. -2ND FLOOR	425 SF	375 SF	50 SF
C201B	RESOURCE	R.R. -2ND FLOOR	233 SF	215 SF	2 SF
C201	RESOURCE	R.R. -2ND FLOOR	377 SF	375 SF	2 SF
A224	RESOURCE	R.R. -2ND FLOOR	384 SF	375 SF	-11 SF
A200A	RESOURCE	R.R. -2ND FLOOR	377 SF	375 SF	2 SF
A200B	RESOURCE	R.R. -2ND FLOOR	377 SF	375 SF	2 SF
A201B	RESOURCE	R.R. -2ND FLOOR	362 SF	375 SF	-13 SF
A208B	RESOURCE	R.R. -2ND FLOOR	278 SF	375 SF	-3 SF
D208B	RESOURCE	R.R. -2ND FLOOR	466 SF	375 SF	121 SF
C218	RESOURCE	R.R. -2ND FLOOR	435 SF	375 SF	60 SF
RESOURCE 18			7,142 SF	6,750 SF	392 SF
SCIENCE					
A128	SCIENCE CLASSROOM	R.R. -1ST FLOOR	897 SF	900 SF	-3 SF
A128	SCIENCE CLASSROOM	R.R. -1ST FLOOR	897 SF	900 SF	-3 SF
A140	SCIENCE CLASSROOM	R.R. -1ST FLOOR	877 SF	900 SF	-23 SF
C210	SCIENCE CLASSROOM	R.R. -2ND FLOOR	897 SF	900 SF	-3 SF
A228	SCIENCE CLASSROOM	R.R. -2ND FLOOR	897 SF	900 SF	-3 SF
A222	SCIENCE CLASSROOM	R.R. -2ND FLOOR	877 SF	900 SF	-23 SF
A222	SCIENCE CLASSROOM	R.R. -2ND FLOOR	877 SF	900 SF	-23 SF
C228	SCIENCE CLASSROOM	R.R. -2ND FLOOR	897 SF	900 SF	-3 SF
C228	SCIENCE CLASSROOM	R.R. -2ND FLOOR	897 SF	900 SF	-3 SF
A102A	SCIENCE STORAGE	R.R. -1ST FLOOR	97 SF	100 SF	-3 SF
A104A	SCIENCE STORAGE	R.R. -1ST FLOOR	97 SF	100 SF	-3 SF
A104A	SCIENCE STORAGE	R.R. -1ST FLOOR	97 SF	100 SF	-3 SF
C210A	SCIENCE STORAGE	R.R. -2ND FLOOR	107 SF	100 SF	7 SF
A202A	SCIENCE STORAGE	R.R. -2ND FLOOR	97 SF	100 SF	-3 SF
A200A	SCIENCE STORAGE	R.R. -2ND FLOOR	105 SF	100 SF	5 SF
A200A	SCIENCE STORAGE	R.R. -2ND FLOOR	105 SF	100 SF	5 SF
SCIENCE 17			8,892 SF	9,000 SF	-108 SF
SPECIAL ED					
C112	PHO	R.R. -1ST FLOOR	910 SF	725 SF	185 SF
C112B	STORAGE	R.R. -1ST FLOOR	86 SF	100 SF	-34 SF
C112A	TOILET	R.R. -1ST FLOOR	130 SF	90 SF	50 SF





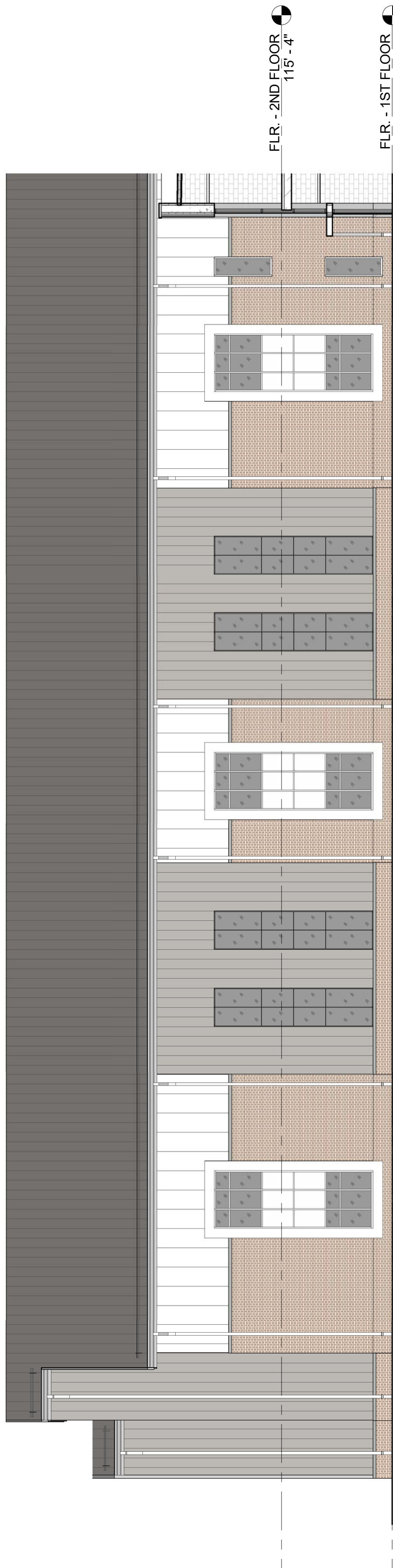




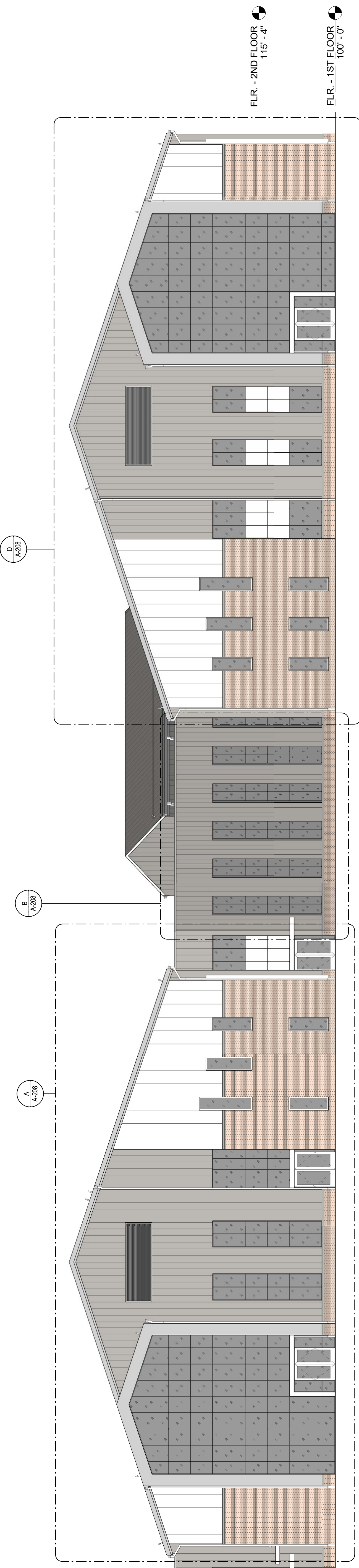




**A** OVERALL BUILDING ELEVATION  
3/32" = 1'-0"



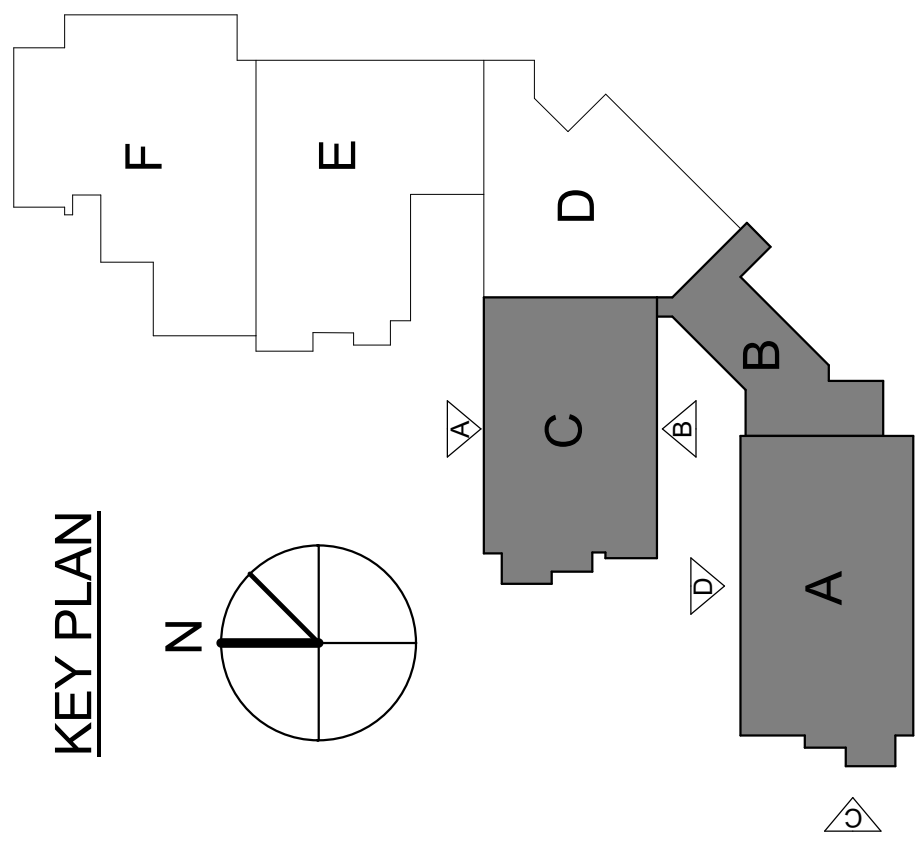
**B** OVERALL BUILDING ELEVATION  
3/32" = 1'-0"



**C** OVERALL BUILDING ELEVATION  
3/32" = 1'-0"



**D** OVERALL BUILDING ELEVATION  
3/32" = 1'-0"





**ENLARGED BUILDING ELEVATION**

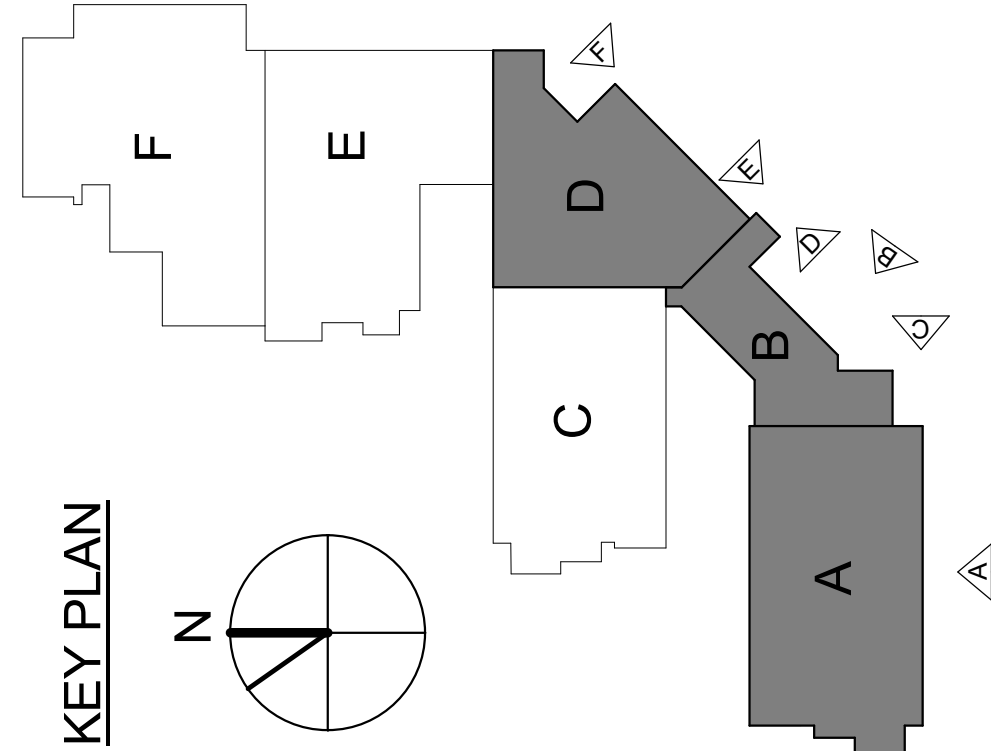
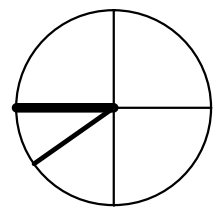
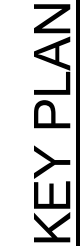
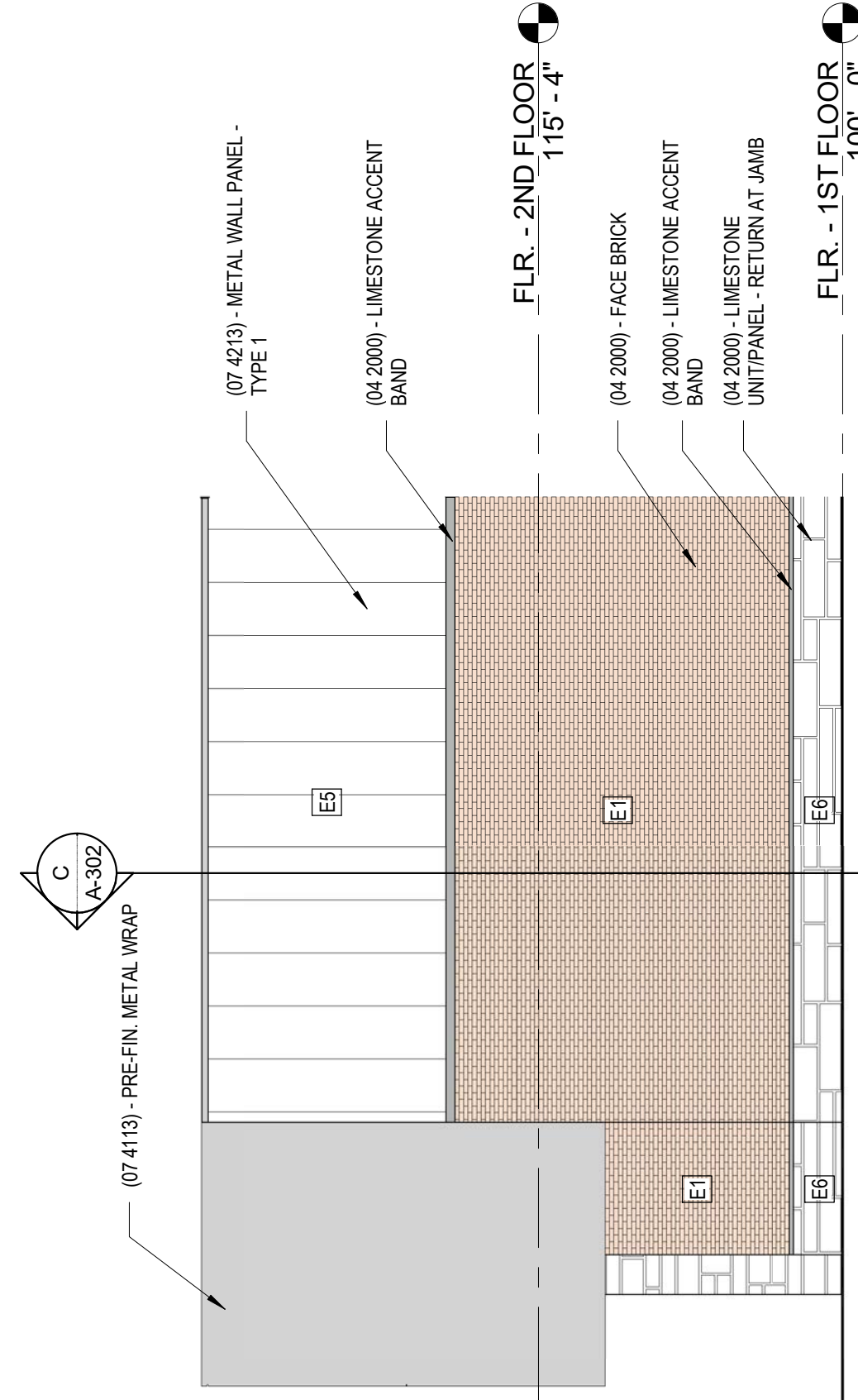
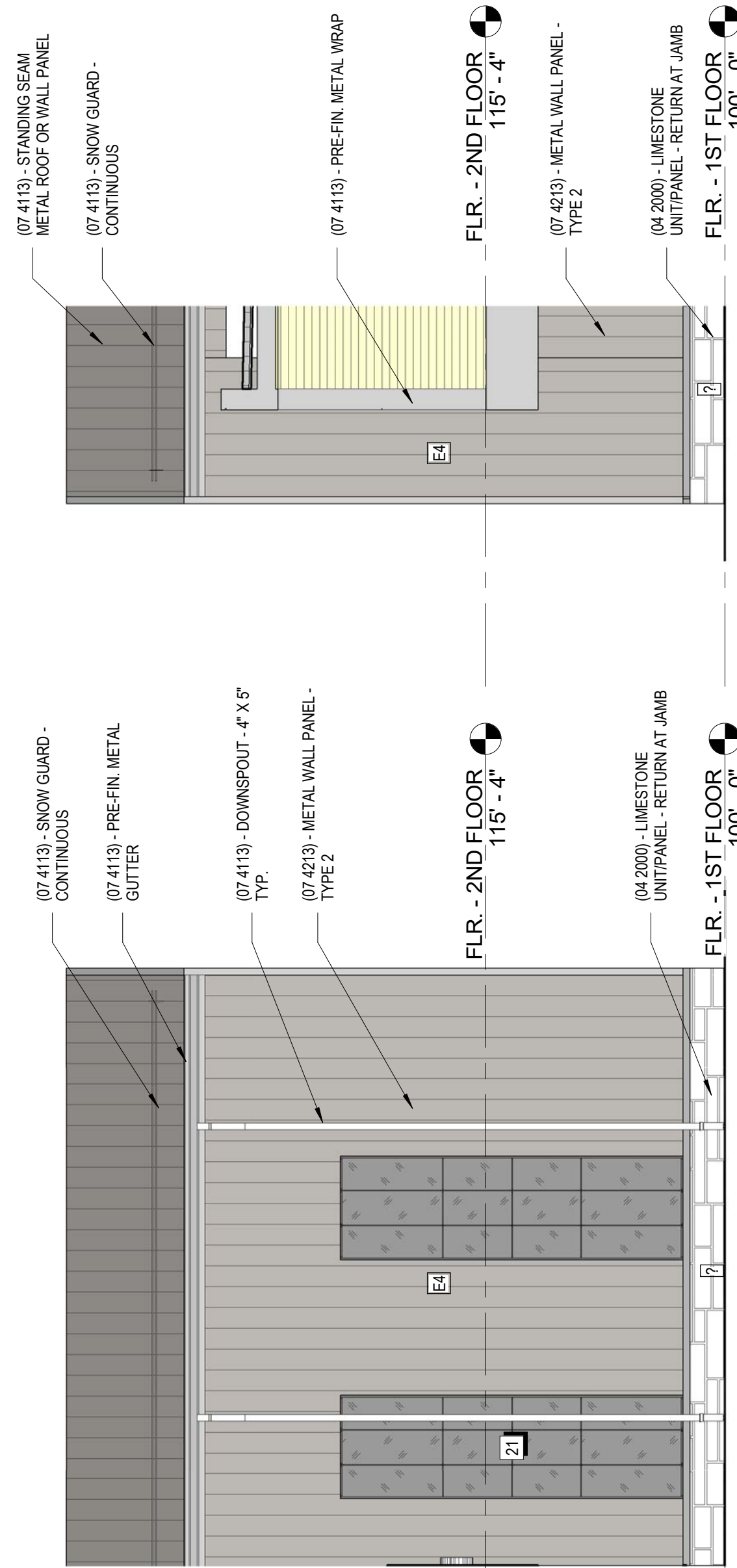
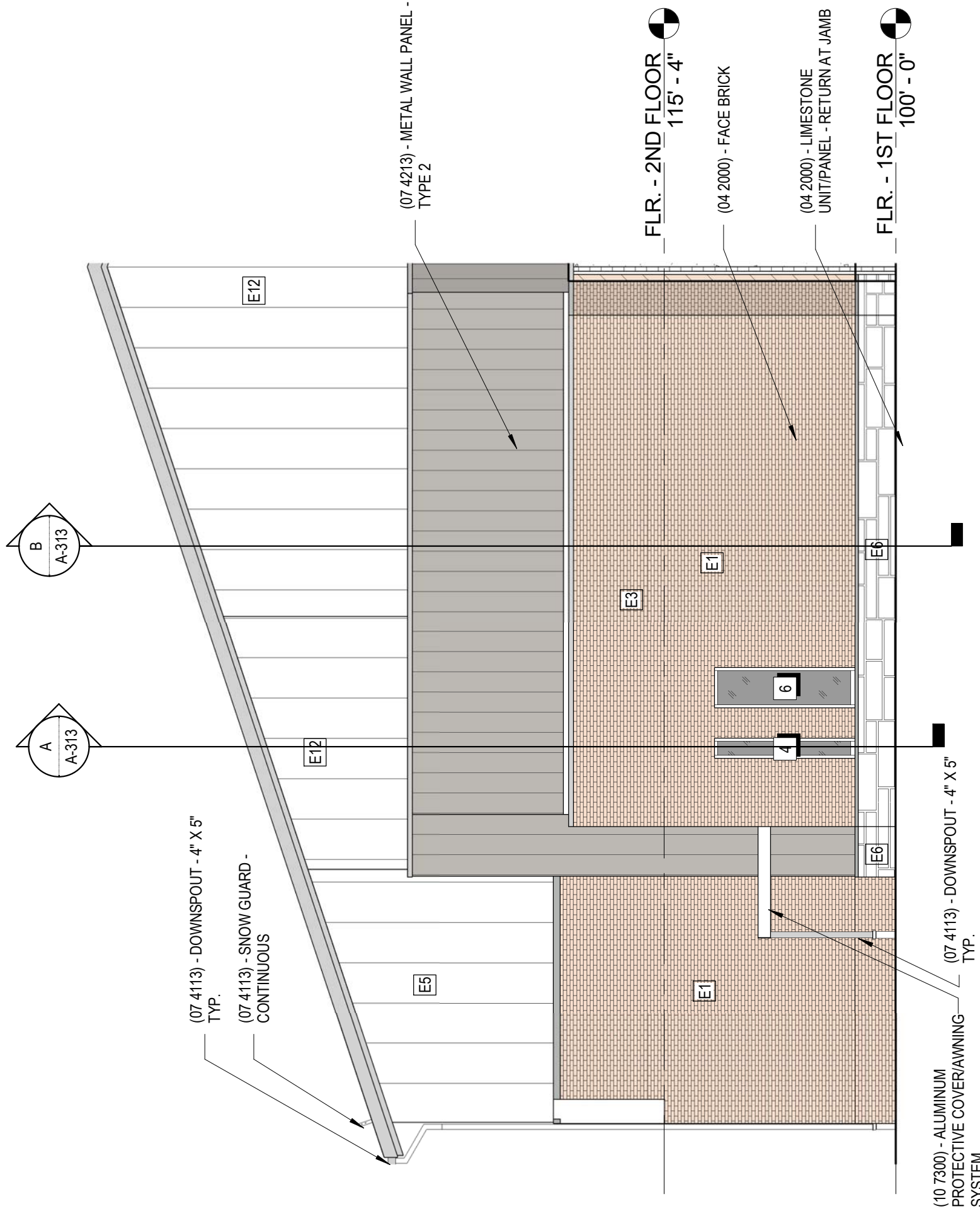
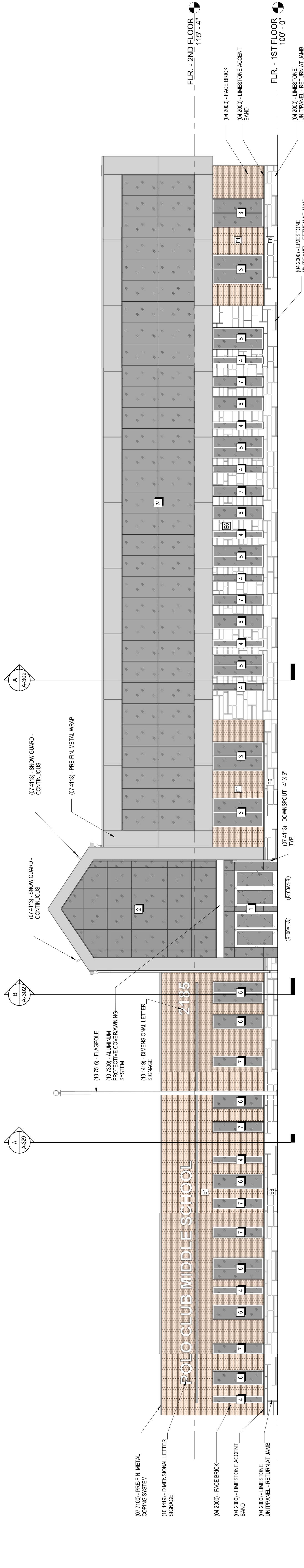
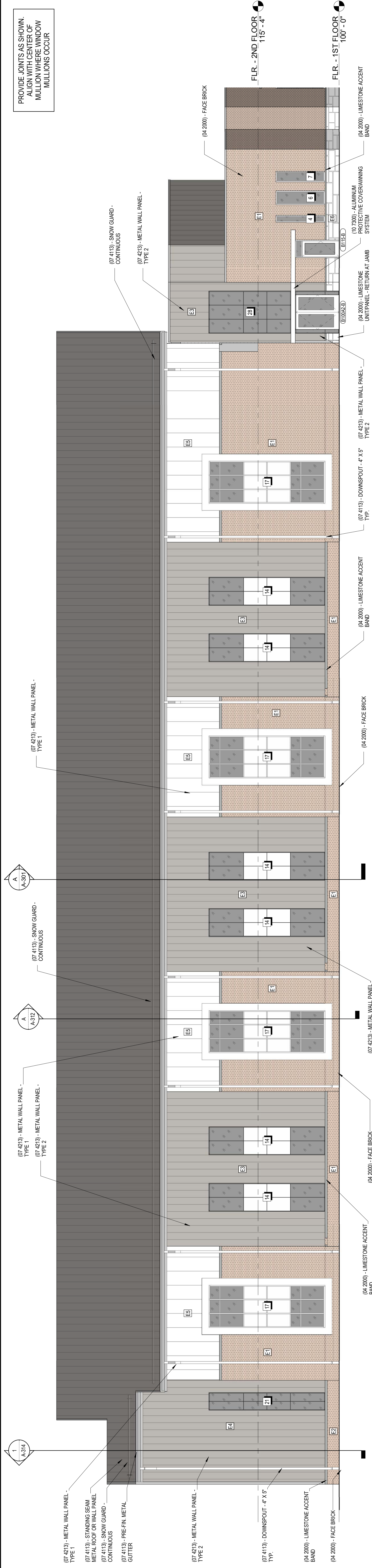
**B** ENLARGED BUILDING ELEVATION  
4/08 - 41.01

**ENLARGED BUILDING ELEVATION**

**D** **ENLARGED BUILDING ELEVATION**

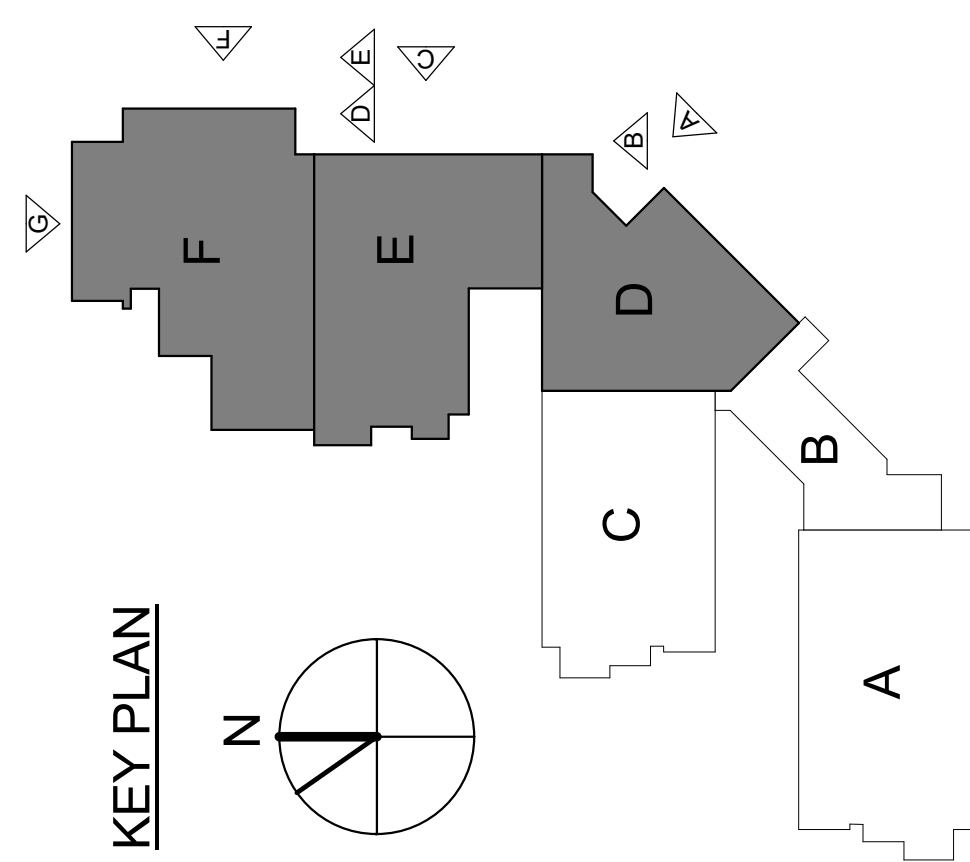
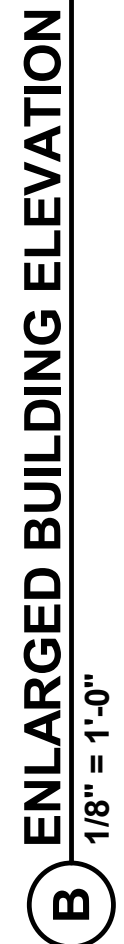
**E** **ENLARGED BUILDING ELEVATION**

**ENLARGED BUILDING ELEVATION**

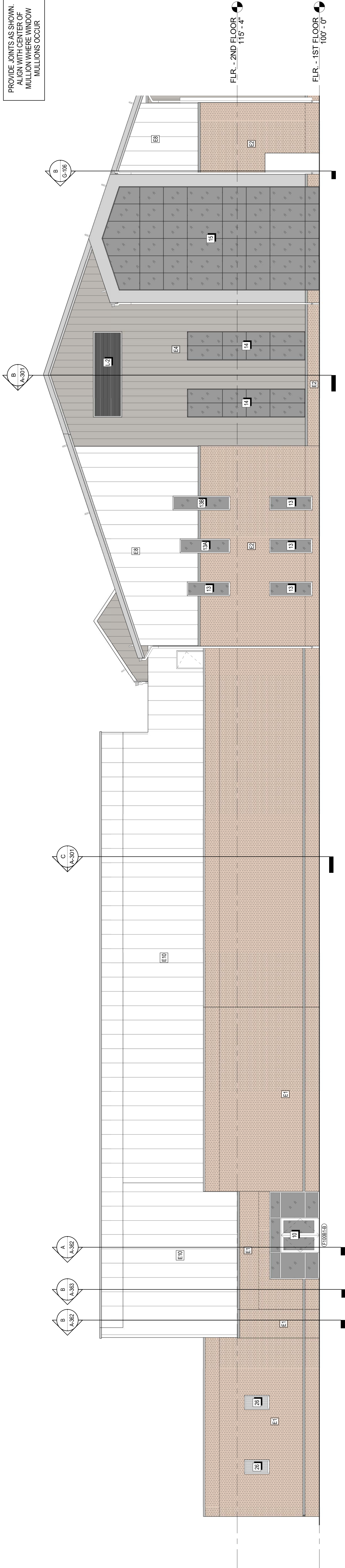




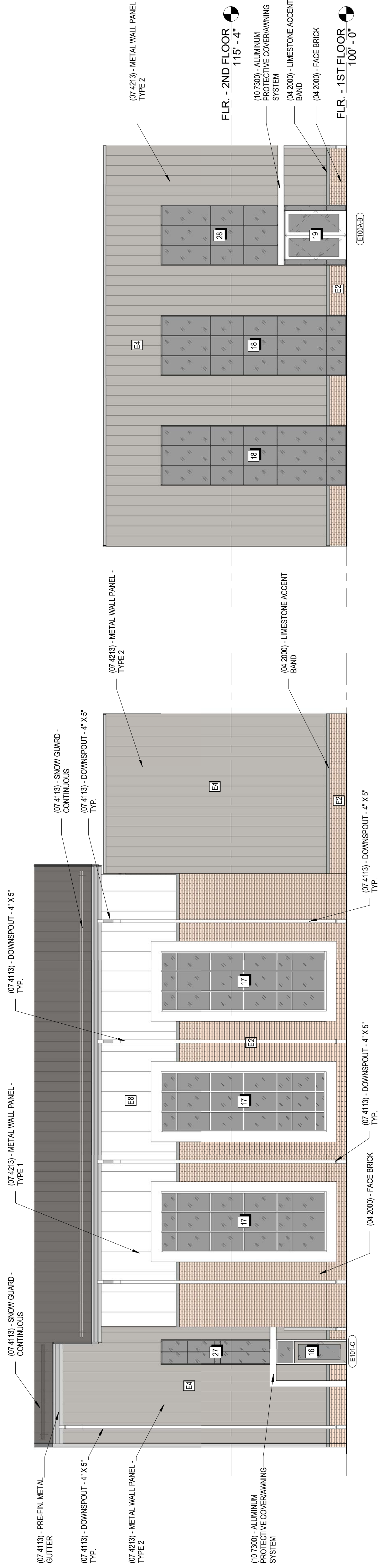
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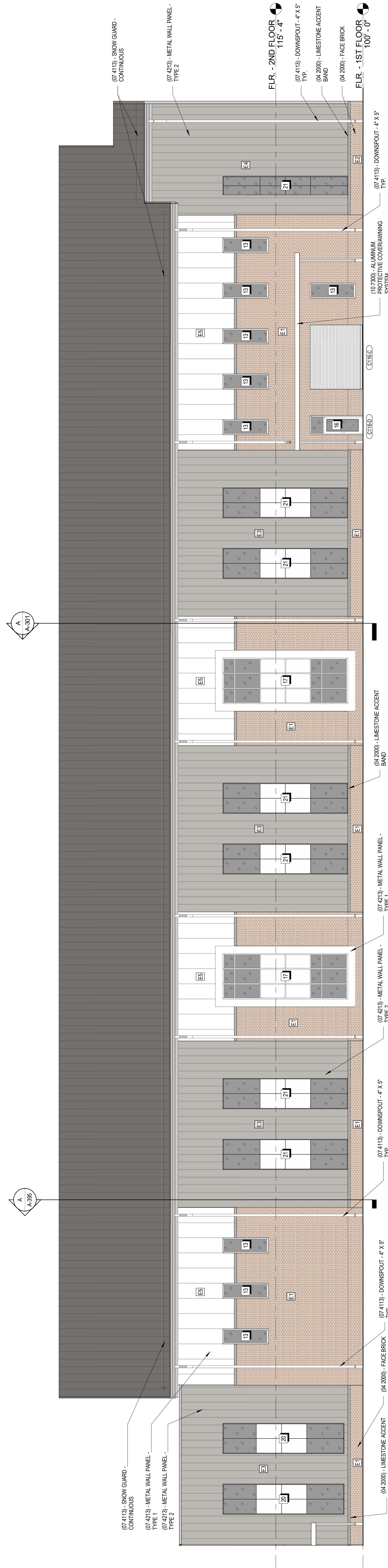




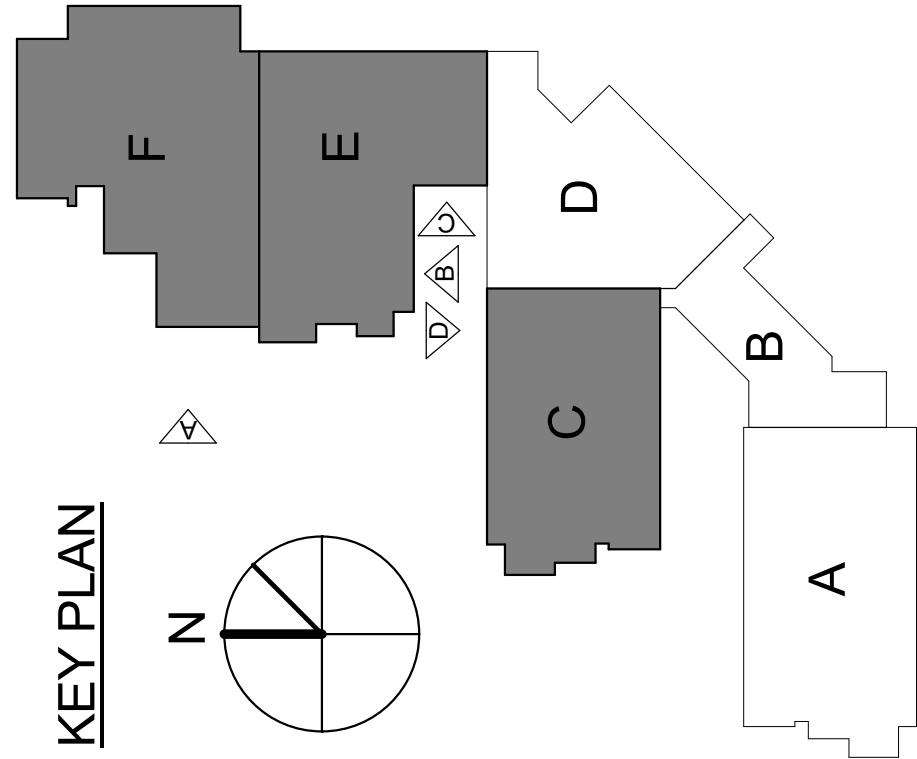
**A** ENLARGED BUILDING ELEVATION  
1/8" = 1'-0"



**B** ENLARGED BUILDING ELEVATION  
1/8" = 1'-0"



**D** ENLARGED BUILDING ELEVATION  
1/8" = 1'-0"





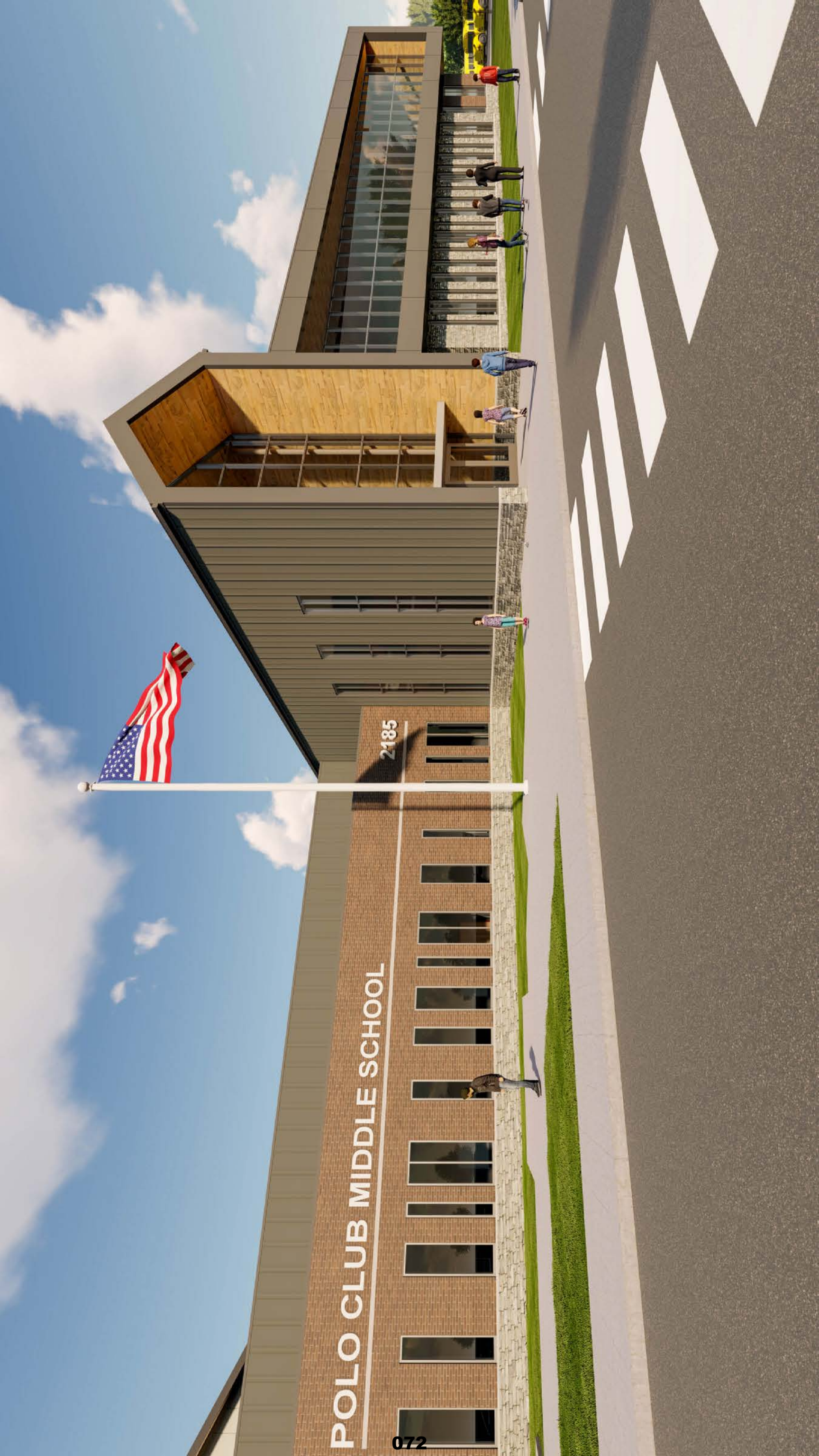
**B** ENLARGED BUILDING ELEVATION  
1/8" = 1'-0"

**A** **ENLARGED BUILDING ELEVATION**  
1/8" = 1'-0"

**C** ENLARGED BUILDING ELEVATION  
1/8" = 1'-0"

**D** ENLARGED BUILDING ELEVATION  
1/8" = 1'-0"



























































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FAYETTE COUNTY PUBLIC SCHOOLS

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**Executive Summary  
Fayette County Public Schools Board Meeting  
Agenda Item**

**MEETING:** Regular

**DATE:** June 28, 2021

**TOPIC:** Approval of a Waiver Request of 702 KAR 4:180 Related to not having Exterior Windows in Four (4) Rooms and including Volleyball Inserts for the Construction of the New Middle School on Polo Club Boulevard BG# 21-176

**PREPARED BY:** Myron Thompson, Chief Operating Officer @ 381-4165

**Recommended Action on:** 6/28/2021  
Consent Item

**Superintendent Prior Approval:** No

**Recommendation/Motion:** Approve the waiver request to the Kentucky Board of Education, pursuant to 702 KAR 4:180, allowing four (4) classrooms to not have exterior windows and allowing the use of flush volleyball inserts in the gymnasium related to the construction of the New Middle School on Polo Club Boulevard, subject to the approval of the Kentucky Department of Education, District Facilities Branch, per the provisions of 702 KAR 4:170.

**Background/Rationale:** The construction of the New Middle School on Polo Club Boulevard is listed as priority 1a.3. on FCPS's 2017 (amended) District Facility Plan (DFP) of approximately 140,479 SF to serve 1,200 students. The Facility Programming and Construction Criteria set out in 702 KAR 4:170 requires that all classrooms have exterior windows, but due to the configuration of the new middle school, its plan organization has yielded four (4) rooms that do not have exterior windows. These rooms include two resource rooms, which are smaller classrooms, and two classrooms. It is typical for a few rooms not to have exterior windows.

Additionally, 702 KAR 4:170 states that any volleyball standards are prohibited, by we will be installing volleyball inserts in order to provide this opportunity for our students. The provided with covers will be installed flush with the floor and will not present any tripping hazard when not in use.

**Policy:** 702 KAR 4:160

**Fiscal Impact:** N/A

**Attachment(s):** None

**AN EQUAL OPPORTUNITY SCHOOL DISTRICT**

Board of Education: Tyler Murphy, Chair • Amy Green, Vice Chair • Tom Jones • Christy Morris • Stephanie Spires

Acting Superintendent Marlene Helm



On motion by \_\_\_\_\_, seconded by \_\_\_\_\_,  
the Board approved the waiver request to the Kentucky Board of Education, pursuant to 702 KAR 4:180,  
allowing four (4) classrooms to not have exterior windows and allowing the use of flush volleyball inserts in  
the gymnasium related to the construction of the New Middle School on Polo Club Boulevard, subject to  
the approval of the Kentucky Department of Education, District Facilities Branch, per the provisions of 702  
KAR 4:170.

\_\_\_\_\_  
Tyler Murphy, Board Chair

\_\_\_\_\_  
Dr. Marlene Helm, Acting Superintendent



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FAYETTE COUNTY PUBLIC SCHOOLS

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**Executive Summary  
Fayette County Public Schools Board Meeting  
Agenda Item**

**MEETING:** Regular

**DATE:** June 28, 2021

**TOPIC:** Approval of Commissioning Agent Agreement for the Construction of New Middle School at Polo Club BG 21-276

**PREPARED BY:** Myron Thompson, Chief Operating Officer @ 381-4165

**Recommended Action on:** 6/28/2021  
Consent Item

**Superintendent Prior Approval:** No

**Recommendation/Motion:** Authorize the Superintendent to execute a contract with Paladin, Inc. in the amount of \$84,730.00 (Eighty-four Thousand, Seven Hundred Thirty Dollars) to perform the commissioning services outlined below, subject to review/approval by FCPS General Counsel prior to Superintendent's signature.

**Background/Rationale:** Even when new building systems are installed properly, the question remains whether these systems are performing at the optimal and most energy-efficient levels. Building commissioning attempts to ensure that the building's mechanical/electrical systems and components not only meet Owner's operational objectives but are also conserving resources and cost. Similar to Special Inspections, the use of Facility Commissioning has grown rapidly in the past few years and is part of the building code requirements of the 2012 International Energy Conservation Code (IECC) and the 90.1-2010 American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE). The project engineer has provided a written scope of work for the fundamental commissioning (related to HVAC and lighting control systems) required by IECC for this project.

Three (3) commissioning agents were contacted, and one proposal was received for this project. Based on the design team's analysis of the proposal received, Paladin, Inc. appears to have met all of the project scope of work criteria and has submitted an acceptable and cost-efficient proposal. The total anticipated value of the services (\$84,730) needed for the project requires the approval of the Board.

Contractor	Proposal Amount
1. Paladin	\$84,730
2. Facility Commissioning Group	No Response
3. Smith Seckman Reid	No Response

**Policy:** 01.11 – Powers and Duties of the Board  
702 KAR 4:160

**Fiscal Impact:**

<u>Fund</u>	<u>Org. Code</u>	<u>Project Code</u>	<u>Object Code</u>
Construction 360	003610	21176	0349

AN EQUAL OPPORTUNITY SCHOOL DISTRICT

Board of Education: Tyler Murphy, Chair • Amy Green, Vice Chair • Tom Jones • Christy Morris • Stephanie Spires

Acting Superintendent Marlene Helm

**Attachment(s): None**

On motion by \_\_\_\_\_, seconded by \_\_\_\_\_,  
the Board authorized the Superintendent to execute a contract with Paladin, Inc. in the amount of  
\$84,730.00 (Eighty-four Thousand, Seven Hundred Thirty Dollars) to perform the commissioning services  
outlined above, subject to review/approval by FCPS General Counsel prior to Superintendent's signature.

\_\_\_\_\_  
Tyler Murphy, Board Chair

\_\_\_\_\_  
Dr. Marlene Helm, Acting Superintendent



## **AGREEMENT BETWEEN OWNER AND COMMISSIONING AUTHORITY**

This Agreement is made: June 29, 2021

Between the Owner:

Fayette County Board of Education  
c/o Melinda Joseph-Dezarn, AIA, Director  
Facility Design & Construction  
450 Park Place  
Lexington, KY 40509

And the Commissioning Authority:

Paladin, Inc.  
123 Old Lafayette Avenue  
Lexington, KY 40502

For the following Project:

New Middle School  
2185 Polo Club Boulevard  
Lexington, KY 40509

The Owner and Commissioning Authority agree as follows:

### **ARTICLE 1 – SCOPE OF WORK**

#### **I. List of Systems to be commissioned**

See attached RFP prepared by Staggs & Fisher and Commissioning Authority's Response to RFP attached to this contract, which are incorporated herein by reference.

#### **II. Construction Document Phase Responsibilities**

Commissioning Authority shall perform the following responsibilities during the preparation of construction documents for this project:

1. Conduct, at a minimum, one commissioning design review of the project requirements and design documents prior to the mid-construction documents phase and back-check the review comments in the subsequent design submission.

2. Prepare CxA specifications.
3. Prepare Owner training specifications for all systems to be commissioned.
4. Develop a systems manual which provides future operating staff the information needed to understand and optimally operate the commissioned systems.

### **III. Construction Phase Responsibilities**

Commissioning Authority shall perform the following responsibilities during the construction of this project:

1. Organize and lead the commissioning team
2. Review shop drawings for components of commissioned systems for compliance with the Owner's project requirements and basis of design. Return comments to the design team.
3. Modify and update the commissioning plan as required based on submittals for shop drawings, equipment, controls, etc.
4. Schedule and lead commissioning meetings to be held during regular construction progress meetings
5. Maintain a tracking system for resolution items including documents and photographs as required
6. Coordinate all activities with the project schedule throughout the construction phase to ensure that commissioning activities are properly coordinated; provide feedback to the designer as required
7. Perform on-site observations during construction and record observations with documents and photographs as required
8. Monitor and verify correct component and equipment installation and document all observations with reports and photographs as required.
9. Witness HVAC equipment and system start-ups and ensure complete documentation. System start-ups are to include all dedicated outdoor air systems (DOAS) and the first two heat pumps to be started to establish the procedure for the remaining heat pumps. Heat pumps shall be of different sizes.
10. Witness domestic hot water equipment and system start-ups and ensure complete documentation.
11. Witness lighting controls and start-ups and ensure complete documentation.
12. Develop all System Verification Checklists for all equipment being commissioned.
13. Verify that Owner training for operating personnel has been satisfactorily completed.

### **IV. Construction Acceptance Phase Responsibilities**

Commissioning Authority shall perform the following responsibilities during the construction acceptance phase of this project:

1. Review and inspect on a sample basis the testing, adjusting and balancing work that has been carried out by another agency with respect to air and hydronics. Testing and Balancing will be performed by a TAB contractor hired directly by the Owner. TAB report shall be reviewed by CxA.
2. Conduct functional performance testing of all sub-systems, systems, and interaction between systems, leading to acceptance of the completed work. Document results of all tests witnessed.

## **V. Post-Acceptance Phase Responsibilities**

Commissioning Authority shall perform the following responsibilities during the construction acceptance phase of this project:

1. Conduct functional performance testing of all sub-systems, systems, and interactions between systems that could not be carried out prior to acceptance due to unsuitable weather conditions or other.
2. Prepare and submit a final commissioning report
3. Provide follow-up for quality of performance during the guarantee period
4. Develop a systems manual which provides future operating staff the information needed to understand and optimally operate the commissioned systems.

## **ARTICLE 2 - TRANSFER OF COPYRIGHT**

The Commissioning Authority acknowledges and agrees that documents or works prepared by, or hereafter to be prepared by, the Commissioning Authority, in whole or in part, in connection with the project, are intended to be the sole property of the Owner. The Commissioning Authority hereby expressly transfers to the Owner the exclusive right to any copyright interest in the documents.

## **ARTICLE 3 - TERMINATION, SUSPENSION OR ABANDONMENT**

In the event of the Owner termination, suspension or abandonment of the project, the Commissioning Authority shall be equitably compensated by the owner for services performed to the date of termination, suspension or abandonment.

Either the Commissioning Authority or the Owner may terminate this Agreement with or without cause after giving no less than seven (7) days written notice to the other party.

In the event of termination, suspension, abandonment or completion of the project, the Consultant shall deliver to the Owner within seven (7) days Documents, whether complete or incomplete, not previously delivered to the Owner during the course of the project. The Owner, as the holder of the exclusive right to any and copyright interest in the Documents, as provided in Article 2, shall have the right to use and reuse any and Documents for any purpose in connection with the project, including, but not limited to, its completion using entities other

than the Commissioning Authority, at the Owner's sole discretion and at no additional cost to the Owner.

#### **ARTICLE 4 - MISCELLANEOUS PROVISIONS**

This agreement shall be governed by the law of the Commonwealth of Kentucky.

The Owner and Commissioning Authority respectively bind themselves, their partners, successors, assigns and legal representatives to this Agreement. Neither party to this Agreement shall assign the Contract as a whole without prior written consent of the other.

The Commissioning Authority, its agents, employees, or consultants shall not harass or discriminate against any person regarding employment because of race, sex, religion, creed, color, genetic information, national or ethnic origin, political affiliation, age or disabling condition, gender identity, or sexual orientation.

During the Commissioning the Consultant will provide certain insurance coverage. These include in part: amounts satisfactory to the Owner, Comprehensive General Liability, Auto Liability, and Worker's Compensation.

General Liability -- \$1,000,000

Auto Liability -- \$300,000 / \$1,000,000; Personal Injury / \$500,000 / \$1,000,000 Property Damage

Workers Comp -- \$100,000

Professional Liability / E & O -- \$1,000,000

Owner shall be named as an additional insured on policies of insurance. Insurance policies shall incorporate provisions requiring insurance carriers to notify Owner thirty days (30) prior to canceling, non-renewal, or material modification of the policies. The certificate of insurance to be supplied MUST also name "The Owner Name, its officers, agents and employees" as an additional insured for the general liability and auto liability coverages.

#### **ARTICLE 5 – COMPENSATION AND PAYMENTS**

For Commissioning Services and any other services defined in this Agreement as Commissioning Services, Basic Compensation shall be as follows: A fixed fee. Any additional fees for substantial changes of scope must be negotiated and an addendum added to this contract, or with prior agreement of the parties the fee may be established as "NOT TO EXCEED" amount.

FEE: \$84,730.00 (Eighty-four Thousand, Seven Hundred Thirty Dollars)

#### **ARTICLE 6 - OTHER PROVISIONS**

(Insert description of other services and modifications to the terms of this Agreement here or as an attachment.)

Request for Proposal (S&F No. 20314)

Commissioning Authority Proposal dated: May 14, 2021


This Agreement entered into as of the day and year first written above.

OWNER:

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Dr. Marlene Helm, Acting Superintendent  
Fayette County Board of Education  
c/o Facility Design & Construction  
450 Park Place  
Lexington, KY 40511

COMMISSIONING AUTHORITY:



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Candice Rogers, President  
Paladin  
123 Old Lafayette Avenue  
Lexington, KY 40502

Director's Approval:

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Melinda Joseph-Dezarn, AIA                      Date  
Director, FCPS Facility Design & Construction

## **Solicitation of Proposal**

On behalf of Fayette County Public Schools, hereinafter referred to as the “Owner,” Staggs & Fisher Consulting Engineers (S&F) is soliciting proposals from qualified, independent commissioning authorities for Commissioning Services for the New Middle School at Polo Club Boulevard, Lexington, Kentucky in accordance with the requirements and instructions set forth in this Request for Proposal.

This project is a new middle school to house 1200 student and staff. The approximately 166,000 square foot facility will be constructed on a green site located along Polo Club Boulevard. The new building systems will include a ground-coupled heat pump system with geothermal wellfield, dedicated outdoor air systems with energy recovery, mini-split system heat pumps for cooling of critical rooms, electric water heaters, a storm shelter with required ventilation, LED lighting with a networked, relay control system, and a dual fuel emergency generator.

The current project schedule:

Design Development concludes May 25, 2021

Construction Drawing phase concludes September 14, 2021

Construction is scheduled for Substantial Completion in July, 2023

The Architect for the project is JRA Architects and the Engineer for the project is Staggs & Fisher Consulting Engineers.

The successful commissioning agent will have a contract directly with the Owner and will provide services during the phases of Design, Construction, Acceptance, and Post Acceptance.

## **Submittal of Proposal**

All proposals shall be addressed to Fayette County Public Schools and delivered to Staggs & Fisher Consulting Engineers, 3264 Loch Ness Drive, Lexington, KY 40517 on or before Friday, December 6 at 12:00 PM in a sealed envelope or via email. No proposal shall be withdrawn for a period of 60 days after submittal deadline. Proposals shall be subject to acceptance by the Owner.

## **Taxes**

All taxes, fees, permits, etc. are to be included in the proposal.

## **Compliance with RFP requirements**

It is the responsibility of all commissioning authorities providing a proposal for this work to be in full compliance with this RFP document. Exclusions to items specifically required in this document are not permitted.

## **Proposal Evaluation and Award**

The Owner reserves the right to negotiate, accept, and reject any or all proposals, as well as evaluate all proponents based on criteria including but not limited to the following:

1. Experience and Qualifications
2. Proposal Quality
3. References
4. Fees
5. Interviews
6. Architect/Engineers Recommendations

All commissioning authorities shall be willing and prepared to attend an interview if so chosen by the Owner. Commissioning Agents submitting a proposal for this project may be required to provide a presentation, sample documents, qualifications, key staff, relevant experience, etc. during said interview.

The Owner will issue a Notice to Proceed to the successful Commissioning Authority. This Notice to Proceed may be issued at any time by the Owner and is not subject to any requirements for an interview or negotiation with Commissioning Authority's submitting a proposal for the work included herein.

## **Invoices and Payment**

Invoices shall be submitted on a Monthly basis to the Owner at Fayette County Public Schools, 400 Springhill Drive, Lexington, KY 40503, Attn: Melinda Joseph-Dezarn/Lisa Clark. Invoices to be paid in full within 60 days of the invoice date.

## **Compliance with Laws**

The successful commissioning company may be subject to background checks, and the successful commissioning company shall provide background checks as requested by the Owner at any time.

All items and services furnished under this contract shall comply with all Federal, State, and local laws and regulations; and shall have all proper labeling including MSDS sheets where applicable.

The Owner reserves the right to reject any item, piece of equipment, or service in the event of a violation of the requirements of this RFP or the commissioning specifications.

## **Qualifications and Experience**

The commissioning agency shall have the minimum qualifications:

1. At least 10 years of experience in the commissioning field, and with the types of controls, HVAC systems, domestic hot water system, lighting controls and buildings included in this project.
2. Knowledge of operation and maintenance requirements.
3. A thorough understanding of Testing and Balancing procedures.
4. Knowledge and experience with all applicable building codes.
5. Knowledge, capability, and experience relative to building envelope and leakage testing.
6. Knowledge, capability, and experience relative to thermal imaging.

### **Submittal Requirements**

The proposal shall include the following:

1. A statement of qualifications.
2. A list and resume of all persons who will be working on the project.
3. An outline of the services to be rendered and the procedures to implement.
4. References for projects that are similar in scope including the name, client, client contact information, building type, building location, and a general description of the scope of work.
5. A firm fixed fee quotation to perform commissioning services during the construction, acceptance, and post acceptance phases of the project.
  - a. Provide the following breakout pricing on the formal proposal.  
Commissioning activities will be limited to the Construction, Acceptance, and Post Acceptance phases unless otherwise noted:
    - i. Base Fee for Basic Commissioning of HVAC systems and associated controls and Functional Testing of Lighting Controls as required by ASHRAE 90.1-2010.
    - ii. Additional Fee for Commissioning of HVAC System, Domestic Hot Water System, and Lighting Control Systems as described in this document.
    - iii. Additional Fee for Building Envelope Commissioning as described in this document.
    - iv. Additional Fee for full participation in the Construction Documents phase of design from the end of Design Development through completion of Construction Documents with responsibilities for Basic, Additional, and Building Envelope Commissioning.
6. A sheet of hourly rates in the event that the Owner elects at any time during the project to request additional services not included in the scope of this proposal.
7. A technical narrative describing any and all technical approaches that the commissioning agent proposes to use in providing the commissioning services.
8. A list of reports that will be made available to the Owner to demonstrate compliance of the construction, acceptance, and post acceptance phases with the design requirements.



## **Scope of Commissioning Services**

The commissioning agent is to include verification of the HVAC system, Domestic Hot Water Systems, and Lighting Controls thru the phases of Construction, Acceptance, and Post Acceptance as indicated and explained in the attached specification sections 230800 Fundamental Commissioning of HVAC and 260250 Fundamental Commissioning of Electrical Systems:

### ***Design Phase***

1. Conduct, at a minimum, one commissioning design review of the project requirements and design documents prior to the mid-construction documents phase and back-check the review comments in the subsequent design submission.
2. Prepare CxA specifications.
3. Prepare Owner training specifications for all systems to be commissioned.
4. Develop a systems manual which provides future operating staff the information needed to understand and optimally operate the commissioned systems.

### ***Construction Phase***

During the commissioning phase, the commissioning authority shall carry out the following services:

1. Organize and lead the commissioning team
2. Review shop drawings for components of commissioned systems for compliance with the Owner's project requirements and basis of design. Return comments to the design team.
3. Modify and update the commissioning plan as required based on submittals for shop drawings, equipment, controls, etc.
4. Schedule and lead commissioning meetings to be held during regular construction progress meetings
5. Maintain a tracking system for resolution items including documents and photographs as required
6. Coordinate all activities with the project schedule throughout the construction phase to ensure that commissioning activities are properly coordinated; provide feedback to the designer as required
7. Perform on-site observations during construction and record observations with documents and photographs as required
8. Monitor and verify correct component and equipment installation and document all observations with reports and photographs as required.
9. Witness HVAC equipment and system start-ups and ensure complete documentation. System start-ups are to include all dedicated outdoor air systems (DOAS) and the first two heat pumps to be started to establish the procedure for the remaining heat pumps. Heat pumps shall be of different sizes.

10. Witness domestic hot water equipment and system start-ups and ensure complete documentation.
11. Witness lighting controls and start-ups and ensure complete documentation.
12. Develop all System Verification Checklists for all equipment being commissioned.
13. Verify that Owner training for operating personnel has been satisfactorily completed.

### ***Acceptance Phase***

During the Acceptance Phase, the commissioning agent shall carry out the following services:

1. Review and inspect on a sample basis the testing, adjusting and balancing work that has been carried out by another agency with respect to air and hydronics. Testing and Balancing will be performed by a TAB contractor hired directly by the Owner. TAB report shall be reviewed by CxA.
2. Conduct functional performance testing of all sub-systems, systems, and interaction between systems, leading to acceptance of the completed work. Document results of all tests witnessed.

### ***Post-Acceptance***

During the post-acceptance phase the commissioning agent shall carry out the following scope of work:

1. Conduct functional performance testing of all sub-systems, systems, and interactions between systems that could not be carried out prior to acceptance due to unsuitable weather conditions or other.
2. Prepare and submit a final commissioning report
3. Provide follow-up for quality of performance during the guarantee period
4. Develop a systems manual which provides future operating staff the information needed to understand and optimally operate the commissioned systems.

### ***Minimum Commissioned Items List***

The scope of work included in this section shall be provided for the following systems:

1. Building Automation System and Graphics
2. Dedicated Outdoor Air Systems
3. Energy Recovery Ventilators
4. Water Source Heat Pumps – 10%
5. Electric Heaters
6. Geothermal Wellfield and Associated Pumps

7. Exhaust Fans
8. Circulation Fans
9. Pumps
10. Split System Heat Pumps
11. Domestic Hot Water Systems
12. Storm Shelter Ventilation System
13. Under-slab Sanitary and Storm Piping
14. Lighting Controls

### ***Commissioning Plan***

#### **A. Commissioning Team**

1. The Commissioning Team (CT) shall consist of key parties involved in design, construction and testing of this facility. It is necessary for each agency to appoint team members that will have long- term commitments to this project.

Team members shall be provided by each of the parties listed below:

- a. Fayette County Public Schools, Owner Representative (FCPS)
- b. JRA Architects, Project Architect (JRA)
- c. Staggs & Fisher Consulting Engineers, MEP Engineer (SF)
- d. Commissioning Authority (CxA)
- e. General Contractor (GC)
- f. Mechanical Contractor (MC)
- g. Plumbing Contractor (PC)
- h. Geothermal Well Field Contractor (GWFC)
- i. Sheet Metal Contractor (SM)
- j. Controls Installation Contractor (CIC)
- k. Controls Supplier (CS)
- l. Test and Balance Contractor (TABC)
- m. Electrical Contractor (EC)
- n. Lighting Controls Equipment Contractor (LCEC)
- o. Building Envelope -Exterior Enclosures Contractors

#### **B. Commissioning Meetings**

1. Commissioning meetings will be held in conjunction with progress meetings as necessary. The CxA will be on site for the Cx meetings. Commissioning meetings will be used to address problems that alter the design intent or affect the commissioning process.

#### **C. Resolution Tracking Forms (RTF)**

1. The use of Resolution Tracking Forms is a method employed by the CxA to monitor and record problems, their causes, and solutions.
2. The CxA will regularly submit RTF's to the Commissioning Team in order to document and resolve deficiencies as quickly as possible. The frequency of RTF submission will be adjusted as project conditions dictate.

#### **D. System Verification Checklists (SVCs) / Manufacturers' Checklists**

1. The CxA will write SVCs based on the contract documents. These tests will be created for systems and subsystems. Draft copies will be submitted

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to the Commissioning Team for review and comment prior to placement on the job site. SVCs will be submitted and kept in electronic format throughout the process and made available to the Contractor for completion by the installing contractors. No system will be started until the appropriate SVCs have been completed.

2. The CxA will review the SVC for each piece of equipment prior to start-up.
3. The equipment manufacturers' checklists must also be reviewed by the CxA prior to start-up. These lists must be completed by the installing contractor and reviewed by the CxA before start-up ~~can~~ commences.

E. Start-Up

1. Start-up of major commissioned systems will be witnessed the CxA. The appropriate contractors and/or manufacturer's representative will be required on site to perform start-up.

F. Controls Monitoring

1. Close monitoring of the Control Supplier's (CS) progress will promote efficient coordination of the TAB work. The CS will be expected to submit point-to-point checklists verifying that his work has been completed and all systems are ready for TAB work and Functional Performance Testing, including controls programming, graphics and systems integrations.

G. TAB Monitoring

1. The preliminary TAB report set-up will be reviewed prior to HVAC equipment start-up, in order to assure that the final TAB report format and content are acceptable.
2. TAB work will be monitored so that any problems that prevent or hinder proper air and water balance can be addressed and corrected with minimal delays.
3. A pencil copy of the TAB report shall be reviewed by the CxA prior to submission of the final TAB report and before Functional Performance Testing can be carried out. A written CxA review will be submitted to the TAB contractor and to the DT. A TAB report approved by the DT will be required before Functional Performance Testing can be carried out. The CxA will visit the site during the TAB process in order to assist TABC and CC in the effective completion of their scope of work.

H. Functional Performance Tests (FPTs) - The Functional Performance Tests shall include the following:

1. The CxA will write FPT's based on the OPR. These tests will be created for systems and subsystems. Each major system will be tested. A random sample of each subsystem will be tested. This will be coordinated and witnessed by the CxA and the owner's maintenance staff. Witnessing the

FPTs will serve as a compliment to the O&M Training. No FPTs will be performed until the system and related subsystems SVCs are completed by installing contractors, start-up reports have been submitted, the TAB report has been submitted and reviewed, and the completion of the control system has been documented through point-to-point checklists and other documentation.

2. Building Envelope Air Leakage Diagnostic Test. The air leakage [Blower Door] test must be performed in accordance with ASTM E 779 with the following additions and exceptions:
  - i. The test consists of measuring the flow rates required to establish a minimum of 12 positive and 12 negative building pressures. The lowest test pressure shall be 0.1 in wg; the highest test pressure shall be 0.3 in wg (75 Pa); and there must be at least 0.1 in wg difference between the lowest and highest test pressures.
  - ii. The test pressure must be measured in a representative location such that pressures in the extremities of the enclosure can be shown to not exceed 10% of the measured test pressure. At least 12 bias pressure readings must be taken across the envelope and averaged over at least 20 seconds each before and after the flow rate measurements. None of the bias pressure readings must exceed 30% of the minimum test pressure when testing in both directions.
  - iii. Where it can be shown that it is impossible to test in both directions, then the building may be tested in the positive direction only, provided the bias pressure does not exceed 10% of the minimum test pressure.
  - iv. The mean value of the air leakage flow rate calculated from measured data at 0.3 in wg (75 Pa) must not exceed 0.25 CFM per square foot of envelope area. Measurements must be referenced at standard conditions of 14.696 PSI and 68F.
  - v. The test shall be conducted with ventilation fans and exhaust fans turned off and the outdoor air inlets and exhaust outlets sealed (by dampers or masking). The contractor must provide a responsible HVAC technician with the authority to place the HVAC system in the correct mode for the pressure test. The test technician must have unhindered access to mechanical rooms, air handlers, exhaust fans, and outdoor air and exhaust dampers.
  - vi. The contractor must ensure that all windows in the enclosure are kept closed. Entry and exit through doors in the test enclosure must be prohibited during the test. Data collected while the pressures and flows are affected by a door opening and closing shall be discarded.
  - vii. The testing agency is required to perform an infrared imaging diagnostic evaluation in accordance with ASTM E 1186, whether the building achieves the air tightness requirement or not. The

- diagnostic evaluation will assist the contractor and responsible parties in identifying and eliminating air leakage so the building meets the requirement upon retesting.
- viii. A report shall be provided to Engineer and Architect after the first Air Leakage Test and the first diagnostic evaluation. After corrective measures are taken by the appropriate subcontractors, a second and final test Air Leakage Test shall be provided by the testing agency. An infrared imaging diagnostic evaluation shall again be provided after the second Air Leakage Test, should the second Air Leakage test reveal the building still does not meet air tightness requirements.
  - ix. Any subsequent testing and evaluation after the second Air Leakage Test and second infrared imaging diagnostic evaluation shall be considered additional scope, the cost of which shall be paid by the responsible party.
3. Building Envelope Thermography will be conducted in conjunction with Building Envelope Air Leakage Diagnostic Tests according to ISO 6781 & ASTM C-1060 to qualitatively detect thermal irregularities and ASTM E1186 to locate air leakage sites.
4. HVAC Systems & Lighting Controls
- a. Dedicated Outside Air Systems will be tested in designed operating modes. Proper operation will be verified at minimum OA, maximum OA, automatic control, and other modes, if necessary, to achieve OPR conformance.
  - b. Energy Recovery Ventilators will be tested in designed operating modes. Proper operation will be verified at minimum OA, maximum OA, automatic control, and other modes, if necessary, to achieve OPR conformance.
  - c. Water Source Heat Pumps will be tested at minimum and maximum airflow setpoints, and under automatic control. Intermediate settings will be tested as necessary.
  - d. Split Systems will be tested at minimum and maximum temperature setpoints, and under automatic control. Intermediate settings will be tested as necessary.
  - e. Electric Heaters will be tested for conformance to OPR.
  - f. Hydronic pumps will be tested under relevant operating conditions.
  - g. Circulation Fans will be tested under relevant operating conditions.
  - h. Exhaust Fans will be tested for conformance to OPR.
5. Lighting Controls
- a. DDC control systems will be tested as necessary to achieve OPR conformance.
  - b. Lighting Controls will be tested to assure that the building as an integrated system operates properly.

6. Geo-Thermal Well Field will be tested per specification requirements for conformance to OPR.
  7. Under-Slab Sanitary and Storm Piping will be tested per specification requirements for conformance to OPR, including camera verification. Commissioning Agent to select piping sections to be videoed. Contractor to provide camera and labor while commissioning authority reviews results.
  8. Off-season mode testing will be implemented as necessary to assure conformance with the OPR. Installing contractors will be expected to participate as required.
- I. Building Turn-Over / Owner Orientation / User Training
1. The CxA will monitor contractors in preparing and coordinating O&M manuals, working closely with each contractor to achieve specificity and completeness.
  2. The CxA will review as-built drawings, working closely with each contractor to achieve specificity and completeness.
  3. Owner training will be coordinated with the assistance of the CxA. The training will be provided by the installing contractor, or manufacturer's representative, and witnessed by the CxA. This training should include both classroom training and hands-on operational training. The owner may choose to videotape this training for future use. The CxA will visit the site during the Turn-Over and Training period to assure that any on-going problems related to commissioned systems are being addressed and corrected in a timely and efficient manner.
  4. The CxA will assist the owner/user with warranty issues.
  5. The CxA will assist in the coordination of off-season testing, calibrating, and servicing as specified in the contract documents.
- J. Warranty Review
1. The CxA and CT will participate in a near end of warranty review meeting to observe the operation of the commissioned systems. The following items will be reviewed and discussed: warranty issues, energy usage, maintenance practices, usage changes, and chronic problems, as well as other issues affecting the owner and the operation of the commissioned systems.



# SUBMITTAL OF QUALIFICATIONS

COMMISSIONING SERVICES FOR  
FAYETTE COUNTY PUBLIC SCHOOLS  
NEW MIDDLE SCHOOL

May 14, 2021



May 14, 2021

Fayette County Public Schools  
450 Park Place  
Lexington, KY 40511

**Re: Commissioning: FCPS New Middle School – Polo Club**

Dear Fayette County Public Schools:

We are pleased to present the following proposal for commissioning the construction of the New Middle School - Polo Club.


There are several reasons why this project is exciting to Paladin:

1. Opportunity to work alongside FCPS, JRA, and Staggs and Fisher
2. Opportunity to work with the new FCPS Facilities Management leadership on issues resolution


## WHAT CAN FCPS EXPECT FROM PALADIN?

How will you know that we have done our job? The answer to that is in the form of our commitment to this project. It comes in three categories:

1. **Contractual requirement** - Our commitment to you is zero open issues with commissioned systems upon completion of our contract. We have worked alongside FCPS for several capital construction projects. In completion of the Headquarters, we have developed a method of working alongside the facilities team to see issues resolved. Being able to replicate that will improve the quality of final construction for FCPS System.
 




Zero issues for commissioned systems
2. **Operational stability metrics** – Delivery of the following performance parameters within stated tolerances and trended for fourteen days minimum to demonstrate system stability.
 



**SYSTEMS UNDER CONTROL**

We have not seen the systems work until these performance parameters are met

  - a. Comfort – space temperatures within +/- 3°F
  - b. Ventilation – measured within 5% of design values
  - c. Supply Air – Within +/- 2°F
  - d. Geothermal: Hydronic systems within 5% temperature setpoint range AND make-up water with glycol make-up functioning down to -10°F
3. **Documentation requirements** - Paladin will not be complete until each of our written work products is delivered to FCPS in the format and quantities requested.
 



**DOCUMENTATION**

100% Recorded + Logged + Stored

## FEE

Section 5 of this RFP includes a breakdown of how we are allocating that fee across the project categories. The fees are split into the four options requested in the RFP. We are open to rightsizing the scope to meet the needs of the project and happy to discuss alternatives.

## RESPONSE SPECIFICS

In preparing this proposal, Paladin has reviewed the Project Drawings and Specifications, Addendum, and RFP. It is signed by an Officer of Paladin.

The proposal contains the following RFP Response:

1. Section 1 – Statement of Qualifications
2. Section 2 – Resumes
3. Section 3 – Project Approach
4. Section 4 – Project References
5. Section 5 – Firm Fixed Fee Quotation
6. Section 6 – Hourly Rates
7. Section 7 – Technical Narrative
8. Section 8 – Written Work Products
9. Non-Collusion Affidavit
10. Certificate of Insurance
11. Women Owned Business Certificate

We appreciate the opportunity to submit for this project. We are open to clarifications and requested modifications to our scope interpretation and suggested techniques if they are not consistent with the intent of the RFP. Please contact Candice Rogers ([rogersc@paladinkY.com](mailto:rogersc@paladinkY.com)), (859) 252-3047 should you have any questions.

Sincerely,



Candice B. Rogers  
CCP, CxA, LEED AP BD+C  
President

# CONTENT

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SECTION 1

# STATEMENT OF QUALIFICATIONS

# SECTION 1: STATEMENT OF QUALIFICATIONS



Since 1986, Paladin has delivered on a promise of dramatically improving the outcomes and operability of projects. What we've developed with our commissioning process is a very practical and outcome-driven approach to enhancing Project Team outcomes.

The three pillars of Paladin's commissioning are:

1. To improve the return for Owners, ensure that each task in the process serves a purpose.
2. To improve recommendations, provide personnel accustomed to design, construction, and operation of buildings.
3. To improve corrective actions, work to maintain a positive team dynamic while upholding the Owner's interests.

In direct response to the qualifications requested in the RFP, Paladin submits:

## **AT LEAST 10 YEARS OF EXPERIENCE IN THE COMMISSIONING FIELD, AND WITH THE TYPES OF HVAC CONTROLS, HVAC SYSTEMS, LIGHTING CONTROL SYSTEMS AND BUILDINGS INCLUDED IN THIS PROJECT**

Since 1986, Paladin has provided commissioning services for owners under the premise that buildings should be fully functional upon occupancy. Our mission is to support **operations and Operators** by verifying that systems work as intended, consume the correct amount of energy, and can be maintained for decades.

The project References included in this proposal were selected for their representative system make-up, programmatic resemblance, and/or comparable building type. These projects are only a snapshot into our 35-year experience collection.





### KNOWLEDGE OF OPERATION AND MAINTENANCE REQUIREMENTS

The saying goes, **“You design it once, you build it once, and you operate for a lifetime.”** Recognizing this reality, Paladin takes the role of your school’s operators seriously. Equipment and instrumentation accessibility, complete sequences of operation, and solid legacy documents are a few of the outcomes Paladin delivers projects.

**Our team includes former facility operators who enhance the perspective of what it means to be the individual responsible for the building.** Due to our understanding of operations, Paladin has developed preventative maintenance programs for several Kentucky institutions including: Berea College, University of Kentucky, Division of Mechanical Services, Department of Military Affairs, Louisville Free Public Library System, Lexington Fayette Urban County Government, Greystar: University of Kentucky Privatized Residence Halls, and Kentucky Community and Technical College System.

### A THOROUGH UNDERSTANDING OF TESTING AND BALANCING PROCEDURES

Paladin’s combination of professional engineers and commissioning professionals strengthens our ability to interpret, review, and recommend actions related to TAB activities. Paladin maintains an inventory of calibrated flow hoods and flow meters necessary to verify the work of contracted TAB Agencies. Paladin’s engineers regularly review TAB Reports during the course of their services. This combination ensures quality reviews of TAB activities. Paladin follows AABC Guidelines in our recommendations and procedures.



### KNOWLEDGE AND EXPERIENCE WITH ALL APPLICABLE BUILDING CODES PRESCRIBED IN THE CONTRACT DOCUMENTS

Paladin is well-versed in the codes and requirements governing this project. Paladin maintains an up-to-date understanding of the most recent versions and interpretations through leadership in the trade associations, professional engineering and commissioning professional continuing education requirements, and active project engagement. Paladin’s commissioning engineers have more than ten years experience each which reinforces their understanding of the rules governing the Projects’ contract documents.

### KNOWLEDGE, CAPABILITY, AND EXPERIENCE RELATIVE TO BUILDING ENVELOPE AND LEAKAGE TESTING AND THERMAL IMAGING

Paladin’s team assigned to this project include Building Enclosure Commissioning Professionals (BECxP) and a Registered Architect. We have tested over 300 hundred building enclosures for air and water leakage. David Burks is also a Level II Thermographer. Our building enclosure team has been trained to deliver commissioning outcomes using Whole Building Design Guide and AAMA and ASTM test procedures.

SECTION 2

# RESUMES



# SECTION 2: RESUMES



## PRINCIPAL

David C. Burks, CxA, BECxP, CxA+BE, CAPM  
859.684.5457 *cell*  
859.252.3047 *office*



## COMMISSIONING PROVIDERS

Kelsey Leslie PE, CxA  
Mark Zoller, PE, CxA



## TECHNICAL STAFF

David Stapleton EIT  
Jacob Duncan EIT  
Davis Reeves CxT



# DAVID BURKS

PRINCIPAL-IN-CHARGE

## ABOUT

Mr. Burks brings expertise in commissioning, controls optimization, and building envelope commissioning. He is experienced in data gathering and analysis, reporting, and testing equipment. David maintains regular correspondence with owner representatives, coordinates progress meetings, and supports the development of Paladin's documentation.

## LICENSURE AND CERTIFICATIONS

Certified Commissioning Authority, AABC  
Commissioning Group

Associate Commissioning Professional,  
Building Commissioning Association

Building Enclosure Commissioning  
Authority, University of Wisconsin

Building Analyst and Building Envelope  
Specialist - Building Performance  
Institute

Mitsubishi Electric Service - Variable  
Refrigerant Flow Systems

Tridium Ax - Niagara IV Certified

Level II Thermographer

## CONTACT

P: 859.252.3047 x8857

E: burksdc@paladinky.com

W: www.paladinengineers.com

## RELATED EXPERIENCE

Frederick Douglass High School | MEP and Envelope Commissioning  
Fayette County Public Schools | Lexington, KY

Red Oak Elementary | Construction Phase Commissioning  
Jessamine County Schools | Nicholasville, KY

Classroom and Student Services Building | Whole Building Commissioning  
Bluegrass Community and Technical College | Lexington, KY

CAER Laboratory Building #2 | Fundamental Commissioning  
University of Kentucky | Lexington, KY

McGowan and Administration Building Renovations | Commissioning  
Bluegrass Community & Technical College System | Lexington, KY

Statewide Building Assessments | Retro-Commissioning of Building Systems |  
Department of Military Affairs | KY

Frankfort State Office Building | Building Envelope Commissioning  
DW Wilburn | Frankfort, KY

Telford Hall Renovation | Construction Phase Commissioning  
Eastern Kentucky University | Richmond, KY

Seabury Hall Renovation | Fundamental & Enhanced Commissioning  
Berea College | Berea, KY

## EDUCATION

MASTERS IN HISTORY,  
Eastern Kentucky University

BACHELOR OF ARTS, SECONDARY EDUCATION  
University of Kentucky



# KELSEY LESLIE

## COMMISSIONING PROVIDER

### ABOUT

Ms. Leslie leads Paladin's team in on-site testing on commissioning projects. She has a significant background working with complex HVAC systems and varied BAS control platforms. Her experience has led her to work in an array of building types, including educational, government, and health facilities throughout Kentucky and Ohio.

### LICENSURE AND CERTIFICATIONS

Professional Mechanical Engineer:  
Commonwealth of Kentucky (# 30843)

Certified Commissioning Authority, AABC  
Commissioning Group

Associate Commissioning Professional,  
Building Commissioning Association

Tridium Ax - Niagara IV Certified

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### RELATED EXPERIENCE

Frederick Douglass High School | MEP and Envelope Commissioning  
Fayette County Public Schools | Lexington, KY

Athens Boonesboro Elementary School | Commissioning  
Fayette County Public Schools | Lexington, KY

Straub Elementary School | IECC Commissioning  
Mason County Schools | Maysville, KY

Area Technology Center | IECC Commissioning  
Mason County Schools | Maysville, KY

University of Kentucky Housing Development Phases II, III and IV  
Fundamental & Enhanced Commissioning | Greystar | Lexington, KY

Knapp Hall Renovation | Commissioning  
Berea College | Berea, KY

Student Recreational Center | Fundamental & Enhanced Commissioning  
University of Louisville | Louisville, KY

LexTran Headquarters Building | Fundamental & Enhanced Commissioning  
LexTran | Lexington, KY

City Center Hotel and Office Building | Construction Phase Commissioning  
The Webb Companies | Lexington, KY

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### EDUCATION

BACHELOR OF SCIENCE, MECHANICAL ENGINEERING  
Lipscomb University

### CONTACT

P: 859.252.3047 x8858

E: lesliek@paladinky.com

W: www.paladinengineers.com



# MARK ZOLLER

## COMMISSIONING PROVIDER

### ABOUT

Mark's extensive background in the requirements of mechanical, plumbing, electrical and control systems operation enables him to perform commissioning design reviews and prepare functional tests to verify sequence of operation consistency.

As a licensed Engineer and Certified Commissioning Professional, Mr. Zoller has completed both engineering design and commissioning of systems and equipment for a variety of applications.

### LICENSURE AND CERTIFICATIONS

Professional Mechanical Engineer:  
Commonwealth of Kentucky (# 29435)

Certified Energy Manager, Association of  
Energy Engineers

Certified Commissioning Authority, AABC  
Commissioning Group

LEED Accredited Professional, United  
States Green Building Council

Tridium Ax - Niagra IV Certified

### CONTACT

P: 859.252.3047 x8865

E: zollerm@paladinky.com

W: www.paladinengineers.com

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### RELATED EXPERIENCE

Monticello Elementary School Renovation | Commissioning  
Wayne County Schools | Monticello, KY

YMCA | Commissioning  
YMCA Foundation | Louisville, KY

4th Street Live! Tenant Fit-up | LEED Fundamental and Enhanced Commissioning  
4th Street Live! | Louisville, KY

Senior Citizens Center | LEED Fundamental Commissioning  
Lexington Fayette Urban County Government | Lexington, KY

Woodland Glen III, IV, & V Residence Halls | LEED Fundamental and Enhanced  
Commissioning | Greystar | Lexington, KY

Commercial Bank Building | LEED Fundamental and Enhanced Commissioning  
Commercial Bank | West Liberty, KY

Jackson District Office Building | Whole Building Commissioning | Department of  
Transportation | Jackson, KY

Catholic Health London and Winchester MOB | Commissioning  
NexCore | London and Winchester, KY

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### EDUCATION

BACHELOR OF SCIENCE, MECHANICAL ENGINEERING  
Georgia Institute of Technology



# DAVID STAPLETON

## TECHNICAL STAFF

### LICENSURE AND CERTIFICATIONS

Engineer-in-Training

### ABOUT

David supports field observations, executes construction checklists, and supports test verification for Paladin's varied commissioning projects across the Commonwealth of Kentucky. David's hands-on approach to field verification improves the identification and resolution of early stage coordination, maintenance, and operational issues.

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### RELATED EXPERIENCE

Frederick Douglass High School | MEP and Building Envelope Commissioning  
Fayette County Public Schools | Lexington, KY

New Science Building | Whole Building Commissioning  
Berea College | Berea, KY

Fire Station #2 | Whole Building Commissioning  
Lexington-Fayette Urban County Government | Lexington, KY

Seabury Hall | Whole Building Commissioning  
Berea College | Berea, KY

Building L | Whole Building and Ongoing Commissioning  
Southcentral Community and Technical College | Bowling Green, KY

Brenda Cowen Elementary School | Commissioning  
Fayette County Public Schools | Lexington, KY

Belknap Classroom Building | Whole Building Commissioning  
University of Louisville | Louisville, KY

University of Kentucky Housing Development Phases II, III, and IV  
Fundamental & Enhanced Commissioning | Greystar | Lexington, KY

Telford Hall Renovation | Construction Phase Commissioning  
Eastern Kentucky University | Richmond, KY

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### EDUCATION

BACHELOR OF SCIENCE, MECHANICAL ENGINEERING  
University of Kentucky

### CONTACT

P: 859.252.3047 x8868  
E: stapletond@paladinky.com  
W: www.paladinengineers.com



# JACOB DUNCAN

## TECHNICAL STAFF

### ABOUT

Mr. Duncan supports Paladin's team with design, commissioning, and field testing. Jacob is particularly skilled with controls graphics reviews and energy modeling. Jacob's attention to detail enhances the identification of coordination issues and operational issues for resolution during construction.

### LICENSURE AND CERTIFICATIONS

Engineer-In-Training

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### RELATED EXPERIENCE

CHR Complex HVAC Replacement | MEP Design  
Department of Mechanical Services | Frankfort, KY

Georgetown Advanced Manufacturing Facility | MEP Design  
Bluegrass Community and Technical College | Georgetown, KY

Commonwealth Office of Technology HVAC Replacement | MEP Design  
Commonwealth of Kentucky | Frankfort, KY

Health Sciences Building Piping Replacement Phase 1 | MEP Design  
Commonwealth of Kentucky | Frankfort, KY

Lexington Airport Hanger | MEP Design  
Bluegrass Lexington Airport Authority | Lexington, KY

CEMCS Upgrades for Various Facilities | Energy Efficiency Analysis  
Division of Facility Efficiency | Frankfort, Kentucky

Centralized Lab Fit-up for Kentucky State Police | MEP Design  
Commonwealth of Kentucky | Frankfort, KY

Rockcastle 36 Bed Hospital Expansion | MEP Design  
Rockcastle Hospital & Respiratory Center | Mt. Vernon, KY

LexTran Headquarters Building | Fundamental & Enhanced Commissioning  
LexTran | Lexington, KY

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### EDUCATION

BACHELOR OF SCIENCE, MECHANICAL ENGINEERING  
University of Kentucky

### CONTACT

P: 859.252.3047 x8870  
E: duncanj@paladinky.com  
W: www.paladinengineers.com



# DAVIS REEVES

## TECHNICAL STAFF

### ABOUT

Davis's background as a Master Plumber, Journeyman, and Maintenance Supervisor gives him an operator's perspective to building systems. As a Field Technician for Paladin's projects, he diagnoses equipment failures, and offers functional, operable solutions, and verifies resolution.

### LICENSURE AND CERTIFICATIONS

Licensed Kentucky Plumber

Natural Gas Certification

Certified Commissioning Technician -  
AABC Commissioning Group

### CONTACT

P: 859.252.3047 x8871  
E: reevesd@paladinky.com  
W: www.paladinengineers.com

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### RELATED EXPERIENCE

Gatton College of Business Renovation & Expansion | Fundamental & Enhanced Commissioning | University of Kentucky | Lexington, KY

LexTran Headquarters Building | Fundamental & Enhanced Commissioning  
LexTran | Lexington, KY

Frankfort State Office Building | Building Envelope Commissioning  
DW Wilburn | Frankfort, KY

Georgetown Advanced Manufacturing Facility | Fundamental & Enhanced Commissioning | Bluegrass Community & Technical College |  
Georgetown, KY

Senior Citizens Center | Fundamental Commissioning  
Lexington-Fayette Urban County Government | Lexington, KY

Paducah Art School Old Pickle Factory Renovation | Commissioning  
West Community & Technical College | Paducah, KY

Creative Arts Fit-up | Construction Phase Commissioning  
University of Kentucky | Lexington, KY

Frederick Douglass High School | MEP and Envelope Commissioning  
Fayette County Public Schools | Lexington, KY

University of Kentucky Housing Development Phases II, III, and IV  
Fundamental & Enhanced Commissioning | Greystar | Lexington, KY

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### EDUCATION

BACHELOR OF SCIENCE, CRIMINAL JUSTICE  
Eastern Kentucky University



SECTION 3

# PROJECT APPROACH

## SECTION 3: PROJECT APPROACH

As a Certified Commissioning Firm (CCF), Paladin follows the Building Commissioning Association's Essential Attributes ([www.bcxa.org](http://www.bcxa.org)). The requested scope mirrors the Building Commissioning Association Essential Attributes and Best Practices for New Construction as well as ASHRAE Guideline 0 and AABC Commissioning Association Guideline. In summary, these actions inclusive of tasks to create a quality assurance project and allow the opportunity for early detection and resolution of system issues.

### **DESIGN REVIEW**

Working with the Owner and Design Team, Paladin will REVIEW the Design Documents and complete one back-check for maintenance, commissionability and consistency with the Owner's Project Requirements. A meeting to review comments with the correct parties will work to help decide whether corrective action is needed and problem solve solutions together.

### **COMMISSIONING AND OWNER TRAINING SPECIFICATION DEVELOPMENT**

Working with the Owner and Design Team, Paladin will PREPARE specifications outlining the requirements for contractor participation in both commissioning testing (MEP and Enclosure Testing) and quality Owner Training. Defining the Facility Management Team's training requirements from level of training, duration of training, and systems trained provides the contractors a implementable plan for delivery. Coordination of these requirements between related parties is included in the scope of work.

### **COMMISSIONING PLAN**

The Commissioning Plan will be developed at the beginning of the Project. The Plan will be used to communicate testing procedures and requirements. It will include the following:

- Scope and Systems
- Schedule Details
- Roles and Responsibilities
- Communication Plan
- Process Definition
- Written Work Products

### **MEETINGS**

The project scope includes monthly (Qty 20) progress meeting participation to report findings, coordinate schedule, to facilitate issues resolution, and to support Project transition to Occupancy. These meetings will also serve as touchpoints to plan and coordinate testing and report findings to the Project Team.

### **SCHEDULE INTEGRATION**

Paladin will provide a list of requested Project Milestones to the Contractor. These milestones will be tracked to confirm system readiness for testing. The team's readiness is essential to maintenance of the overall project schedule. Paladin's schedule integration discussions will include lists of prerequisites which drive the ability of occupancy: comfort, completion, and provisional maintenance.

### **SUBMITTAL REVIEW**

Paladin Submittal Reviews are for commissioned equipment and systems. Submittals will be reviewed with focus on facilitation of commissioning. Paladin's comments are not directly communicated to the Contractors nor does Paladin Reject or Approve Submittals.





### **FIELD OBSERVATION**

During system and assembly installation, Paladin will have technicians walk the site to observe the progress of Subcontractors. Technicians will not be performing observation from the ground, but from ladders and as the Facilities Team will be using the building. This task is a key step to an easy-to-maintain system. The observations will be to preempt, to the extent possible, equipment and system access issues, pipe and wiring conflicts, and workmanship issues, among similar items. Paladin issues a written report documenting the visit, the findings with photographs, and the recommendations following each visit on-site.

System specific FOR for this project will include Underslab Sanitary and Storm Piping Review and Geothermal Wellfield Flush and Purge documentation.

### **SYSTEM VERIFICATION CHECKLISTS**

Paladin develops System Verification Checklist Forms specifically for the Project based on Equipment Schedules and Approved Equipment Submittals. The forms will be developed in Paladin's Web hosted system, BuildingTest, which will track completion and issues. The installing contractor's will be responsible for completion. This includes providing completed controls point-to-point checklists for installation of the Building Automation System.

### **START-UP VERIFICATION**

Paladin will be on-site to review equipment start-up for primary equipment. The task is to confirm equipment settings and verify start-up success. Start-up Verification includes: Dedicated Outside Air Unit, two (2) Heat Pumps, Domestic Hot Water System, and Lighting Control.

### **TAB VERIFICATION**

For TAB Verification, Paladin will review the pencil copy of the TAB report.

### **FUNCTIONAL TESTING - MEP**

For Mechanical, Domestic Hot Water, and Lighting Control systems commissioned, Paladin will write Functional Test Scripts based on the sequence of operations and Controls submittal. Test scripts will take the equipment through all operational modes, through all safeties, through all monitoring points, through all emergency modes, and through any report trending/reporting having the contractor's DEMONSTRATE system operation.

Paladin will execute tests to verify operation not just to verify comfort. For each phase of the project, Paladin will functionally test in two parts: 1) component level verification and 2) corresponding primary system performance.

Should weather conditions prevent testing of a specific operating mode, Paladin will return during the correct conditions to complete functionally testing of all modes of operation.

Paladin will issue reports of testing activities along with an updated Issues Tracking Log. Issues will be marked "Open" in the log until a Paladin representative has observed the successful resolution of the issue. The Log will provide supporting and guiding information such as photos, descriptions, screenshots, etc. to aid communication of a finding.



### **FUNCTIONAL TESTING - BUILDING ENCLOSURE**

For air tightness testing and thermography, Paladin will follow ASTM test procedures for the allowable air loss of 0.25 cfm/sq. ft. at 75 Pa. Following the test, Paladin will document via thermography the sources of air infiltration while the building is pressurized. This test procedure is consistent with ASTM E779 and the USACE Air Leakage Test Protocol for Building Envelopes.

Included in the scope of work is one full test and one retest. Should the first test meet performance criteria, Paladin will credit the amount of the retest back to FCPS.

### **OWNER TRAINING VERIFICATION**

Paladin will confirm the integrity of Owner Training for the FCPS Facilities Management team. This includes input on system readiness for scheduling training, feedback and question facilitation during the training session, and documentation of the attendees and duration of training received.

### **COMMISSIONING REPORT AND SYSTEMS MANUAL**

The Commissioning Report is first submitted as a draft to the Contractors to help them obtain their Certificate of Occupancy. Upon completion of the late-stage functional testing issues resolution, Paladin will revise the Commissioning Report to include results from the process. A summary of key findings and any open issues are the focus of the Report content.

The Systems Manual contents will be defined with FCPS Personnel at the beginning of the project. Likely contents encompass equipment inventory for population of asset tracking and preventative maintenance systems, maintenance procedures, control settings, as built sequences of operations, and similar tools for maintaining the performance of the building.

### **10 MONTH WALK THROUGH**

Prior to expiration of the system and construction warranties, Paladin will complete a system review for all commissioned systems. The review looks for operational issues uncovered through operating the building. The walk through looks at schedule and setpoints, sequence of operations performance, equipment operation, and preventative maintenance status. The walk through reviews trends of equipment operation. During the walk through, Paladin interviews the operators to learn their questions and concerns. Any training or additional materials to support operations is offered. Paladin prepares a report of the issues and recommended actions.



SECTION 4

# PROJECT REFERENCES

## SECTION 4: PROJECT REFERENCES

The following Project References are submitted to demonstrate Paladin's familiarity with the Owner-type, programs, and systems included in the FCPS New Middle School - Polo Club project.

Steam and Success Academy

Frederick Douglass High School

Brenda Cowan Elementary School

K-12 Experience with FCPS and Engineering Team

K-12 Experience with FCPS, Geothermal Systems, BE Testing

K-12 Experience with FCPS and Engineering Team

In addition to the Project References submitted, Paladin has a successful track-record and excellent working relationships with both JRA Architects and Staggs and Fisher Engineers.





# STEAM AND SUCCESS ACADEMY

## IECC VERIFICATION TESTING



STEAM and Success Academy is a 134,000 sq. ft. renovation and addition project for Fayette County Public Schools. The school houses a variety of programs aimed to support nontraditional and accelerated pathways to graduation and transition to workforce or college.

Commissioning of the project focused on the HVAC and Lighting Controls systems in order to satisfy the requirements for the International Energy Conservation Code 2012. Tasks included preparation of a IECC Verification Plan, functional testing, and functional test issues resolution support.

HVAC shall consist of efficient geothermal HVAC system. Dedicated outside air units with energy recovery, will provide fresh, conditioned air to the building occupants. Direct digital HVAC controls provided scheduling and control of the building systems.

Functional Testing and operational reviews with the district's facilities team assured that STEAM and Success Academy's operations were energy conscious, serviceable, and maintainable.

## PROJECT DETAILS

Owner: Fayette County Public  
Shools

Location: Lexington, KY

Size: 134.221 S.F.

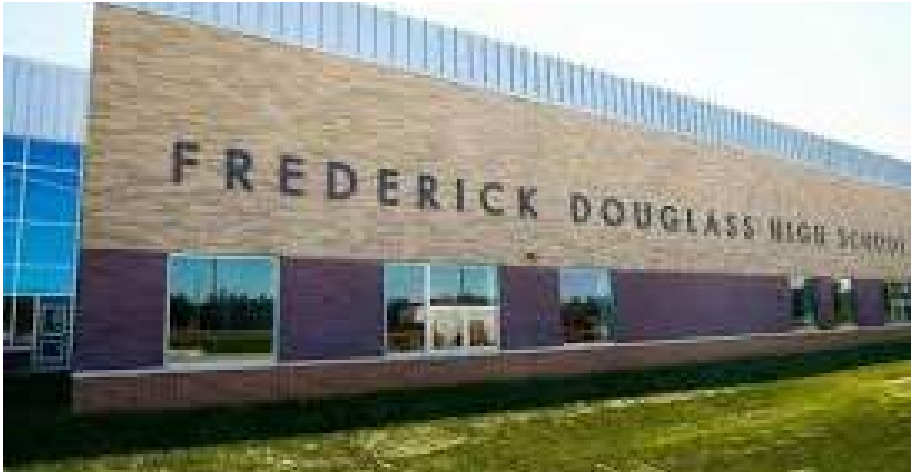
Cost: \$15,000,000

## OWNER CONTACT

Lars Finneseth  
Fayette County Public Schools  
450 Park Place  
Lexington, KY 40511  
(859) 381 - 4100

# FREDRICK DOUGLASS HIGH SCHOOL

## CONSTRUCTION AND WARRANTY PHASE COMMISSIONING



## PROJECT DETAILS

Owner: Fayette County Public Schools

Location: Lexington, KY

Size: 287,000 S.F.

Cost: \$59,800,000

## OWNER CONTACT

Lars Finneseth  
Fayette County Public Schools  
450 Park Place  
Lexington, KY 40511  
(859) 381 - 4100

Frederick Douglass High School was a 287,000 sq. ft. new construction where Paladin performed Construction and Warranty Phase Commissioning services for the mechanical, controls, lighting, under-slab piping, and building envelope systems.

During building envelope testing, Paladin first tested one of the building's Fire Rated stairwells and it showed an excess cfm/sq. ft of 0.257. After iterations of corrective actions, the stairwell passed. Applying lessons learned to the remainder of the building produced tests where allowable air loss was better than the standard. The resultant energy cost avoidance from these tests was \$8,000/year.

Paladin oversaw mechanical checkout procedures and brought the design and construction team back to the table when information about the hydronic flow was not being fully communicated to the entire team. After these meetings the team was able to coordinate measures to address the flow issues.

# BRENDA COWAN ELEMENTARY SCHOOL

IECC COMMISSIONING



Brenda Cowan Elementary School is the newest addition to the Fayette County Public Schools system. The school is named in honor of Lt. Brenda Cowan, the first African-American female firefighter in Lexington. It has a mission to use arts education to provide diverse opportunities and ensure students are engaged, achieving at high levels, and are prepared to excel in a global society.

Paladin completed Construction Phase through Warranty Phase commissioning of the building. Makeup Air Units, VRF Units, Split System HVAC, HVAC Controls, and Lighting Controls are some of the equipment/systems verified and tested throughout the construction process. All functional testing and modified verification and testing was provided in accordance and optimized to accomplish IECC-2012 Commissioning Requirements.

## PROJECT DETAILS

Owner: Fayette County Public Schools

Location: Lexington, KY

Size: 81,000 sq. ft.

Cost: \$21,700,000

## OWNER CONTACT

Lars Finneseth  
Fayette County Public Schools  
450 Park Place  
Lexington, KY 40511  
(859) 381 - 4100



SECTION 5

FIRM FIXED FEE



Paladin, Inc.  
121 Old Lafayette Avenue  
Lexington, KY 40502  
859.252.3047

Fayette County Public SchoolsIAKSS  
PO Box 55490  
Lexington, KY 40555

Date 05/11/2021

Project FCPS - POLO CLUB NEW MIDDLE SCHOOL

Payment Terms: Net 30 from invoice date

Commissioning  
New Middle School - Polo Club  
Fayette County Public Schools

Description	Proposal Amount
<b>OPTION 1: BASE FEE FOR HVAC, LIGHTING, AND CONTROLS</b>	
Commissioning Plan	450.00
Commissioning Specifications	750.00
Commissioning Conference	300.00
Test Coordination Meetings - Qty. 4	1,500.00
Prepare Functional Tests	2,062.50
Functional Test Verification	13,200.00
Functional Test Issues Resolution	3,000.00
Seasonal Testing	3,750.00
Commissioning Report	2,400.00
	<b>Subtotal 27,412.50</b>

**OPTION 2: ADDITION FOR CX OF MEP PER RFP**

Owner Training Plan	150.00
Progress Meetings - Qty. 16 Additional	6,000.00
Controls Coordination Pre-Installation Meeting	450.00
Submittal Reviews	4,500.00
Controls Submittal Review	900.00
Field Observation - Verification - Qty 6	1,710.00
Underslab Sanitary and Storm Piping Review	570.00
Geothermal Wellfield Flush	475.00
Prepare Construction Checklists	750.00
Verify Construction Checklists completed by Contractors	3,800.00
Witness Equipment Start-ups: DOAS, 2 Heat Pumps, DHW, Lighting Control	1,425.00
Controls Monitoring - Review CC's Point-to-Point Checklists	600.00
TAB Review - Report Review	900.00
Prepare Functional Tests	687.50
Functional Test Verification	4,400.00
Functional Test Issues Resolution	1,000.00
Owner Training Verification	3,500.00
Systems Manual	3,600.00
Warranty Review	1,800.00
	<b>Subtotal 37,217.50</b>

**OPTION 3: ADDITION FOR BUILDING ENVELOPE COMMISSIONING (AIR PRESSURE TESTING + THERMOGRAPHY)**

Whole Building Air Tightness Test and Thermography #1	6,500.00
Whole Building Air Tightness Test and Thermography #2	6,500.00
<b>Subtotal</b>	<b>13,000.00</b>

**OPTION 4: ADDITION FOR CONSTRUCTION DOCUMENT PHASE PARTICIPATION**

Design Phase Meeting	600.00
Design Review #1	3,500.00
Design Review #1 Comments Meeting	750.00
Design Backcheck #1	2,250.00
<b>Subtotal</b>	<b>7,100.00</b>

**Total 84,730.00**



SECTION 6

# HOURLY RATES

# SECTION 6: HOURLY RATES

January 1, 2021 - December 31, 2021

Principal	\$ 150.00
Principal Engineer	\$ 150.00
Senior Engineer	\$ 125.00
Project Manager	\$ 125.00
Commissioning Authority	\$ 125.00
Engineer	\$ 100.00
Sustainability Consultant	\$ 100.00
Building Automation Technician	\$ 95.00
Engineer-In-Training	\$ 90.00
Sr. BIM Coordinator	\$ 90.00
Designer	\$ 85.00
Technician	\$ 85.00
Drafter/BIM Coordinator	\$ 80.00
Administration	\$ 60.00
Mileage*	\$ 0.58 / mile

\* Source: US General Services Administration: Privately Owned Vehicle Reimbursement. (Subject to Change along with GSA adjustments.)

SECTION 7

# TECHNICAL NARRATIVE



# SECTION 7: TECHNICAL INFORMATION

The Technical Information presented in this section is intended to support the Project Approach outlined in PART 3 of this RFP Response. Sampling rates, tools, communication platforms, etc. are modifiable to meet the needs of the Project, the Project Budget, the Project Team, and the Project Schedule.

## PRE-COMMISSIONING SERVICES

A summary of the key deliverables and the recommended level of participation for Paladin preparing for commissioning. Paladin's scope recommendation is designed to 1) solidify Project understanding, 2) discuss Commissioning Plan development with the Owner and Design Team, and 3) prepare Commissioning Plan for communication to Contractor.

ACTIVITY	FREQUENCY	SAMPLING RATE	PERFORMED BY
Topical Meetings	Pre-Commissioning Coordination	NA	Paladin Lead: Cx
Design Review	1 Review and 1 Backcheck	NA	Paladin Lead: Cx
Commissioning Plan and Specification Development	Submitted for Review prior to release to the Contracting Team	NA	Paladin

## CONSTRUCTION THROUGH WARRANTY PHASE SERVICES

A summary of the key deliverables and the recommended level of participation for Paladin during the course of Construction Phase commissioning. Paladin's scope recommendation is designed to 1) find issues during construction, 2) retain control over the commissioning outcomes and time line, and 3) provide high levels of assurance that systems are installed correctly and operationally ready for Occupancy.

ACTIVITY	FREQUENCY	SAMPLING RATE	PERFORMED BY
Construction Phase Progress Meetings	Monthly Meetings - QTY 20	NA	OAC Meetings - Project Team Lead
Topical Meetings	In combination with Progress Meetings (Cx Kick-off, Coordination, Test Planning, and Issues Resolution)	NA	Paladin Lead: Cx
Submittal Reviews	Concurrent with A/E Review	100% for Cx'd systems	Paladin for compliance with OPR and commissionability
Field Observations	Quantity 6 Cx'd Systems and 2 system specific	6 - general installation of commissioned systems  1 - Underslab sanitary and storm piping review  1 - Geothermal wellfield flush	Paladin

ACTIVITY	FREQUENCY	SAMPLING RATE	PERFORMED BY
System Verification Checklists	With System Readiness	100% for Mechanical and DHW Primary Equipment  100% for Mechanical Terminal Units  100% for Light Fixtures and Load Control  100% for BAS and Lighting Control Systems	Paladin (Subcontractors will perform checklists for Paladin to review).
Equipment Start-up	With System Readiness	HVAC Equipment Startup - Cx Witness <ul style="list-style-type: none"> <li>• DOAS Unit</li> <li>• Water Source Heat Pump (Qty 2)</li> <li>• Domestic Hot Water System</li> <li>• Lighting Control</li> </ul>	Manufacturer's Representative
TAB Verification		TAB Report Review	TAB Performs, Paladin Reviews Report
Functional Testing	With System Readiness	100% for Commissioned Systems	Paladin. Responsible installing contractors will be present for all functional testing.  For Building Enclosure Testing, Paladin will provide all calibrated test equipment. Contractor will be responsible for providing building sealing and utility services.
Seasonal Testing	As required to observe all operating modes	100% for Commissioned Systems	Paladin
Warranty Review	10 Months after Occupancy	As directed by Owner or if there is no direction provided, 25% of Commissioned Systems	Paladin





### **TECHNICAL EQUIPMENT**

Paladin has a sizable inventory of test equipment which enables us to verify TAB reports; verify calibration of temperature, pressure, and humidity instruments; analyze electrical power systems up to 12.5 kVA; and verify building envelope performance. In addition, Paladin maintains a significant inventory of standalone data logging equipment helpful for troubleshooting and early verification of system operation prior to controls readiness. Examples of the testing instrumentation available include:

- Fluke Model 744 Documenting Process Calibrator - Volt and Amp Meter, Humidistat, and Temperature Probe
- Fluke Ti27 Thermal Imager
- Panametrics Model PT868 - Liquid Ultrasonic Flowmeter
- Shortridge Model ADM870 Airdata Multimeter - Electronic Micro-manometer
- Shortridge Series 8400 - Flow Hood
- Temperature Sensors
- Extech Model EA30 Digital Light Meter - Photometer
- RM Group Rainmaker for Fenestration Water Intrusion
- RM Group Windmaker Plus for Fenestration Air Leakage
- AAMA Water Test Kits with Monarch Nozzles for Envelope/Fenestration Water Intrusion Testing
- Retrotec Blower Doors
- Pipe Cam
- Bubble Gun

### **COMMISSIONING COLLABORATION SOFTWARE**

Paladin is familiar with the various industry project collaboration software tools (e-Communication, Latista, Autodesk 365, etc.) We will fold our process into the collaboration tools provided by the Project Team.

During our field work, Paladin will utilize on-line Field Data Collection. In the event that no Quality Control software is provided by the General Contractor, Paladin will provide BuildingTest. BuildingTest allows Paladin to use Asset Tagging for testing purposes. It also allows Paladin to track Issues, communicate issues to trades, and see that they are successfully resolved. Finally, BuildingTest allows Paladin to associate Preventative Maintenance and Operations and Maintenance Data to the Asset Tags should the school desire to access the information from any smart device.



SECTION 8

# WRITTEN WORK PRODUCTS

# SECTION 8: WRITTEN WORK PRODUCTS



In completing the project, Paladin will submit the following written work products to Fayette County Public Schools. Distribution chains and delivery formats will be determined in a planning meeting, documented in the commissioning plan, and delivered as scheduled.

## **DESIGN PHASE WORK PRODUCTS**

1. Commissioning Design Review
2. CxA + Owner Training Specifications
3. Commissioning Plan
4. Meeting Minutes: Commissioning Coordination Meeting

## **CONSTRUCTION AND ACCEPTANCE PHASES WRITTEN WORK PRODUCTS**

1. Updated Commissioning Plan
2. Meeting Minutes: Commissioning Kick-off and Test Coordination Meetings
3. Review Comments:
  - Submittals
  - Start-up Data
  - TAB Report
4. Schedule (input)
5. Commissioning Activity Reports
6. System Verification Checklists
7. Issues Tracking Log (On-going)
8. Functional Performance Test Scripts and Results
9. Commissioning Confirmation Letter for Certificate of Occupancy
10. Building Air Tightness Test and Thermography Results

## **POST-ACCEPTANCE PHASE WRITTEN WORK PRODUCTS**

1. Issues Tracking Log (On-going)
2. Owner Training Documentation (Recording by others)
2. Seasonal Functional Performance Testing Reports
3. Final Commissioning Report and Systems Manual
4. 10 Month Review Report

# NON-COLLUSION AFFIDAVIT



The undersigned agent, being duly sworn, states that neither he/she nor his/her firm has any relationship (financial or through kinship) to:

- x Any school board member or the superintendent;
- x Any or all prime contractors or material suppliers when using the construction management method of construction.

The undersigned further states that he/she has not entered into any agreement or collusion with any person relative to the price bid by anyone nor has he/she attempted to induce anyone to refrain from bidding.

Explain below any kinship or financial relationship you may have to any parties as mentioned above on this project.

None

This affidavit is subject to KRS 45A.455 prohibition against conflict of interest, and gratuities and kickbacks.

Gandice Blagers President  
Name Title

Paladin, Inc  
Name of Company

Subscribed and Sworn to Me this

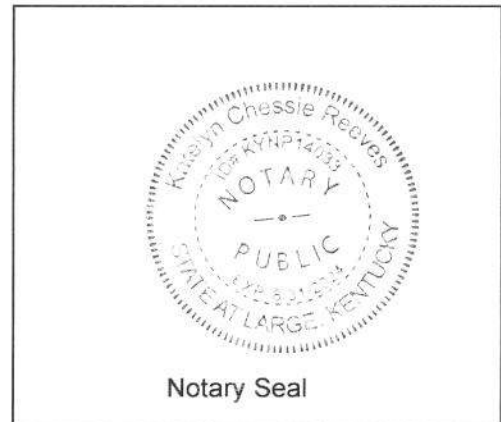
11 day of May,

2021.

Km  
Notary Signature

My Commission expires:

August, 31, 2024



# CERTIFICATE OF LIABILITY INSURANCE



PALAINC-01

MCROUCH

# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

5/10/2021

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

<b>PRODUCER</b> <b>GCH Insurance Group</b> <b>780 Winchester Rd</b> <b>Lexington, KY 40505</b>	<b>CONTACT NAME:</b> Donna Williams	
	<b>PHONE (A/C, No, Ext):</b> (859) 899-8468	<b>FAX (A/C, No):</b>
	<b>E-MAIL ADDRESS:</b> donnawilliams@gchinsurance.com	
	<b>INSURER(S) AFFORDING COVERAGE</b>	
	<b>INSURER A:</b> Sentinel Insurance Company, Ltd	
	<b>INSURER B:</b> Continental Casualty Company	
<b>INSURED</b>  <b>Paladin Inc &amp; Paladin Digital &amp; Technical Services LLC</b> <b>121 Old Lafayette Ave</b> <b>Lexington, KY 40502</b>	<b>NAIC #</b>	
	<b>11000</b>	
	<b>20443</b>	
	<b>INSURER C:</b>	
	<b>INSURER D:</b>	
	<b>INSURER E:</b>	
<b>INSURER F:</b>		

## COVERAGES

## CERTIFICATE NUMBER:

## REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input checked="" type="checkbox"/> PROJECT <input type="checkbox"/> LOC OTHER:			33SBAIU3407	3/1/2021	3/1/2022	EACH OCCURRENCE \$ 1,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000
							MED EXP (Any one person) \$ 10,000
							PERSONAL & ADV INJURY \$ 1,000,000
							GENERAL AGGREGATE \$ 2,000,000
							PRODUCTS - COMP/OP AGG \$ 2,000,000
	<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident) \$
							BODILY INJURY (Per person) \$
							BODILY INJURY (Per accident) \$
							PROPERTY DAMAGE (Per accident) \$
	<b>UMBRELLA LIAB</b> <input type="checkbox"/> OCCUR <b>EXCESS LIAB</b> <input type="checkbox"/> CLAIMS-MADE DED <input type="checkbox"/> RETENTION \$						EACH OCCURRENCE \$
							AGGREGATE \$
	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> Y / N If yes, describe under DESCRIPTION OF OPERATIONS below						PER STATUTE <input type="checkbox"/> OTH-ER <input type="checkbox"/>
							E.L. EACH ACCIDENT \$
							E.L. DISEASE - EA EMPLOYEE \$
							E.L. DISEASE - POLICY LIMIT \$
B	Professional Liab			AEH288346095	3/13/2021	3/13/2022	Ea Claim 1,000,000
							Aggregate 2,000,000
B	Professional Liab			AEH288346095	3/13/2021	3/13/2022	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)  
 New Middle School – Polo Club

## CERTIFICATE HOLDER

## CANCELLATION

<b>Fayette County Public Schools</b> <b>450 Park Place</b> <b>Lexington, KY 40511</b>	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE <i>Bryan Wehrman</i>



# WOMEN OWNED BUSINESS CERTIFICATE



WWW.NWBOC.ORG

RCWOSB21660

CERTIFICATION NUMBER

01/02/22

EXPIRATION DATE

Certifies that:

**Paladin, Inc.**

has successfully met the requirements of the NWBOC national certification program for certification as a woman-owned and woman-controlled business.

The identified small business is an eligible WOSB for the WOSB Program, as set forth in 13 C.F.R. Part 127 and has been certified as such by NWBOC an SBA approved Third Party Certifier pursuant to the Third Party Certifier Agreement, dated 06/30/11, and available at [www.sba.gov/wosb](http://www.sba.gov/wosb).

PHYLLIS HILL SLATER  
Board Chair, NWBOC

541330

NAICS Code(s)

01/03/21

Date

WWW.NWBOC.ORG

INFO@NWBOC.ORG | 800-794-6140 | 1101 East Cumberland Ave, Suite #301, Tampa, Florida 33602

TAMPERING OR ALTERING THIS CERTIFICATE IS, IN THE DISCRETION OF NWBOC, GROUNDS FOR TERMINATION OF CERTIFICATION.



JOIN FORCES. SUCCEED TOGETHER.

**HEREBY GRANTS  
WOMAN OWNED SMALL BUSINESS (WOSB) CERTIFICATION TO**

**Paladin, Inc.**

The identified small business is an eligible WOSB for the WOSB Program, as set forth in 13 C.F.R. part 127 and has been certified as such by an SBA approved Third Party Certifier pursuant to the Third Party Agreement, dated June 30, 2011, and available at [www.sba.gov/wosb](http://www.sba.gov/wosb).

The WOSB Certification expires on the date herein unless there is a change in the SBA's regulation that makes the WOSB ineligible or there is a change in the WOSB that makes the WOSB ineligible. If either occurs, this WOSB Certification is immediately invalid. The WOSB must not misrepresent its certification status to any other party, including any local or State government or contracting official or the Federal government or any of its contracting officials.

NAICS: 541330 UNSPSC: 72101500, 81100000, 81101600, 81101701
Certification Number: WOSB200294
Expiration Date: February 28, 2022



JOIN FORCES. SUCCEED TOGETHER.

*Sheila C. Nixon*

Sheila Nixon, Ohio River Valley Women's Business Council  
Executive Director

*Pamela Prince-Eason*

Pamela Prince-Eason, WBENC President & CEO

*Laura Taylor*

Laura Taylor, WBENC Vice President





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FAYETTE COUNTY PUBLIC SCHOOLS

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**Executive Summary  
Fayette County Public Schools Board Meeting  
Agenda Item**

**MEETING:** Regular

**DATE:** June 28, 2021

**TOPIC:** Approval of Initial BG-1 Project Application and Design Consultant for Phased Athletic Facilities at Lafayette High School  
BG #21-342

**PREPARED BY:** Myron Thompson, Chief Operating Officer @ 381-4165

**Recommended Action on:** 6/28/2021  
Consent Item

**Superintendent Prior Approval:** No

**Recommendation/Motion:** Approve the initial BG-1 Project Application for Phased Athletic Facilities at Lafayette High School in the amount of \$661,700 (Six Hundred Sixty-one Thousand, Seven Hundred Dollars) and approve Pearson & Peters Architects as the design consultant, subject to the approval of the Kentucky Department of Education, District Facilities Branch, per the provisions of 702 KAR 4:160.

**Background/Rationale:** The 2017 Amended District Facility plan (DFP) includes resurfacing the turf field and track surface as item 5.3. The FCPS staff are also looking at including additional athletic items for the Lafayette Campus under item 5.3, as well as our new 2021 DFP, which is currently scheduled to be approved at the August KBE meeting. These items for additional consideration are the girls' softball dugouts and a field house for girls' softball in order to meet Title IX compliance. We are currently evaluating cost for all of these items.

Due to normal life-cycle and wear-and-tear, the artificial turf field and track at Lafayette High School are coming to the end of their expected life cycle and are ready for replacement. The project design work will begin immediately, with an advertisement and bid receipt planned to be completed by December 2021. Due to the year-round use of these fields for events and team practices there is a very small window of opportunity to complete the work. To avoid conflicts the current schedule is to begin the replacement around December 2021 and be finished by July 2022. The schedule will allow time to obtain the appropriate approvals.

Pearson & Peters Architects has provided design services for other artificial turf and track replacement projects in projects 2014, 2017 and 2018, respectively, and is the most qualified design consultant for this project. They also recently completed the Bryan Station girls' softball field house. This firm was also responsive in our RFQ 20-20 for Architectural Design Consultation Services, along with several others and met qualifications that we had set forth.

**AN EQUAL OPPORTUNITY SCHOOL DISTRICT**

Board of Education: Tyler Murphy, Chair • Amy Green, Vice Chair • Tom Jones • Christy Morris • Stephanie Spires

Acting Superintendent Marlene Helm

At this time the Board's approval is requested to allow this project to move forward. A preliminary cost estimate for the work as required by KDE to initiate a BG-1 Project Application is described below.

	<b><u>Initial BG-1 Project Application Budget</u></b>
Total Construction Cost:	\$550,000
Architect/Engineer Fee:	\$50,875
Contingencies:	\$55,000
Surveys, Printing, Etc.:	\$5,825
<b>Total Estimated Cost:</b>	<b>\$661,700</b>

**Policy:** Board Policy 01.1 – General Powers and Duties of Board

**Fiscal Impact:**

<b><u>Fund</u></b>	<b><u>Org. Code</u></b>	<b><u>Object</u></b>	<b><u>Project</u></b>
General Fund	9201407	0450	\$536,700
General Fund	9201407	0346	\$125,000

**Attachment(s): None**

On motion by \_\_\_\_\_, seconded by \_\_\_\_\_, the Board approved the initial BG-1 Project Application for Phased Athletic Facilities at Lafayette High School in the amount of \$661,700 (Six Hundred Sixty-one Thousand, Seven Hundred Dollars) and approve Pearson & Peters Architects as the design consultant, subject to the approval of the Kentucky Department of Education, District Facilities Branch, per the provisions of 702 KAR 4:160.

\_\_\_\_\_  
Tyler Murphy, Board Chair

\_\_\_\_\_  
Dr. Marlene Helm, Acting Superintendent

# BG1 Project Application Form (Initial)

## (Ref# 18660)

Form Status: Saved

Project: Lafayette High School -- Phased Athletic Facilities

BG Number: 21-342

District: Fayette County (165)

Status: New

Phase: No Data

Construction Delivery Method

General Contractor

Procurement Standard

Model Procurement

Emergency

No

## Project Type and Description

### Applicable Items

New Building	No
Addition	No
Major Renovation	No
GESC	No
Roofing	No
HVAC	No
ADA Compliance	No
Life Safety	No
Security	No
Water Bottle Filling Stations	No
Minor Project	Yes

#### Minor Project Description

Phased athletics projects including, resurfacing turf field and track and girls' softball dugouts and field house (Title IX compliance).

New Relocatable Classroom	No
Equipment / Furnishings Procurement	No
Site Acquisitions	No

## District Facility Plan (DFP)

Compliance with 702 KAR 4:180 and 702 KAR 4:160

DFP Approval Date 4/1/2017  
DFP Priority

**5.3 - Lafayette High School**  
Estimated Cost: \$2,750,000.00  
Facility: No Data

**5.3.2 - Softball Fieldhouse of 2,458 SF to satisfy KHSAA Title IX Compliance issues to include toilets, showers, lockers, office, storage and batting cage at each site - (LIPSA)**  
Estimated Cost: \$500,000.00  
Facility: No Data



Project Not Listed on DFP	No
---------------------------	----

## Inventory

Facility Name
Lafayette High School (B10000499)

## Scope

Provide a Complete Narrative of the Proposed Project
Phased athletics projects including, resurfacing turf field and track and girls' softball dugouts and field house (Title IX compliance).
Work Related to Project But Excluded from this BG1 Scope

## Financial Plan

### Probable Costs

Proposed Plan to Finance Application	
Total Construction Cost	\$550,000.00
Construction Contingency	\$55,000.00
Architect / Engineer Fee	\$50,875.00
Construction Manager Fee	
Fiscal Agent Fee	
Bond Discount	
Equipment / Furnishings	
Equipment / Computers	
Technology Network System (KETS)	
Site Acquisition	
Site Survey	
Geotechnical Investigations	
Special Inspections	
Commissioning	
Advertising	
Printing	\$5,825.00

### Other Probable Costs

Title	Amount
No Data	
No Data	
No Data	
Total Project Cost	\$661,700.00

### Funds Available

Bond Sale - SFCC
------------------

Bond Requirement - SFCC  
Local FSPK Bond Sale  
Local General Fund Bond Sale  
Cash - SFCC Requirement  
Cash - Building Fund  
Cash - Capital Outlay  
Cash - Investment Earnings  
Cash - General Fund \$661,700.00  
City - County - KYTC Reimbursement  
KETS  
Federal Funds  
External Partner Agreement

Residual Funds

BG Number	Fund Source	Amount
No Data	No Data	No Data
Residual Funds Total:		\$0.00

Other Available Funds

Title	Amount
No Data	
No Data	
No Data	
Total Funds Available	\$661,700.00

BG1 Signature Page (Online Form Ref# 18660)

The signing of this financial document certifies the above stated funds are available and designated for this project during this fiscal year.

_____ Superintendent	_____ Date
_____ Finance Officer	_____ Date

Chairman

Date

NOTE: Any district anticipating the financing of this and/or other projects in a combined school revenue Bond should discuss the financing with the Director/Branch Manager, KDE - District Financial





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FAYETTE COUNTY PUBLIC SCHOOLS

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**Executive Summary  
Fayette County Public Schools Board Meeting  
Agenda Item**

**MEETING: Regular DATE: 06/14/2021**

**TOPIC: Personnel Changes**

**PREPARED BY: Jennifer Dyar**

**Recommended Action on: 06/14/2021  
Action Item for Vote (PLANNING MEETING)**

**Superintendent Prior Approval: Yes**

**Recommendation/Motion: A motion is in order to approve the Certified Evaluation Plan for the 2021-2022 school year.**

**Background/Rationale: The Certified Evaluation Plan (CEP) has been revised by the Certified Evaluation 50/50 Committee in compliance with KDE's Personnel Evaluation System.**

**Policy: 03.18 Evaluation – Personnel, Certified**

**Fiscal Impact: N/A**

**Attachments(s): Certified Evaluation Plan; Assurances Signature Page; Summary of Revisions**

**AN EQUAL OPPORTUNITY SCHOOL DISTRICT**

Board of Education: Tyler Murphy, Chair • Amy Green, Vice Chair • Tom Jones • Christy Morris • Stephanie Spires

Acting Superintendent Marlene Helm

450 Park Place, Lexington, Kentucky 40511 • Phone: 859.381.4100 • [www.fcps.net](http://www.fcps.net)

# Fayette County Public Schools Certified Evaluation Plan

2021-22



FAYETTE COUNTY PUBLIC SCHOOLS

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**Fayette County Public Schools  
Certified Evaluation Committee Members**

<b>Name</b>	<b>School</b>	<b>Representative</b>
Heather Bell	IAK Support Services	Administrator
Leon Buford-Kelly	Leestown Middle	Administrator
Shamiah Ford	Coventry Oak Elem	Administrator
Carl Hayden	IAK Support Services	Administrator
Felicia Lindsay	Martin Luther King Academy	Administrator
Kate McAnelly	IAK Support Services	Administrator
Marty Mills	Tates Creek High	Administrator
Kevin Payne	Southern Middle	Administrator
Rosa Cubero-Hurley	Maxwell Elementary	Teacher
Sammy Hall	EJ Hayes Middle	Teacher
Jessica Hiler	FCEA	Teacher
Tomma Huguely	LTMS	Teacher
Amanda Hurley	Henry Clay High	Teacher
Kristine Lyon	Bryan Station High	Teacher
John Nord	Southern Elem	Teacher
Lisa Owens	William Wells Brown Elementary	Teacher

For additional information about the Fayette County Public Certified Personnel Evaluation Plan, please contact:

Frank Coffey  
Associate Director of Human Resources  
450 Park Place  
Lexington, KY 40511  
859-381-4244 (office)  
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## ASSURANCES CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

*The Fayette County Public School District hereby assures the Commissioner of Education that:*

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators (KRS 156.557).

<b>Name:</b>	<b>Title:</b>	<b>Name:</b>	<b>Title:</b>
Heather Bell	Administrator	Rosa Cubero-Hurley	Teacher
Leon Buford-Kelly	Administrator	Sammy Hall	Teacher
Shamiah Ford	Administrator	Jessica Hiler	Teacher
Carl Hayden	Administrator	Tomma Huguely	Teacher
Felicia Lindsay	Administrator	Amanda Hurley	Teacher
Kate McAnelly	Administrator	Kristine Lyon	Teacher
Marty Mills	Administrator	John Nord	Teacher
Kevin Payne	Administrator	Lisa Owens	Teacher

The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with the ~~evaluator~~ no later than the end of the ~~evaluator's~~ first thirty (30) calendar days of reporting for employment each school year. (704 KAR 3:370)

All certified school personnel who have not attained continuing service status shall receive an annual summative evaluation and shall incorporate the formative data collected during the Kentucky Teacher Internship Program (if funded). (KRS 156.557)

All certified school personnel who have attained continuing service status shall receive a summative evaluation at least once every three (3) years. (KRS 156.557)

Each evaluator will be trained, tested, and approved in the use of appropriate evaluation techniques (KRS 156.557).

This plan requires a summative evaluation of certified school personnel to be documented in writing and to be included in the ~~evaluator's~~ official personnel record. (704 KAR 3:370)

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of ~~evaluator's~~ chosen representative (KRS 156.557).

The evaluation plan process will not discriminate on the basis of age, race, color, national origin, religion, sex, disability, or any other protected characteristic, as required by all applicable federal, state, and local law.

The local board of education shall review, as needed, the district's certified evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation. If a source of evidence is added or removed from the certified evaluation plan or if a decision rule or calculation is changed in the summative rating formula, the revised certified evaluation plan shall be reviewed and approved by the local board of education. If the local board of education determines the changes do not meet the requirements of KRS 156.557, the certified evaluation plan shall be returned to the certified evaluation committee for revision.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on May, 2021. (704 KAR 3:370)

\_\_\_\_\_  
Signature of District Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Chairperson, Board of Education

\_\_\_\_\_  
Date

# **GLOSSARY OF ROLES AND DEFINITIONS**



## Roles and Definitions

1. **Calendar Days:** All days of the calendar, including weekends, holidays, etc...
2. **Certified Administrator:** Certified school personnel who devotes the majority of time in a position for which administrative certification is required by EPSB.
3. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
4. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
5. **Corrective Action Plan:** A plan for improvement up to twelve months in duration for:
  - a. Teachers and other professionals who are rated ineffective as their summative rating.
  - b. Principals, Other Building-Level and District-Level Administrators who are rated ineffective as their summative rating.
6. **District-Level Administrator:** Certified Administrators in roles at the district level that could include School Chiefs or district-level Directors.
7. **Evaluatee:** A certified school personnel who is being evaluated.
8. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
9. **Evidence:** Sources of information gathered and documented.
10. **Face-to-Face:** In person or virtual meetings.
11. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
12. **Full Observation:** An observation conducted by a certified observer for the length of a full class period or full lesson.
13. **Instructional Days:** School days when students are present in person or in a virtual learning setting.
14. **Job Category:** A group or class of certified school personnel positions with closely related functions.
15. **Late Hire:** Any employee hired after the first 60 consecutive work days.
16. **Leave of Absence:** Any employee not reporting to work for 60 or more consecutive days.
17. **Mini Observation:** An observation or site visit conducted by a certified observer for 20 – 30 minutes in length.
18. **Multiple Measures of Student Learning:** Assessments and data used to demonstrate student learning.
19. **Non-Traditional Instruction (NTI):** Instructional days in which teachers, other professionals, administrators, and students are participating in virtual learning.
20. **Observation/Work Site Visit:** A data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and artifacts examination made during one or more classroom or worksite visits of any duration.
21. **Observer Calibration Training:** A process of ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
22. **Observer Initial Evaluation Training and Testing:** A required KDE approved training for new evaluators to ensure that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
23. **Other Building-Level Administrator:** Certified Administrators in roles that could include Associate Principals, Administrative Deans, Academy Coaches, Professional Growth and Effectiveness Coaches- Admin.

24. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
25. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
26. **Performance Measure:** one (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
27. **Performance Rating:** The rating for each performance measure for a teacher, other professional, principal, other building-level or district-level administrator as determined by the local district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation. Ratings shall be exemplary, accomplished, developing, and ineffective. The performance ratings are defined as:
- Exemplary:** consistently exceeds expectations for effective performance
  - Accomplished:** consistently meets expectations for effective performance
  - Developing:** inconsistently meets expectations for effective performance
  - Ineffective:** consistently fails to meet expectations for effective performance
28. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
29. **Professional Growth Plan:** An individualized plan for certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
30. **Professional Standards for Educational Leaders (PSEL):** The standards by which administrators will be evaluated.
31. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
32. **Student Surveys:** Surveys that provide data on specific aspects of the instructional environment and professional practice of the teacher or other professional evaluatee.
33. **Summative Evaluation:** Is defined by KRS 156.557(1)(b).
34. **Summative Rating:** The overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.
35. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
36. **Virtual Learning:** A learning experience that is enhanced through utilizing computers and/or the internet both outside and inside of the school building. It most commonly takes place in an online environment.
37. **Working Days:** A day in the established employee work calendar. Students may or may not be present.

# **TEACHERS' AND OTHER PROFESSIONALS' EVALUATION PROCESS**

**Includes, but not limited to:**

**Classroom Instructors, Special Education Instructors, Interventionists, Child Guidance Specialists, Guidance Counselors, Instructional Specialists/Coaches, Library Media Specialists, Social Workers, Speech Therapists, Certified Mental Health Specialists, and Non-Administrative District Personnel**



**Evaluation Plan Vision:**

The vision for the Certified Evaluation Plan is to have every student taught by effective certified staff. The goal is to create a fair and equitable system to measure effectiveness and act as a catalyst for professional growth. The Kentucky Framework for Teaching and the Specialist Frameworks for Other Professionals are designed to support student achievement and professional practice through the domains of:

**Performance Measures: Framework for Teaching/Specialist Frameworks for Other Professionals**

Planning  
Environment  
Instruction  
Professionalism

When certified staff fall under multiple frameworks, the evaluator will determine evaluatee's framework within the first 30 days of employment. Best practice for determining the evaluatee's framework would include discussion with the evaluatee.

The frameworks also include themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodation for individual needs, effective technology integration, and student assumption of responsibility. It provides structure for feedback and continuous improvement through individual goals that target professional growth, thus supporting overall school improvement. Evidence documenting professional practice will be situated within one or more of the four domains of the framework. Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Evaluators must use the following categories of evidence in determining overall ratings:

**REQUIRED Sources of Evidence**

- Self-Reflection/Professional Growth Plan
- Observation(s)/worksite visit(s)
- Multiple Measures of Student Learning

**OPTIONAL Sources of Evidence**

- ➔ Products of Practice
- ➔ Other Sources, which should yield information related to the evaluatee's practice within the Performance Measures, and may be provided by evaluators and evaluatees, include but are not limited to:
  - team-developed curriculum units
  - lesson plans
  - communication logs
  - timely, targeted feedback from mini or informal observations
  - student surveys
  - student work

- student formative and/or summative course evaluations/feedback
- minutes from PLCs
- minutes from other committee meetings
- teacher reflections and/or self-reflections
- teacher interviews
- teacher committee or team contributions
- parent engagement surveys
- records of student and/or teacher attendance
- video lessons
- engagement in professional organizations
- action research
- other: sources of evidence determined with the collaboration of teacher and administrator that uniquely supports educator practice of effectiveness for the content and grade level.

## SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

FRAMEWORK for TEACHING (FfT)			Performance Measure: Planning					Performance Measure: Environment			Performance Measure: Instruction			Performance Measure: Professionalism										
		Component	1a -Knowledge of content/pedagogy	1b-Demonstrate knowledge of students	1c- Setting Instructional Outcomes	1d-Demonstrates knowledge of resources	1e-Designing Coherent Instruction	1f- Designing Student Assessment	2a-Creating Env. of Respect & Rapport	2b-Establish Culture of Learning	2c-Maintaing Classroom Procedures	2d-Managing Student Behavior	2e-Organizing Physical Space	3a-Communicating with Students	3b-Questioning & Discussion Techniques	3c-Engaging Students in Learning	3d-Using Assessment in Learning	3e-Demonstrating Flexibility & Responsive	4a-Reflecting On Teaching	4b-Maintaining Accurate Records	4c-Communicating With Families	4d-Participating in Profess. Learning Comm.	4e-Growing & Developing Professionally	4f-Showing Professionalism
REQUIRED SOURCES OF EVIDENCE To Inform Summative Rating	Supervisor Observation	Evidence (pre/post conferences)					Observation												Evidence (pre/post conferences)					
	Self-Reflection/ Professional Growth	Self-Reflection and Professional Growth Plan																						
	Multiple Measures of Student Learning	Multiple Measures of Student Learning																						

Note: Other sources of evidence may be required by evaluators.

## Sources of Evidence

### Self-Reflection and Professional Growth Plan

All teachers and other professionals participate in Self-Reflection and the Professional Growth Plan each year. Self-reflection should occur prior to initial Professional Growth Plan development. The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers will identify explicit goals that will drive the focus of professional growth activities, support, and ongoing reflection. Reflective practices and professional growth planning are continuous processes. The certified staff (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborates with his or her administrator to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his or her professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; and finally, (7) conducts a summative reflection on the degree of goal attainment and the implications for next steps.

### Observation/Worksite Visit

The observation/worksite visit process is one source of evidence to determine effectiveness of professional practice. The supervisor observation/worksite visit will provide *documentation* and *feedback* to measure effectiveness. *Only observations conducted by the evaluator will be used to inform a summative rating.* The rationale for observation is to encourage continued professional growth through critical reflection.

### Multiple Measures of Student Learning

Multiple measures of student learning is one source of evidence to determine effectiveness of professional practice. These multiple measures are assessments and data that demonstrate student learning. The measures used for the purposes of evaluation will be determined by the evaluator and evaluatee. Measures of student learning could include, but are not limited to: state assessments, MAP, ACT, Career Readiness, ACCESS, TELL, FAST, SuccessMaker, and Imagine Learning.

### Certified Evaluation Implementation Timeline for Teachers and Other Professionals

Timeline	Action
First 30 calendar days of reporting for employment	Evaluation Criteria and process shall be explained by the Evaluators.
First 60 instructional days	Evaluatee reflects on his/her current growth needs and collaborates with the Evaluator to complete the initial self-reflection and to develop the PGP. Evaluator must approve these within the first 60 instructional days.
Fall Semester	Evaluator will do observations with pre/post conferences.
Mid-Year Review (recommended) (November-January)	Evaluatee and Evaluator may review progress of Self-Reflection, PGP, and evidence collection and modify plans as appropriate. These recommended mid-year reviews may be completed either electronically or face-to-face.
Spring Semester	Evaluatee continues growth plan implementation and ongoing self-reflection. Evaluator completes observations with pre/post conferences.
By April 15 (non-tenured) /May 15 (tenured)/June 15 (Counselors)	Evaluators and evaluatees complete the summative reflection, PGP, and evaluation implementation. Evaluators submit summative evaluation forms for the official personnel record and provides a copy to the evaluatee, who may include a written response.



### Observer Initial Evaluation Training and Testing/Observer Calibration Training

All new administrators serving as evaluators of certified personnel are required to complete the KDE-approved initial certified evaluation training before conducting formative or summative observations. After their initial year of the KDE approved evaluation training, evaluators must obtain a minimum of six hours annually of EILA-approved training for evaluation purposes. To ensure consistency of observations, evaluators must complete the district-determined observer calibration training annually. The training allows observers to develop a deep understanding of how the four Performance Measures of the Kentucky Framework for Teaching (FfT) are applied in observation.

- Only evaluators who have completed the district-determined observation training can conduct formative and summative observations for the purpose of evaluation. In the event that a supervisor has yet to complete the district-determined observation training, the district will provide the following supports:
  - A substitute observer will be assigned by the superintendent or designee from a pool of current and retired district administrators who have been trained to evaluate, ensuring certified staff have access to trained observers. In such cases, the observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.
  - Additional trainings will be provided by district personnel as needed.
  - Any supervisors who are hired late will be required to complete the district-determined observation training. Additional support/training will be provided by district personnel if needed and a substitute administrator will be assigned for any observations conducted during that time.

### Observation/Worksite Visit Model

Tenured Certified Staff			
Formative - Year 1			
Observation Type	Frequency	Observer	Timeline * **
Mini Observation (20-30 minutes)	Minimum of 1 time	Administrator	After the evaluation training and prior to April 30 <sup>th</sup>
Formative - Year 2			
Mini Observation (20-30 minutes)	Minimum of 1 time	Administrator	After the evaluation training and prior to April 30 <sup>th</sup>
Summative - Year 3			
All observations must be completed by April 30 <sup>th</sup>			
Full Observation (class period or lesson)	Minimum of 1 time in the Summative year	Administrator	After the evaluation training and prior to April 30 <sup>th</sup>

Non-Tenured Certified Staff (2 observations minimum EACH year)			
All observations must be completed by March 31 <sup>st</sup> .			
Observation Type	Frequency	Observer	Timeline * **
Full Observation (class period or lesson)	Minimum of 2 per year	Administrator	One must be conducted after the evaluation training and prior to winter break. The second one must be conducted between the first day of the second semester and March 31 <sup>st</sup> .

**\*Late Hires/Leaves of Absence (not reporting to work for 60 or more consecutive school days):** Teachers and Other Professionals in their summative evaluation year must have a minimum of one full observation by March 31<sup>st</sup> (non-tenured) or April 30<sup>th</sup> (tenured). Tenured Teachers and Other Professionals in one of their formative evaluation years must have a minimum of one mini observation by April 30<sup>th</sup>. All other requirements remain the same. Timelines should be adjusted accordingly, documented in writing and signed/dated by evaluatee and evaluator.

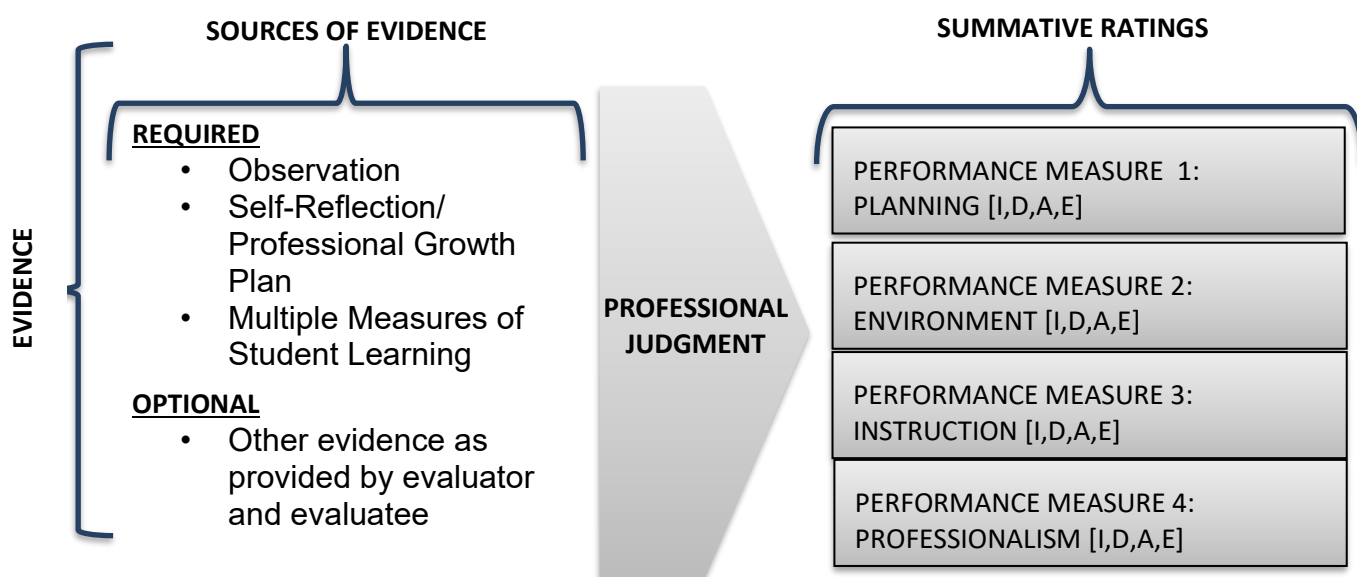
**\*\*Instructional Calendar Changes (i.e. snow day)** - Timelines may need to be adjusted if the instructional calendar is changed.

#### Observation Conferencing Protocols (Tenured and Non-Tenured Certified Staff)

Pre-Conference	Post-Conference
<ul style="list-style-type: none"> <li>Pre-Conference required for each observation within 1-5 instructional days before observation. <ul style="list-style-type: none"> <li>Conference is face-to face OR electronic.</li> <li>Evaluatee submits lesson plans and/or pre-observation form.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Post-Conference required within 5 working days after observation. <ul style="list-style-type: none"> <li>Conference must be face-to-face.</li> <li>Conference must be documented in writing and signed physically or virtually by Evaluatee and Evaluator.</li> </ul> </li> </ul>

#### Rating the Performance Measures

The Kentucky Framework for Teaching and the Specialist Frameworks for Other Professionals stand as the critical rubrics for providing educators and evaluators with concrete descriptions of practice associated with specific Performance Measures. When certified staff fall under multiple frameworks, the evaluator will determine evaluatee's framework within the first 30 days of employment. Best practice for determining the evaluatee's framework would include discussion with the evaluatee. Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Performance Measure at the culmination of an educator's cycle. Supervisors will provide a summative rating for each Performance Measure based on evidence.



### Determining the Summative Rating

Supervisors are responsible for determining the Summative Rating for each school level certified staff at the conclusion of the summative evaluation year. The Summative Rating is determined by the performance ratings given for each Performance Measure. The performance ratings are defined as:

**Exemplary:** consistently exceeds expectations for effective performance

**Accomplished:** consistently meets expectations for effective performance

**Developing:** inconsistently meets expectations for effective performance

**Ineffective:** consistently fails to meet expectations for effective performance.

For certified, tenured employees in their summative year evaluation cycle, supervisors need to factor in any data and evidence from the two previous formative evaluation cycle years to determine a summative rating for the current year. Evidence is to be documented in the district-approved electronic platform(s) and/or paper forms, which are maintained at the school/department level. The summative form will be submitted to the district for the official personnel file.

For certified, non-tenured employees, each year is a summative evaluation cycle year, so the supervisor would not factor in any data or evidence from previous years to attain the summative rating for the current year.

The evaluator determines the performance rating for each Performance Measure based on evidence that demonstrates the educator's performance that aligns with the framework, district-developed rubrics, and decision rules that establish a common understanding of performance thresholds to which all educators are held. The Summative Rating is then informed by the educator's performance ratings in each of the four Performance Measures using the following decision rules:

#### CRITERIA FOR DETERMINING A TEACHER'S/OTHER PROFESSIONAL'S SUMMATIVE RATING

IF...	THEN...
Two Performance Measures are rated ACCOMPLISHED and two Performance Measures are rated EXEMPLARY	Summative Rating shall be Exemplary or Accomplished
Two Performance Measures are rated DEVELOPING and two Performance Measures are rated EXEMPLARY	Summative Rating shall be Accomplished
Two Performance Measures are rated DEVELOPING and two Performance Measures are rated ACCOMPLISHED	Summative Rating shall be Accomplished or Developing
Performance Measures 1 OR 4 are rated INEFFECTIVE	Summative Rating shall NOT be Exemplary
Performance Measures 2 OR 3 are rated INEFFECTIVE	Summative Rating shall be Developing or Ineffective **
Performance Measures 2 and 3 are rated INEFFECTIVE	Summative Rating shall be Ineffective **

\*\*An Ineffective Rating indicates a Corrective Action Plan for professional growth is required (see page 21)



# **PRINCIPALS', OTHER BUILDING-LEVEL ADMINISTRATORS', AND DISTRICT-LEVEL ADMINISTRATORS' EVALUATION PROCESS**

## Evaluation Plan Vision – Principals, Other Building-Level Administrators, and District-Level Administrators

The vision for the Certified Evaluation Plan for Principals, Other Building-Level Administrators, and District-Level Administrators is to have every school and our district led by effective administrators. The goal is to create a fair and equitable system to measure administrator effectiveness and act as a catalyst for professional growth.

## Required and Optional Evidence for Principals, Other Building-Level and District-Level Administrators

**REQUIRED** Sources of evidence evaluators must use in determining summative ratings:

- Self-Reflection/Professional Growth Plan
- Site-Visits and/or Conferences
- Multiple Measures of Student Learning

### **Other possible sources**

Other Sources, which should yield information related to the evaluatee's practice within the Performance Measures, and may be provided by evaluators and evaluatees, include but are not limited to:

- ➔ Products of Practice
- ➔ Surveys
- ➔ School Score Card
- ➔ Other Sources may include:
  - Agenda and/or Minutes from:
    - SBDM Meetings
    - Faculty Meetings
    - Department/ Grade Level Meetings
    - PLC Meetings
    - Leadership Team Meetings
  - Instructional Round/Walkthrough documentation
  - Principal Performance Timeline
  - Budgets
  - EILA/Professional Learning experience documentation
  - Stakeholder Surveys (Parent/Community, Staff, Students)
  - Professional Organization memberships
  - Parent/Community engagement events documentation
  - School Schedules
  - Other information as identified as evaluatee and/or evaluator

## Performance Measures and the Professional Standards for Educational Leaders (PSEL)

Performance Measure	Professional Standards for Educational Leaders (PSEL)
Planning	Mission, Vision and Core Values; Operations and Management; School Improvement
Environment	Equity and Cultural Responsiveness; Community of Care and Support for Students; Professional Community for Teachers and Staff
Instruction	Curriculum, Instruction and Assessment; Professional Capacity of School Personnel
Professionalism	Ethics and Professional Norms; Meaningful Engagement of Families and Community

### Sources of Evidence Framework for Principals, Other Building-Level, and District-Level Administrators

Kentucky Principal Standards: Professional Standards for Educational Leaders (PSEL)	Performance Measure: Planning	Performance Measure: Environment	Performance Measure: Instruction	Performance Measure: Professionalism
	<u>Standard 1:</u> Mission, Vision and Core Values  <u>Standard 9:</u> Operations and Management  <u>Standard 10:</u> School Improvement	<u>Standard 3:</u> Equity and Cultural Responsiveness  <u>Standard 5:</u> Community of Care and Support for Students  <u>Standard 7:</u> Professional Community for Teachers and Staff	<u>Standard 4:</u> Curriculum, Instruction and Assessment  <u>Standard 6:</u> Professional Capacity of School Personnel	<u>Standard 2:</u> Ethics and Professional Norms  <u>Standard 8:</u> Meaningful Engagement of Families and Community
Required Sources of Evidence	Self-Reflection and Professional Growth Plan			
	Observations and/or Site Visits (conferences)			
	Multiple Measures of Student Learning			

## Sources of Evidence

### Self-Reflection and Professional Growth Plan

All building-level and district-level administrators will complete the self-reflection and develop a Professional Growth Plan each year. Self-reflection improves school administrator practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. The Professional Growth Plan will be developed within the first 90 work days and address realistic, focused, and measurable professional goals. The Professional Growth Plan should have a minimum of one goal. Additional goals may be required based on need, as identified by the evaluator. The plan may connect data from multiple sources including site-visit conferences, previous evaluations, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection.



### Site-Visits for Principals (formal site visits are not required for Other Building-Level or District-Level Administrators)

Site visits are a method by which the superintendent/designee may gain insight into the administrator's practice in relation to the standards. During a site visit, the superintendent or designee will discuss various aspects of the job with the administrator, and will use the administrator's responses to determine issues to explore further with the faculty and staff. The district template will be used during the site visit conferences and the recommended mid-year review to guide and document the reflections and any modifications to the plan.

### Multiple Measures of Student Learning

Multiple measures of student learning is one source of evidence to determine effectiveness of professional practice. These multiple measures are assessments and data that demonstrate student learning. The measures used for the purposes of evaluation will be determined by the evaluator and evaluatee. Measures of student learning could include, but are not limited to: state assessments, MAP, ACT, Career Readiness, ACCESS, TELL, FAST, SuccessMaker, and Imagine Learning.

#### Certified Evaluation Implementation Timeline for Principals, Other Building-Level, and District-Level Administrators:

Timeline * **	Action
First 30 calendar days of reporting for employment	Evaluation criteria and process shall be explained by the Evaluator.
First 90 work days	Administrator Evaluatee reflects on his/her current growth needs and collaborates with the supervising Evaluator to complete the initial self-reflection and to develop the professional growth plan.
Fall semester	<p><u>For Principals</u>, the Evaluator must complete a minimum of one site visit with a face-to-face conference. Professional growth plan progress and evidence toward Principal performance standards will be reviewed.</p> <p><u>For Other Building-Level and District-Level Administrators</u>, no formal worksite visit is required since the Evaluator works and collaborates with these administrators on a daily basis. However, the Evaluator must have a minimum of one face-to-face conference with their Other Building-Level or District-Level Administrators. Ongoing Self-Reflection, Professional Growth Plan and evidence toward the Principal performance standards will be reviewed to monitor progress and continued implementation.</p>
Mid-Year Review ( <i>recommended</i> ) (November-January)	Evaluatee and Evaluator may review progress of Self-Reflection, PGP, and evidence collection and modify plans as appropriate. These recommended mid-year reviews may be completed either electronically or face-to-face.
Spring Semester	<p><u>For Principals</u>, the Evaluator must complete a minimum of one site visit. Evaluatee continues ongoing self-reflection.</p> <p><u>For Other Building-Level Administrators</u>, no formal worksite visit is required since the Evaluator works and collaborates with these administrators on a daily basis. However, the Evaluator must have a minimum of one face-to-face conference with their Other Building-Level Administrators. Ongoing Self-Reflection, Professional Growth Plan and evidence toward the Principal performance standards will be reviewed to monitor progress and continued implementation.</p>

	<b>For District-Level Administrators, the Evaluator must complete a minimum of one site visit <u>EITHER</u> in the Fall <u>OR</u> Spring with a face-to-face conference. Ongoing Self-Reflection, Professional Growth Plan and evidence toward the Principal performance standards will be reviewed to monitor progress and continued implementation.</b>
<b>By June 15</b>	<b>Evaluators and evaluatees complete the summative reflection, PGP, and evaluation implementation. Evaluators submit summative evaluation forms for the official personnel record and provides a copy to the evaluatee, who may include a written response.</b>

**\*Late Hires/Leaves of Absence (not reporting to work for 60 or more consecutive school days):**

Administrators must have a minimum of one site visit. All other requirements remain the same. Timelines should be adjusted accordingly, documented in writing and signed/dated by evaluatee and evaluator.

**\*\*Instructional Calendar Changes (i.e. snow day)** - Timelines may need to be adjusted if the instructional calendar is changed.

**Observer Initial Evaluation Training and Testing/Observer Calibration Training**

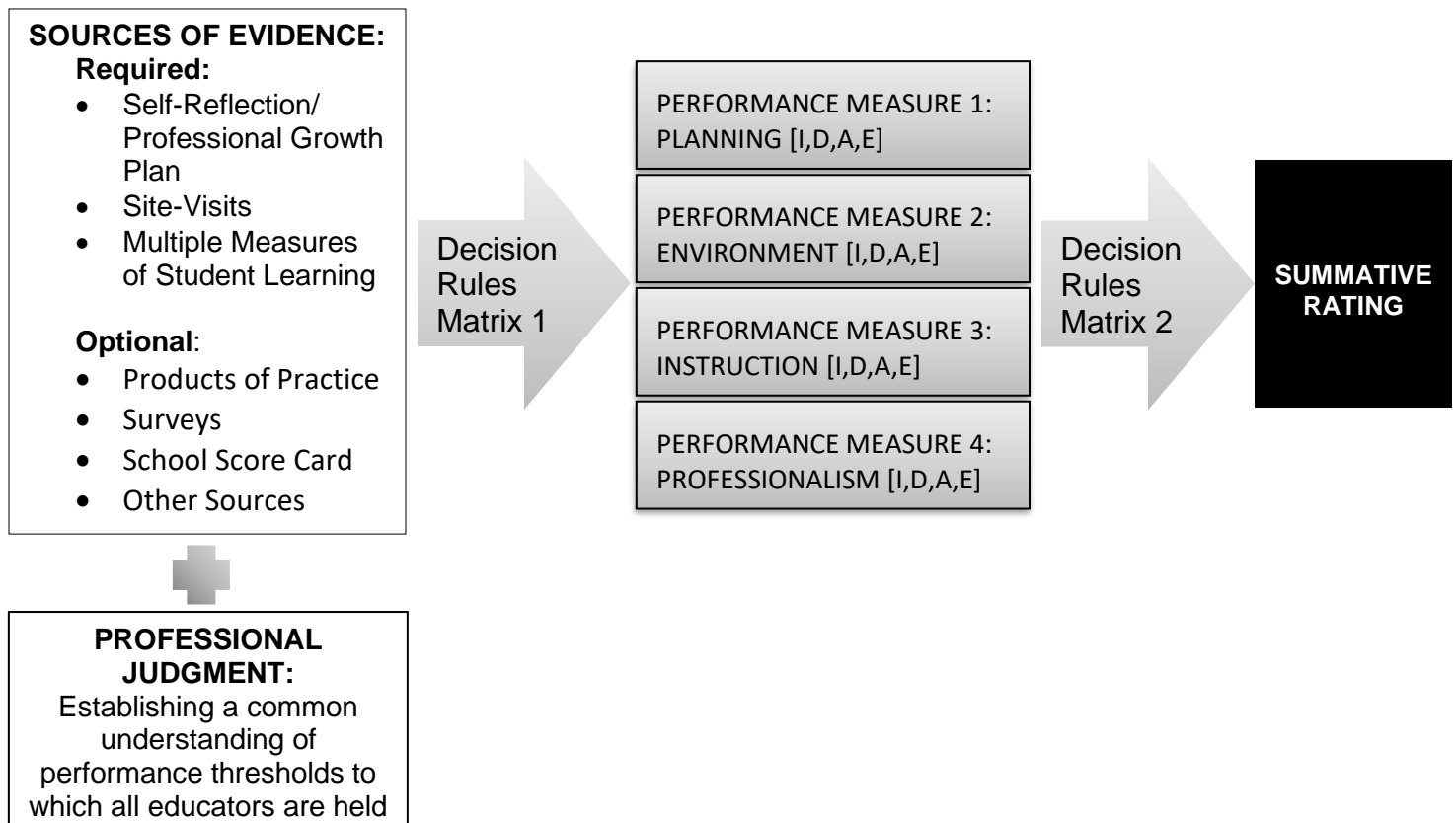
All new administrators serving as evaluators of certified personnel are required to complete the KDE-approved initial certified evaluation training before conducting formative or summative observations. After their initial year of the KDE approved evaluation training, evaluators must obtain a minimum of six hours annually of EILA-approved evaluation training prior to conducting observations for the purpose of evaluation. To ensure consistency of observations, evaluators must complete the district-determined observer calibration training annually. The training allows observers to develop a deep understanding of how the four Performance Measures of the Kentucky Framework for Teaching (FfT) are applied in observation.

- Only supervisors who have completed the district-determined observation training can conduct formative and summative observations for the purpose of evaluation. In the event that a supervisor has yet to complete the district-determined observation training, the district will provide the following supports:
  - A substitute observer will be assigned by the superintendent or designee from a pool of current and retired district administrators who have been trained to evaluate, ensuring certified staff have access to trained observers. In such cases, the observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.
  - Additional trainings will be provided by district personnel as needed.

Any supervisors who are hired late will be required to complete the district-determined observation training. Additional support/training will be provided by district personnel if needed and a substitute administrator will be assigned for any observations conducted during that time.

## Administrator Evaluation Plan Components – Overview and Summative Model

The following graphic outlines the summative rating model for Principals, Other Building-Level Administrators, and District-Level Administrators.



Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating an administrator. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment must be grounded in the common framework identified: The Kentucky Principal Standards, which are aligned to the PSEL.

### The Kentucky Principal Standards (PSEL)

The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting an administrator's professional practice will be situated within one or more of the 10 standards. Performance will be rated for each Performance Measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is expected that most administrators will maintain an Accomplished rating but will occasionally have exemplary performance on the Performance Measures at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how evaluatees respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development.



## Determining the Summative Rating

Superintendent/designee is responsible for determining the Summative Rating for each principal, other building-level administrator, and district-level administrator at the conclusion of their summative evaluation year. The Summative Rating is determined by performance ratings given for each Performance Measure. The performance ratings are defined as:

**Exemplary:** consistently exceeds expectations for effective performance

**Accomplished:** consistently meets expectations for effective performance

**Developing:** inconsistently meets expectations for effective performance

**Ineffective:** consistently fails to meet expectations for effective performance.

An administrator's Summative Rating is determined by the evaluator based on the ratings on each of the four Performance Measures, using the sources of evidence and professional judgment. Evidence is to be documented in the district-approved electronic platform(s) and/or paper forms, which are maintained at the school/department level. The summative form will be submitted to the district for the official personnel file. Next, the evaluator will use the following decision rules for determining the Summative Rating:

### Decision Rules Matrix 1: Determining the Ratings for Each Performance Measure

IF...	THEN...
The Performance Measure has more than one standard and those standards are given the exact same rating	The Performance Measure rating shall be the rating given for those standards.
The Performance Measure has more than one standard and those standards are given different ratings	The Performance Measure rating shall be based on the sources of evidence and the evaluator's professional judgment.

### Decision Rules Matrix 2: Determining the Summative Rating using the Performance Measures Ratings

IF...	THEN...
Two Performance Measures are rated ACCOMPLISHED and two Performance Measures are rated EXEMPLARY	Summative Rating shall be Exemplary or Accomplished
Two Performance Measures are rated DEVELOPING and two Performance Measures are rated EXEMPLARY	Summative Rating shall be Accomplished
Two Performance Measures are rated DEVELOPING and two Performance Measures are rated ACCOMPLISHED	Summative Rating shall be Accomplished or Developing
One of the Performance Measures is rated INEFFECTIVE	Summative Rating shall NOT be Exemplary
Two Performance Measures are rated INEFFECTIVE	Summative Rating shall be Developing or Ineffective**
Three or more Performance Measures are rated INEFFECTIVE	Summative Rating shall be Ineffective**

\*\* An Ineffective Rating indicates a Corrective Action Plan for professional growth is required (see page 21)

## **Corrective Action Plan (CAP)**

A corrective action plan, with measureable goals that are tied to the performance measure of concern, may be written at any time during the school year, but shall be written if evaluatee receives an “Ineffective” on the Final Summative Form.

Corrective action plans shall be reviewed continuously until performance is judged to meet the evaluation standards. Review of corrective action plans shall be documented on the corrective action form.

The Corrective Action Plan is a plan developed by the evaluator, at any time during the school year, in collaboration with the evaluatee, when documented unsatisfactory performance is observed, or when an “Ineffective” rating is indicated on any Final Summative Evaluation Standard. Specific assistance and activities are identified in the Corrective Action Plan and progress towards identified goals is monitored. The evaluator and the evaluatee shall specifically identify and list, in writing

- 1** Corrective Action Plan measureable goals and objectives
- 2** Procedures and activities designed to achieve Corrective Action Plan goals and objectives
- 3** Targeted dates for appraising the evaluatee’s improvement towards the identified Corrective Action Plan goals and objectives

Employees who fail to meet the measureable goals identified for them may not be recommended to the Superintendent for rehire. If the Superintendent chooses to not renew the contract, the employee will be notified by May 15<sup>th</sup>.

A corrective action plan may be developed for two purposes: (1) when improvement is needed to correct one or two critical deficiencies in performance criteria that cannot wait for the formal observation and summative conference; (2) after the formal observation and/or during the summative evaluation conference. When the CAP is developed after the summative conference, no more than 3 specified Performance Measures should be denoted for improvement at any given time. When the evaluatee meets specified areas another area may be added.

NOTE: It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving performance towards Corrective Action Plan goals and objectives. If the evaluator and evaluatee cannot agree on the Corrective Action Plan goals and objectives, a third party, non-binding mediation shall be requested by either the evaluator or evaluatee. Such a request shall be made in writing within 5 working days of the initial dispute to the Certified Evaluations Appeals Panel Chair, or designee. If the dispute is not resolved through mediation, the evaluatee may appeal through the district’s Grievance Procedure.

# **RESPONSIBILITIES for EVALUATION: ALL CERTIFIED PERSONNEL**



**RESPONSIBILITIES for EVALUATION: All certified personnel**

The Fayette County Board of Education will evaluate the superintendent. The superintendent’s evaluation process shall be developed and adopted by the local board of education.

The superintendent or designee will evaluate directors, assistant directors, coordinators, principals, central office administrators, and other district certified personnel.

Principals or designee will evaluate assistant principals, academic deans, instructional coaches, professional growth and effectiveness coaches, guidance counselors, social workers, media specialists, speech therapists, school based resource teachers, classroom teachers, and all other staff assigned to their school. All Final Summative Evaluations shall be completed by the scheduled due dates below.

**Due Dates:** These are the dates the Final Summative Evaluations are due. The due dates for all certified staff are detailed below.

March 31	All certified employees non-renewed for cause
April 15	All non-tenured certified staff (school and district level) (Year 1 – through Year 4)
May 15	All tenured certified staff (school and district level)
June 15	All administrative and counseling staff

**EVALUATION TRAINING**

All Fayette County Evaluators shall be trained, tested and certified according to Kentucky guidelines for the evaluation of certified personnel. Additionally, all administrators who supervise certified staff shall receive training in the implementation of the district’s certified evaluation plan. Furthermore, all evaluators must meet the CEP requirements for evaluating prior to conducting a formative or summative evaluation.

Continued certification as an evaluator shall be contingent upon the completion of a minimum of six hours of evaluation training per year. This training shall be in any one, or combination, of the following skill areas:

- 1 Use of the local evaluation process and instrument;
- 2 Identification of effective teaching/management practices;
- 3 Effective observation and conferencing employee improvement plans;
- 4 Establishing and assisting with certified employee improvement plans;
- 5 Completion of initial or update training for KTIP not to exceed (6) six hours per (2) two-year period.

Hours of training received in the use of the local evaluation process and instruments shall be certified by the local board of education and be subject to review by the State Department of Education. Hours of training received in other skill areas may compose part of the evaluator’s required hours of continued certification. The Fayette County Board of Education has designated the District Professional Development Coordinator responsible for evaluation training and the contact person for the submitted evaluation plan.

# **CERTIFIED EVALUATION APPEALS PROCESS**

## **How to Appeal Certified Evaluations**

- 1** Any certified employee who believes that he or she was not fairly assessed on the Final Summative Evaluation Form may appeal to the chairperson of the Certified Employee Appeals Panel within five (5) working days of the signing and dating of the summative assessment form.
- 2** The Appeals Procedure does not involve contractual status recommendations made to the superintendent or actions by the superintendent regarding contractual status. The jurisdiction of the panel is limited to the review of the summative evaluation, only.
- 3** The certified employee begins the appeal process by completing a Fayette County Public Schools Certified Employee Appeals Form, which is provided by the Office of Professional Development. This form is to be submitted to the Office of Professional Development within five (5) working days of the signing and dating of the Final Summative Evaluation form. Any pertinent documentation the employee wants included for the members of the Panel to review shall be submitted to this same office within five (5) working days of filing the appeal.
- 4** Both the evaluator and the evaluatee shall have the opportunity to review all documentation submitted as evidence to the Appeals Panel, at least five (5) days prior to the scheduled appeals hearing date.
- 5** The members of the Certified Employee Appeals Panel, the certified employee, and the assessor shall be notified of the time and date of the hearing by the chairperson. The hearing must take place within fifteen (15) working days from the date an appeal is filed.
- 6** The appeal shall be heard by panel members from the same school level as the certified employee making the appeal, along with the board appointed chairperson.
  - a) Appeals made by elementary school certified staff shall be heard by a panel consisting of two (2) elementary teachers who were elected to the panel, along with the board appointed chairperson.
  - b) Appeals made by middle school certified staff shall be heard by a panel consisting of two (2) middle school teachers who were elected to the panel, along with the board appointed chairperson
  - c) Appeals made by high school certified staff shall be heard by a panel consisting of two (2) high teachers who were elected to the panel, along with the board appointed chairperson
  - d) Appeals made by district/itinerant certified staff who work with multiple levels shall be heard by a panel consisting of two (2) certified teachers from the same or cross-section of levels who were elected to the panel, along with the board appointed chairperson.
  - e) Alternate panel members from the same school level as the certified employee making the appeal shall serve on the panel in the event the primary panel members are unable to serve
- 7** The certified employee may appeal the substance of, and any procedural issues involved in, the evaluation process. The certified employee and the evaluator have the right to present relevant evidence and expert testimony and to be represented and assisted at the hearing by legal counsel, at their own expense.
  - a) Only documentation, testimony and other evidence that pre-dates the evaluator's signature on the Final Summative Evaluation shall be presented during the appeals hearing
  - b) Documentation, testimony and other evidence that occurred after the evaluator's signature on the Final Summative Evaluation, shall not be presented during the appeals hearing
- 8** The certified employee appealing to the Panel has the burden of proof. The evaluator may respond to any statements made and evidence presented by the certified employee and may present any evidence that supports the Summative Evaluation.
- 9** All hearings will be confidential and will follow these written procedures and the appeals hearing agenda as determined by the Panel.
- 10** Pursuant to KRS 156.557—Standards For Improving Performance of Certified School Personnel, and 704 KAR 3:345—Evaluation Guidelines, any certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education. Its jurisdiction shall be limited to procedural matters already addressed by the local

appeals panel required by KRS 156.557(5). The panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusions of evaluations, and the panel's review shall be limited to the record of proceedings at the local district level.

#### **Procedures for Conducting a Certified Evaluation Appeals Hearing**

1. The evaluatee and the evaluator shall both be present at the hearing.
2. The hearing shall be tape recorded by the chairperson of the Panel.
3. An overview of the process and the role of the Panel shall be given at the beginning of the hearing.
4. No additional written documents or exhibits are permitted to be presented at the hearing that were not submitted five working days before the hearing. (Panel members, evaluatee, and evaluator have been supplied with all written documents or exhibits to be considered five working days prior to the hearing day.)
5. Both the certified employee and the evaluator may present relevant evidence and expert testimony and may be represented and assisted at the hearing by a chosen representative including a legal counsel, at their own personal expense.
6. A tentative agenda will be presented to each party for approval at the beginning of the hearing. Each party will be allocated a reasonable amount of time in which to present relevant information and evidence pertinent to the appeal.
7. Panel members may ask questions during or after each presentation for clarification.
8. The certified employee and evaluator may make both opening and closing statements.
9. The certified employee and the evaluator will be dismissed in order for the Panel to deliberate.
10. Recommendations that the Panel may choose are:
  - A. Recommendation that the summative growth assessment should be filed as submitted.
  - B. Recommendation that the summative growth assessment be changed in the manner and for the substantive or procedural reasons stated by the Panel.
  - C. Recommendation that further investigation should be conducted by the Superintendent.
11. The Superintendent, evaluatee and the evaluator shall be notified in writing of the Panel's finding within fifteen working days after the hearing.
12. At the conclusion of the Panel's deliberations, all **written** materials reviewed during the hearing will be collected and destroyed by the chairperson. If the Panel recommends further investigation by the Superintendent, such materials will be destroyed after completion of any additional investigation. The chairperson shall destroy the tape recording one year after the date of the hearing.

#### **Certified Evaluation Appeals Panel Election Procedures**

1. The certified employees shall elect twelve (12) members to serve on the Certified Evaluation Appeals Panel; Two (2) members and two (2) alternates elected by the elementary school certified staff of the district; two (2) members and two (2) alternates elected by the middle school certified staff of the district; and two (2) members and two (2) alternates elected by the high school certified staff of the district.
2. The Appeals Panel Chair and alternate shall be appointed by the Fayette County Board of Education every two years.
3. Each school faculty shall nominate one, and only one certified employee willing to serve as a committee member.
4. Ballots listing the candidates shall be prepared and distributed electronically to all certified staff members.
5. Appeals panel voting shall be conducted online via the district's electronic voting process.
6. The Certified Evaluation Panels Chair shall total the votes and keep electronic tally sheets on file for two years.
7. Each election year, the four candidates from the elementary, middle and high school levels with the largest vote are named as members of the appeals committee.
8. The candidates receiving the first and second largest vote from each level shall be named primary panel members. The candidates receiving the third and fourth largest vote from each level shall be named as alternative panel members. Alternative panel members shall serve on the panel whenever the primary panel members are unable to participate on the panel.
9. Primary and alternate panel members will serve 2-year terms with members being elected every other year. Members may serve more than one term on the Certified Evaluation Appeals Committee.



Fayette County Public Schools  
Certified Evaluation Plan  
2021 – 2022

Summary of Revisions

CEP Section	Suggested Change	Page #
Teachers and Other Professionals – Observation Conferencing Protocols	<ul style="list-style-type: none"><li>In the Post-Conference cell, wording was changed from “Conference must be documented in writing and signed” to “Conference must be documented in writing and signed physically or virtually by Evaluatee and Evaluator.”</li></ul>	13
	<ul style="list-style-type: none"><li>The changes that were made to the CEP in November 2020 to accommodate for the pandemic in regards to the number of observations required for teachers in their formative and summative evaluation cycles have reverted back to the original CEP language that was approved by the FCPS Board of Education on June 8, 2020.</li><li>Except for the change specified above, no other revisions were made to this document from the CEP that was approved by the FCPS Board of Education on June 8, 2020</li></ul>	

## ASSURANCES

### CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

*The Fayette County Public School District hereby assures the Commissioner of Education that:*

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators (KRS 156.557).

<b>Name:</b>	<b>Title:</b>	<b>Name:</b>	<b>Title:</b>
Heather Bell	Administrator	Rosa Cubero-Hurley	Teacher
Leon Buford-Kelly	Administrator	Sammy Hall	Teacher
Shamiah Ford	Administrator	Jessica Hiler	Teacher
Carl Hayden	Administrator	Tomma Huguely	Teacher
Felicia Lindsay	Administrator	Amanda Hurley	Teacher
Kate McAnelly	Administrator	Kristine Lyon	Teacher
Marty Mills	Administrator	John Nord	Teacher
Kevin Payne	Administrator	Lisa Owens	Teacher

The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with the evaluatee no later than the end of the evaluatee's first thirty (30) calendar days of reporting for employment each school year. (704 KAR 3:370)

All certified school personnel who have not attained continuing service status shall receive an annual summative evaluation and shall incorporate the formative data collected during the Kentucky Teacher Internship Program (if funded). (KRS 156.557)

All certified school personnel who have attained continuing service status shall receive a summative evaluation at least once every three (3) years. (KRS 156.557)

Each evaluator will be trained, tested, and approved in the use of appropriate evaluation techniques (KRS 156.557).

This plan requires a summative evaluation of certified school personnel to be documented in writing and to be included in the evaluatee's official personnel record. (704 KAR 3:370)

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative (KRS 156.557).

The evaluation plan process will not discriminate on the basis of age, race, color, national origin, religion, sex, disability, or any other protected characteristic, as required by all applicable federal, state, and local law.

The local board of education shall review, as needed, the district's certified evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation. If a source of evidence is added or removed from the certified evaluation plan or if a decision rule or calculation is changed in the summative rating formula, the revised certified evaluation plan shall be reviewed and approved by the local board of education. If the local board of education determines the changes do not meet the requirements of KRS 156.557, the certified evaluation plan shall be returned to the certified evaluation committee for revision.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on June 14, 2021. (704 KAR 3:370)

\_\_\_\_\_  
Signature of District Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Chairperson, Board of Education

\_\_\_\_\_  
Date



FAYETTE COUNTY PUBLIC SCHOOLS

**Executive Summary  
Fayette County Public Schools Board Meeting  
Agenda Item**

**MEETING: Planning**

**DATE: 6/14/2021**

**TOPIC: Professional Leave District Personnel**

**PREPARED BY: Jennifer Dyar**

**Recommended Action on: 6/14//2021**

**Action Item for Vote PLANNING MEETING)**

**Superintendent Prior Approval: Yes**

**Recommendation/Motion: A motion is in order to approve the professional Leave as indicated.**

**Background/Rationale: Board policy and Kentucky law requires board approval.**

**Policy: 03.1911\03.2911**

**Fiscal Impact: \$12,006.00**

**Attachments(s): N/A**

<b>Reimbursement Funding Source</b>	<b>Current Agenda</b>	<b>Year-to-Date</b>
Employee Self-Funded	\$0	\$0
General Funds	\$3,830.00	\$40,333.33
Outside Third-Party Source	\$0	\$5,613.00
School Funds	\$0	\$10,877.83
IDEA Grant	\$0	\$0
Perkins Grant	\$0	\$24,365.22
Title I Grant	\$0	\$0
Title II Grant	\$0	\$9,280.00
Title III Grant	\$0	\$0
Title IV Grant	\$0	\$0
Other Grants	\$8,176.00	\$5,840.00
<b>TOTALS</b>	<b>\$12,006.00</b>	<b>\$96,309.38</b>

**AN EQUAL OPPORTUNITY SCHOOL DISTRICT**

Board of Education: Tyler Murphy, Chair • Amy Green, Vice Chair • Tom Jones • Christy Morris • Stephanie Spires

Acting Superintendent Marlene Helm

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**PROFESSIONAL LEAVE BY DISTRICT PERSONNEL**  
**PLANNING MEETING**

**1 Professional Leave Request Recommended:**

<b><u>Professional Meeting</u></b>	<b><u>Staff Member</u></b>	<b><u>School</u></b>	<b><u>Substitute</u></b>	<b><u>Reimbursement</u></b>	<b><u>Total Cost</u></b>
<b><u>Location &amp; Dates</u></b> *KASBO Spring Conference Louisville, KY May 5-7, 2021 Work Days - 2.5 Purpose	Piper Lewis	Budget Office	NO	Gen Funds-Finance	\$932.00
To grow professionally in the areas of school finance, benefits, payroll and accounts payable.					
FBINAA 57th Annual National Conference Orlando, FL July 6-11, 2021 Work Days - 4 Purpose	Christopher Gatewood	FCPS Police	NO	Classified-PD	\$2,898.00
Updates on 21st Century contemporary law enforcement trends and issues.					
SHRM Conference Nashville, TN August 15-18, 2021 Work Days -3 Purpose	Bryon Costner Constance Carlisle Carol Coleman Rodney Jackson	IAKSS IAKSS IAKSS IAKSS	NO NO NO NO	Benefits Grant Benefits Grant Benefits Grant Benefits Grant	\$2,044.00 \$2,044.00 \$2,044.00 \$2,044.00
To grow professionally in areas of school benefits , Finance and management during post COVID.					





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FAYETTE COUNTY PUBLIC SCHOOLS

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**Executive Summary**  
**Fayette County Public Schools Board Meeting**  
**Agenda Item**

**MEETING: Planning**

**DATE: 6/14/2021**

**TOPIC: Requests From Principals for Extended Trips**

**PREPARED BY: Chiefs of Schools**

**Recommended Action on: 6/14/2021**

**Action Item for Vote (PLANNING MEETING)**

**Superintendent Prior Approval: No**

**Recommendation/Motion: Approve the extended trip requests as listed.**

**Background/Rationale:** These trips have been planned to enhance the education of participating students. Some of the trips involve educational projects while some are performance or competition events. All of the trips assist the students in dealing with people and events outside the ordinary realm of home and school. Each extended trip has been pre-planned and will be properly supervised. The itinerary for each trip, in addition to a list of participating students, has been included. Any trip taken during the school day must be educationally justified.

**Policy: 09.36 (School Related Student Trips)**

**Fiscal Impact: N/A**

**Attachments(s): June 14, 2021 Planning Meeting Agenda**

**AN EQUAL OPPORTUNITY SCHOOL DISTRICT**

Board of Education: Tyler Murphy, Chair • Amy Green, Vice Chair • Tom Jones • Christy Morris • Stephanie Spires

Acting Superintendent Marlene Helm

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## REQUESTS FROM PRINCIPALS FOR EXTENDED TRIPS

<u>School/Organization</u>		<u>Destination/Purpose</u>	<u>Inclusive Dates</u>
<b>District Wide</b>			
*****	McKinney Vento	Lexington, KY	June 8
A,/	Project Elevate Summer Program	Newton's Attic	(.5 school days)
	Sponsor's name: James Hodge. Additional chaperones 5. Students TBD.	Summer Elevate Program experience.	
*****	McKinney Vento	Louisville, KY	June 9
A,/	Project Elevate Summer Program	Kentucky Science Center	(.5 school days)
	Sponsor's name: James Hodge. Additional chaperones 5. Students TBD.	Summer Elevate Program experience.	
*****	McKinney Vento	Lexington, KY	June 10
A	Project Elevate Summer Program	Lexington Ice Center	(.5 school days)
	Sponsor's name: James Hodge. Additional chaperones 5. Students TBD.	Summer Elevate Program experience.	
*****	McKinney Vento	Wilmore, KY	June 15
A,/	Project Elevate Summer Program	Asbury College	(.5 school days)
	Sponsor's name: James Hodge. Additional chaperones 5. Students TBD.	Summer Elevate Program experience.	

## REQUESTS FROM PRINCIPALS FOR EXTENDED TRIPS

	<u>School/Organization</u>	<u>Destination/Purpose</u>	<u>Inclusive Dates</u>
*****	McKinney Vento	Louisville, KY	June 16
A,/	Project Elevate Summer Program	Muhammad Ali Center	(.5 school days)
	Sponsor's name: James Hodge. Additional chaperones 5. Students TBD.	Summer Elevate Program experience.	
*****	McKinney Vento	Lexington, KY	June 17
A,/	Project Elevate Summer Program	Ravens Run	(.5 school days)
	Sponsor's name: James Hodge. Additional chaperones 5. Students TBD.	Summer Elevate Program experience.	
*****	McKinney Vento	Louisville, KY	June 23
A,/	Project Elevate Summer Program	Louisville Zoo	(.5 school days)
	Sponsor's name: James Hodge. Additional chaperones 5. Students TBD.	Summer Elevate Program experience.	
*****	McKinney Vento	Lexington, KY	June 24
A,/	Project Elevate Summer Program	Arboretum & Veterans Park	(.5 school days)
	Sponsor's name: James Hodge. Additional chaperones 5. Students TBD.	Summer Elevate Program experience.	
*****	McKinney Vento	Slade, KY	July 8
A,/	Project Elevate Summer Program	Natural Bridge State Park	(.5 school days)
	Sponsor's name: James Hodge. Additional chaperones 5. Students TBD.	Summer Elevate Program experience.	

## REQUESTS FROM PRINCIPALS FOR EXTENDED TRIPS

	<u>School/Organization</u>	<u>Destination/Purpose</u>	<u>Inclusive Dates</u>
*****	McKinney Vento	Nicholasville, KY	July 13
A,/	Project Elevate Summer Program	Movie Tavern	(.5 school days)
	Sponsor's name: James Hodge. Additional chaperones 5. Students TBD.	Summer Elevate Program experience.	
*****	McKinney Vento	Georgetown, KY	July 20
A,/	Project Elevate Summer	Evans Orchard	(.5 school days)
	Sponsor's name: James Hodge. Additional chaperones 5. Students TBD.	Summer Elevate Program experience.	

### High Schools

*	Henry Clay High School	Lexington, KY	July 17-21
A	Cheer Team	University of Kentucky	(0 school days)
	Sponsor's name: Tiara Shelby. Additional chaperones 1. Students 23.	Masters Camp	
*	Henry Clay High School	Lexington, KY	July 22-25
A	Dance Team	University of Kentucky	(0 school days)
	Sponsor's name: Nicki Heniein. Additional chaperones 1. Students 20.	Dance Camp	
*****	Lafayette High School	Murray, KY	July 11-14
A	Volleyball Team	Murray State University	(0 school days)
	Sponsor's name: Chris Langston. Additional chaperones 3. Students 30.	Murray State University Team Camp	



## REQUESTS FROM PRINCIPALS FOR EXTENDED TRIPS

	<u>School/Organization</u>	<u>Destination/Purpose</u>	<u>Inclusive Dates</u>
*****	Lafayette High School	Sevierville, TN	September 10-12
A	Volleyball Team	Sevierville Convention Center/Wilderness Lodge	(.5 school days)
	Sponsor's name: Chris Langston. Additional chaperones 3. Students 30.	Rock Top Classic Volleyball Tournament	
*****	Lafayette High School	Paducah, KY	September 30-October 2
A	Volleyball Team	Murray State University/McCracken County H.S.	(0 school days)
	Sponsor's name: Chris Langston. Additional chaperones 3. Students 30.		
*	Lafayette High School	Myrtle Beach, SC	June 10-12
A	Archery Team	Myrtle Beach Convention Center	(0 school days)
	Sponsor's name: angela Brumley-Shelton. Additional chaperones 4. Students 18.	NASP World Championship	
*	Paul L Dunbar High School	Lexington, KY	July 18-21
	Cheer Team	University of Kentucky	(0 school days)
	Sponsor's name: Donna G. Martin. Additional chaperones 4. Students 31.	2021 Cheer Camp	
<b>Middle Schools</b>			
****	Beaumont Middle School	Nashville, TN	June 27-July 2
A,/	FCCLA	Nashville Conference Center	(0 school days)
	Sponsor's name: Anna Sullinger. Additional chaperones 3. Students 10.	FCCLA National Conference	

## REQUESTS FROM PRINCIPALS FOR EXTENDED TRIPS

<u>School/Organization</u>	<u>Destination/Purpose</u>	<u>Inclusive Dates</u>
*	Transportation by Parents and/or Sponsor	
**	Transportation by Rental Van/Car	
***	Transportation by Fayette County School Bus	
****	Transportation by Commercial Airlines	
*****	Transportation by Commercial Bus	
A	Fayette County School Bus Unavailable	
B	Comfort	
/	Instructional Extended Trip	

**RATIONALE:** These trips have been planned to enhance the education of participating students. Some of the trips involve educational projects while some are performance or competition events. All of the trips assist the students in dealing with people and events outside the ordinary realm of home and school. Each extended trip has been pre-planned and will be properly supervised. The itinerary for each trip, in addition to a list of participating students, has been included. Any trip taken during the school day must be educationally justified.

**POLICY REFERENCE:** 09.36 (School Related Student Trips)

**RECOMMENDATION:** A motion is in order to:

"Approve the extended trip requests as listed."



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FAYETTE COUNTY PUBLIC SCHOOLS

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**Executive Summary**  
**Fayette County Public Schools Board Meeting**  
**Agenda Item**

**MEETING: Planning**

**DATE: 6/14/2021**

**TOPIC: BCTS MOA for lease of space for OMC/STEAM**

**PREPARED BY: James McMillin**

**Recommended Action on: 6/14/2021**

**Action Item for Vote (PLANNING MEETING)**

**Superintendent Prior Approval: No**

**Recommendation/Motion: Motion to approve a MOA with BCTC to rent space on the Newtown Pike Campus for OMC/STEAM**

**Background/Rationale: OMC/STEAM was originally on the Cooper Campus of BCTC. This MOA would move the FCPS footprint for OMC/STEAM dual credit students to the Newtown Pike Campus and also result in a major savings to the district from the previous MOA (Savings of ~\$550,000).**

**Policy: 01.11**

**Fiscal Impact: \$50,040.00**

**Attachments(s):** [Click here to enter text.](#)

**AN EQUAL OPPORTUNITY SCHOOL DISTRICT**

Board of Education: Tyler Murphy, Chair • Amy Green, Vice Chair • Tom Jones • Christy Morris • Stephanie Spires

Acting Superintendent Marlene Helm

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FAYETTE COUNTY PUBLIC SCHOOLS

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**Executive Summary  
Fayette County Public Schools Board Meeting  
Agenda Item**

**MEETING: Planning**

**DATE: 6/14/2021**

**TOPIC: VLA Curriculum Program**

**PREPARED BY: Schuronda Morton**

**Recommended Action on: 6/14/2021**

**Action Item for Vote (PLANNING MEETING)**

**Superintendent Prior Approval: Yes**

**Recommendation/Motion: To approve the renewal of the virtual curriculum program at the FCPS Virtual Learning Academy**

**Background/Rationale: The FCPS Virtual Learning Academy utilizes an online, interactive curriculum program which is housed directly within our own Canvas platform. This contract is for renewal of that curriculum program.**

**Policy: 01.11**

**Fiscal Impact: \$158,654**

**Attachments(s): Curriculum Renewal**

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Board of Education: Tyler Murphy, Chair • Amy Green, Vice Chair • Tom Jones • Christy Morris • Stephanie Spires

Acting Superintendent Marlene Helm

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## CONTRACT

**THIS CONTRACT** is entered into this 26 day of May, 2021, by and between the **BOARD OF EDUCATION OF FAYETTE COUNTY, KENTUCKY**, 450 Park Place, Lexington, Kentucky 40511 ("Board") and **Florida Virtual School, 2145 Metrocenter Blvd, Suite 100, Orlando, FL 32835** ("Second Party").

### **A. PARTIES:**

The Board of Education of Fayette County, Kentucky, **FCPS** has established the need to **provide comprehensive curriculum content for the virtual learning academy** and has determined that this need cannot be met by existing district staff.

**Florida Virtual School** provides **comprehensive course content designed for a virtual learning environment** and has expertise or needed products as described herein.

### **B. PURPOSE:**

The purpose of this contract is to improve the availability of **K-12 course content**.

**NOW, THEREFORE**, for and in consideration of the mutual promises set out herein, it is hereby agreed by and between the parties hereto as follows:

1. The Second Party shall provide to the **FCPS Virtual Learning Academy** as an independent contractor, services under the direction of **Jamie Burch and Schuronda Morton**.

2. The second party shall provide **K-12 course content and electives, housed inside of our FCPS Canvas platform and Professional learning for school year 2021-2022**.

3. The Board agrees to pay the Second Party for the services/products provided in this contract the amount of \$158654. Additional expenses to be reimbursed are **[none]**, with a total amount of this contract not exceeding \$ **[158,654]**

4. The Second Party shall provide to the Fayette County Board of Education an invoice for services rendered under this contract and any agreed upon expenses to be reimbursed. Unless otherwise stated, travel and per diem shall be reimbursed based upon the district's current travel policies.

5. The Second Party is not debarred or suspended or otherwise excluded from or ineligible for participation in Federal assistance programs under Executive Order 12549, "Debarment and Suspension."

6. This contract may be re-negotiated based upon, but not limited to, increases in services to participants. Any modifications shall be agreed to in writing and signed by both parties.

7. The staff providing services to the Board herein are employees of the Second Party and shall not represent to anyone that they are employees or agents of the Board.

8. Either party shall have the right to terminate this agreement at any time upon a fourteen (14) day written notice, either personally delivered or served by some form of return receipt mail evidencing delivery, to the other party.

9. Each of the parties agrees to comply with all applicable law concerning the performance of the provisions of this contract.

10. The Second Party certifies that it shall not discriminate in any of the services performed in connection with this contract or in any program or activity it operates on the basis of



race, color, national origin, religion, age, creed, political affiliation, marital status, sex, or disabling condition.

11. The Second Party certifies that it has read and will comply with the Family Education Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g; 34 CFR Part 99).

12. Any contractor working on school property while students are present. must submit to a national and state criminal history background check by the Department of Kentucky State Police and the Federal Bureau of Investigation and have a letter, provided by the individual, from the Cabinet for Health and Family Services ("CHFS") stating the contractor is clear to hire based on no finding of substantiated child abuse or neglect found through a background check of child abuse and neglect records maintained by the Cabinet for Health and Family Services. The required background checks and letter from CHFS must be submitted to the FCPS Human Resources Office prior to the beginning of work. Failure to comply with this statute will be considered a breach of contract and will subject the contract to cancellation without penalty.

13. KRS 45A.455 PROHIBITS CONFLICTS OF INTEREST, GRATUITIES, AND KICKBACKS TO EMPLOYEES OF THE BOARD OF EDUCATION IN CONNECTION WITH CONTRACTS FOR SUPPLIES OR SERVICES WHETHER SUCH GRATUITIES OR KICKBACKS ARE DIRECT OR INDIRECT. KRS 45A.990 PROVIDES SEVERE PENALTIES FOR VIOLATIONS OF THE LAWS RELATING TO GRATUITIES OR KICKBACKS TO EMPLOYEES WHICH ARE DESIGNED TO SECURE A PUBLIC CONTRACT FOR SUPPLIES OR SERVICES.

14. If any section, paragraph, or clause of this contract shall be held invalid by any court of competent jurisdiction, the invalidity of said section, paragraph, or clause shall not affect any remaining provisions herein.

15. This contract is deemed to be made under and shall be governed by and construed in accordance with the laws of the Commonwealth of Kentucky.

16. Venue for any legal action filed concerning this contract shall be Fayette County, Kentucky.

17. This writing reflects the entire agreement between the parties. No change or modification of this Agreement shall be valid or binding upon the parties hereto, nor shall any waiver of any terms or conditions hereof be deemed a waiver of such terms or conditions in the future, unless such change, modification or waiver shall be in writing and signed by the parties hereto.

18. This agreement will be in effect from June 1, 2021, through June 30, 2022, unless terminated by either party as defined in Paragraph 8. The agreement may be renewed annually based upon evaluation of the effectiveness of the agreement in meeting the goals set forth herein and funding availability.

IN WITNESS WHEREOF, the parties have executed this contract the day, month, and year above written.

Principal/Director's Approval

D. Martin

5-27-21

Date



BOARD OF EDUCATION OF FAYETTE COUNTY  
KENTUCKY

Dr. Marlene Helm, Acting Superintendent

Date

Name of Second Party

Date



## QUOTE

This is not an invoice

Company Address 2145 Metrocenter Blvd, Suite 100  
Orlando, Florida 32835  
United States

Created Date 5/19/2021  
Expiration Date 6/18/2021  
Quote Number 00008824

Prepared By Victoria Scherer  
Phone 7278770688  
Email vscherer@flvs.net

Account Name Fayette County Public Schools (KY)  
Contact Name Soraya Matthews

Quote To United States

Product	Quantity	Sales Price	Discount	Total Price	Line Item Description
Becoming an Effective Online Teacher v20 Client Hosted Non Facilitated	10.00	\$180.00		\$1,800.00	
Client Hosted Per Student License	900.00	\$172.95		\$155,655.00	
Consultative IT Services - General	1.00	\$199.00		\$199.00	
Middle School Reading I v22 NH Course Access	1.00	\$500.00	100.00%	\$0.00	New course version
Training Webinar Per Hour	4.00	\$250.00		\$1,000.00	

Grand Total \$158,654.00

Please make PO out to Florida Virtual School and send to Globalinfo@flvs.net.

*Sum 527.21*

\*This is a price quotation for customer's convenience only and not an offer to contract. All quotations are subject to review and final acceptance by a duly authorized representative of Florida Virtual School at its offices. Not responsible for typographical or other errors. Florida Virtual School's standard terms and conditions will apply to any order.

\*\*This course is not yet available for delivery. Please contact your FLVS Global representative for estimated delivery dates.

Any pricing in this quotation is exclusive of any applicable sales, use or other similar taxes or duties. The customer is responsible for any such taxes or duties.

### Payment Information

Please make PO out to Florida Virtual School and send to Globalinfo@flvs.net. If paying via another method, please contact your sales representative for an invoice.

### Client Hosted Per Student Terms

#### Type of License:

• **Client Hosted Per Student:** Under the Client Hosted Per Student license, a student is defined as a unique user ID enrolled in an active status in one or more courses for 14 days or that has completed at least 15% of a course, whichever occurs first. If a student is no longer actively enrolled in FLVS courses before the renewable term expires, the license cannot be re-used to provide access to another student.

#### Terms and Restrictions:

• Course materials are NOT included. Please see your FLVS representative for a list of applicable materials.

**IMPORTANT:** By issuing a Purchase Order, remitting payment, and/or accessing the licensed product quoted in this proposal, Customer is agreeing to be bound by the terms and restrictions detailed in this quote and to the Terms and Conditions for Use of FLVS Licensed Product(s). A copy of the Terms and Conditions for Use of FLVS Licensed Product(s) can be found at [www.flvs.net/globaltermsandconditions](http://www.flvs.net/globaltermsandconditions).





## QUOTE

This is not an invoice

- Instruction provided by customer.
- eTeacher's Guides are included. (\*Guides may not be available for all courses)
- Courses may be modified and/or customized by customer.
- Some courses may not be available in this model. Please see your FLVS representative for details.
- Support for the licensed courses is included with annual per student fees.
- The delivery of assessments, discussion prompts, and FLVS hosted course content links to customer's FLVS approved Learning Management System (LMS) will be performed for an additional course access fee.
- New courses or new course versions that are released after the initial course delivery are not included. If customer desires to have new courses or new course versions delivered to customer's LMS, customer will be required to pay a course access fee per new course or new course version.
- FLVS approved LMS and versions include Blackboard 9.1, Ultra; Agilix Buzz, Canvas, Desire2Learn 9.x, 10.x, 20; Moodle 3.1, 3.3, 3.4, 3.5, 3.6, 3.7; Schoology, Moodlerooms 3.7.
- **Overages ("Additional Usage"):** Customer is financially responsible for overages. An overage is any student enrolled in excess of the number purchased at the beginning of or during the term of the license. System-based caps are not available. Customer is required to respond to course usage requests made by FLVS.
- **Course Customization:** Course customization may be defined as, but is not limited in definition to, the combining of course content from two or more FLVS or FLVS-provided courses. Course customizations may result in unexpected overage fees. Third party course content provided by FLVS, including but not limited to eDynamic Learning courses, Mawi Learning courses, Dave Ramsey finance course, etc., may not be customized or used in other course customizations. Please see your FLVS representative for more information and a list of third party courses before creating or enrolling students in customized course content.

### Length of Term:

- The Client Hosted Per Student License is an annual renewable license. Customer will have license to utilize the licensed courseware for 12 months from the date access is granted.

### Add-On Unlock

#### Definitions:

- State Specific Content – Delivery of state specific content in lessons and specific assessments.
- Single Lesson Navigation – Provides FLVS prescribed lesson numbering. Prohibits students from navigating between lessons.
- Module and Lesson Number Removal – FLVS prescribed lesson and module numbers will be removed from the content and assessments.
- Unlock features may not be available in some courses. Please see your FLVS representative for details.

### Add-On Rush Load

#### Terms and Restrictions:

- Rush load delivery date is an estimate. Actual date of course delivery is dependent on customer providing required information by FLVS-assigned deadlines.

### Add-On Early Access

#### Terms and Restrictions:

- Early Access provides customer with access to FLVS-provided content for the sole purpose of customer-provided instructor training and set up of domain and courses in preparation for the coming license period. Enrollment of students is NOT permitted during the Early Access period. If customer enrolls students during Early Access, standard enrollment fees will apply. Please see your FLVS representative for details.

#### Length of Term:

- The Early Access License is limited to the time period indicated on this quote.

### Add-On Professional Development/Training Terms

#### Training Types:

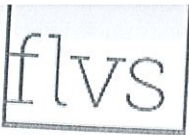
- FLVS Hosted PD Courses - includes the use of the LMS (Buzz) to access the PD Course.
- Face-to-Face Training - consists of six (6) hours per day of training in one specified training location.
- Live Webinars - scheduled in one (1) hour increments and includes link to recording for use for 12 months.
- On-Demand Webinars - allows access to a library of recorded trainings on a per user basis.

#### Terms and Restrictions:

- Each live webinar attendee must have access to his or her own device for the entire training.
- Requests to reschedule a Live Webinar must be sent in writing to eSolutions@flvs.net no later than 24 hours before the previously scheduled start time. FLVS Global will provide available dates on which the training may be rescheduled.
- FLVS live webinar training is provided through Zoom. FLVS may offer live webinar training via Microsoft Teams with five (5) business days advance notice.
- Any material change to a Live Webinar including, but not limited to, attendee count, topic, and/or training platform (i.e., Zoom, Microsoft

**IMPORTANT:** By issuing a Purchase Order, remitting payment, and/or accessing the licensed product quoted in this proposal, customer is agreeing to be bound by the terms and restrictions detailed in this quote and to the Terms and Conditions for Use of FLVS Licensed Product(s). A copy of the Terms and Conditions for Use of FLVS Licensed Product(s) can be found at [www.flvs.net/globaltermsandconditions](http://www.flvs.net/globaltermsandconditions).





## QUOTE

This is not an invoice

- Teams, etc.) within 10 business days of scheduled training date may require FLVS to reschedule the training to a later date. Additional fees may apply.
- Customers who do not attend a scheduled Live Webinar will not be entitled to a refund or a rescheduled training date.
  - On-Demand Webinars are non-refundable.

### Length of Term:

- FLVS Hosted PD Courses include access to the content for a period of one calendar year after access is provided.
- All other Professional Development/Training services such as Face-to-Face and Live Webinars must be scheduled and delivered within twelve (12) months of purchase.

### **Add-On Consultative Services Terms**

#### Terms and Restrictions:

- Unless otherwise stated by the order documentation, Consultative Services are charged by the hour, or by the day in the case of face to face consultation, for actual work performed in relation to the agreed upon services. This includes but may not be limited to requirement gathering, preparation time, and actual delivery of services or findings to customer.
- Unless otherwise stated by the order documentation, Consultative Service hours will be pre-purchased by the customer and can be used upon no less than 5 business days advance notice to customer's FLVS Global contact.
- Once hours are depleted, customer will be notified and offered the option of purchasing additional hours.
- Consultative services do not include access to FLVS courses.

### Length of Term:

- Consultative Service hours purchased by customer must be used within one calendar year from purchase date.

**IMPORTANT:** By issuing a Purchase Order, remitting payment, and/or accessing the licensed product quoted in this proposal, Customer is agreeing to be bound by the terms and restrictions detailed in this quote and to the Terms and Conditions for Use of FLVS Licensed Product(s). A copy of the Terms and Conditions for Use of FLVS Licensed Product(s) can be found at [www.flvs.net/globaltermsandconditions](http://www.flvs.net/globaltermsandconditions).



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FAYETTE COUNTY PUBLIC SCHOOLS

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**Executive Summary  
Fayette County Public Schools Board Meeting  
Agenda Item**

**MEETING: Planning**

**DATE: 5/26/2021**

**TOPIC: JMD Consulting LLC**

**PREPARED BY: Schuronda Morton**

**Recommended Action on: 6/14/2021  
Action Item First Read**

**Superintendent Prior Approval: No**

**Recommendation/Motion: Approve the transition of support from Cambridge ED to JMD Consulting through September 30<sup>th</sup> 2021**

**Background/Rationale: Cambridge Education will no longer service our CSI schools after June 30<sup>th</sup>. JMD Consulting made up of all the same Cambridge employees who are currently delivering turnaround services for our schools can continue the work from July 1<sup>st</sup> – Sept 30<sup>th</sup>.**

**Policy: KRS 160.346 (3)**

**Fiscal Impact: Funds for Cambridge work through September 30<sup>th</sup> have been encumbered. Services that Cambridge cannot complete by June 30<sup>th</sup> will be completed by JMD Consulting based on the remaining encumbered funds not to exceed \$108,750.**

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Board of Education: Tyler Murphy, Chair • Amy Green, Vice Chair • Tom Jones • Christy Morris • Stephanie Spires

Acting Superintendent Marlene Helm

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Please fill out entire form. Contracts sent to IAKSS for signatures are subject to a 10-day turnaround. Please plan accordingly.

## AGREEMENT SUMMARY FORM

### Person Sending Agreement to IAKSS

Vee Pryor, Teaching and Learning Room 438

**Purpose of Agreement** Cambridge Education will no longer provide educational services in the United States as of July 1st 2021, therefore JMD Consulting has agreed to continue providing our seven CSI schools with the same support.

JMD Consulting is made up of the same employees who are currently serving our seven CSI schools: Millcreek, Arlington, Coventry Oak, William Wells Brown, Yates, Mary Todd, Harrison.

### Type of Agreement:

☒ Contract

☐ Grant

☐ Purchase

☐ MOU/MOA

### Specifications:

- ☐ Related to an Extended Field Trip Request  
(Charter buses, out of town/overnight trips)

o Extended Field Trip Request Sent On: \_\_\_\_\_

Over \$30,000? Yes

o If yes, is this a grant? ☐ YES ☒ NO

Do you need the original back? ☐ YES ☒ NO

**Contractors on FCPS property during school hours while students are present must complete a background check prior to beginning work:**

1. Will this contractor be on FCPS property during school hours while students are present? ☒ YES ☐ NO
2. IF YES, has this vendor completed the required background check?  
☒ YES ☐ NO

**PLEASE SEND ALL CONTRACTUAL AGREEMENTS**

**TO:** Elisabeth McIntosh/IAKSS Legal Office, Room 4011

**Contractors on FCPS property during school hours while students are present must complete a background check prior to beginning work. Contractors must register at <https://dna.fcps.net/Contractors> prior to beginning work. For more information, please see <https://www.fcps.net/contractors> or contact the FCPS Application Center at (859) 381-4190.**



## CONTRACT

**THIS CONTRACT** is entered into this 25 day of May, 2021, by and between the **BOARD OF EDUCATION OF FAYETTE COUNTY, KENTUCKY**, 450 Park Place, Lexington, Kentucky 40511 ("Board") and **JMD Consulting LLC, 3631 Prairie Drive, Dyer, IN 46311** ("Second Party").

### **A. PARTIES:**

The Board of Education of Fayette County, Kentucky, **Department of School Leadership** has established the need to **continue turnaround support for CSI schools-Academy for Leadership at Millcreek, Arlington Elementary, Coventry Oak Elementary, Harrison Elementary, Mary Todd Elementary, William Wells Brown Elementary, and Yates Elementary** and has determined that this need cannot be met by existing district staff.

**JMD Consulting LLC** provides **school improvement services, i.e., turnaround/strategic planning, instructional coaching, professional development/training, leadership coaching, school quality reviews, educator effectiveness training, and curriculum and assessment support** and has expertise or needed products as described herein.

### **B. PURPOSE:**

The purpose of this contract is to improve the availability of **high-performing schools throughout the district through targeted school improvement services, i.e., turnaround/strategic planning, instructional coaching, professional development/training, leadership coaching, school quality reviews, educator effectiveness training, and curriculum and assessment support.**

**NOW, THEREFORE**, for and in consideration of the mutual promises set out herein, it is hereby agreed by and between the parties hereto as follows:

1. The Second Party shall provide to the **Academy for Leadership at Millcreek, Arlington Elementary, Coventry Oak Elementary, Harrison Elementary, Mary Todd Elementary, William Wells Brown Elementary, and Yates Elementary**, as an independent contractor, services under the direction of **Acting Senior Director, School Leadership/Chief of Staff, Schuronda Morton**.

2. The second party shall provide **virtual and in-person school improvement services from July 1, 2021 through September 30, 2021.**

3. The Board agrees to pay the Second Party for the services/products provided in this contract the amount of **\$108750**. Additional expenses to be reimbursed are **[list any expense items to be included]**, with a total amount of this contract not exceeding **\$108,750.00 [Total Amount of Contract]**

4. The Second Party shall provide to the Fayette County Board of Education an invoice for services rendered under this contract and any agreed upon expenses to be reimbursed. Unless otherwise stated, travel and per diem shall be reimbursed based upon the district's current travel policies.

5. The Second Party is not debarred or suspended or otherwise excluded from or ineligible for participation in Federal assistance programs under Executive Order 12549, "Debarment and Suspension."

6. This contract may be re-negotiated based upon, but not limited to, increases in services to participants. Any modifications shall be agreed to in writing and signed by both parties.

7. The staff providing services to the Board herein are employees of the Second Party and shall not represent to anyone that they are employees or agents of the Board.



8. Either party shall have the right to terminate this agreement at any time upon a fourteen (14) day written notice, either personally delivered or served by some form of return receipt mail evidencing delivery, to the other party.

9. Each of the parties agrees to comply with all applicable law concerning the performance of the provisions of this contract.

10. The Second Party certifies that it shall not discriminate in any of the services performed in connection with this contract or in any program or activity it operates on the basis of race, color, national origin, religion, age, creed, political affiliation, marital status, sex, or disabling condition.

11. The Second Party certifies that it has read and will comply with the Family Education Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g; 34 CFR Part 99).

12. Any contractor working on school property while students are present. must submit to a national and state criminal history background check by the Department of Kentucky State Police and the Federal Bureau of Investigation and have a letter, provided by the individual, from the Cabinet for Health and Family Services ("CHFS") stating the contractor is clear to hire based on no finding of substantiated child abuse or neglect found through a background check of child abuse and neglect records maintained by the Cabinet for Health and Family Services. The required background checks and letter from CHFS must be submitted to the FCPS Human Resources Office prior to the beginning of work. Failure to comply with this statute will be considered a breach of contract and will subject the contract to cancellation without penalty.

13. KRS 45A.455 PROHIBITS CONFLICTS OF INTEREST, GRATUITIES, AND KICKBACKS TO EMPLOYEES OF THE BOARD OF EDUCATION IN CONNECTION WITH CONTRACTS FOR SUPPLIES OR SERVICES WHETHER SUCH GRATUITIES OR KICKBACKS ARE DIRECT OR INDIRECT. KRS 45A.990 PROVIDES SEVERE PENALTIES FOR VIOLATIONS OF THE LAWS RELATING TO GRATUITIES OR KICKBACKS TO EMPLOYEES WHICH ARE DESIGNED TO SECURE A PUBLIC CONTRACT FOR SUPPLIES OR SERVICES.

14. If any section, paragraph, or clause of this contract shall be held invalid by any court of competent jurisdiction, the invalidity of said section, paragraph, or clause shall not affect any remaining provisions herein.

15. This contract is deemed to be made under and shall be governed by and construed in accordance with the laws of the Commonwealth of Kentucky.

16. Venue for any legal action filed concerning this contract shall be Fayette County, Kentucky.

17. This writing reflects the entire agreement between the parties. No change or modification of this Agreement shall be valid or binding upon the parties hereto, nor shall any waiver of any terms or conditions hereof be deemed a waiver of such terms or conditions in the future, unless such change, modification or waiver shall be in writing and signed by the parties hereto.

18. This agreement will be in effect from July 1, 2021, through September 30, 2021, unless terminated by either party as defined in Paragraph 8. The agreement may be renewed annually based upon evaluation of the effectiveness of the agreement in meeting the goals set forth herein and funding availability.

IN WITNESS WHEREOF, the parties have executed this contract the day, month, and year above written.

IN WITNESS WHEREOF, the parties have executed this contract the day, month, and year above written.

Principal/Director's Approval

BOARD OF EDUCATION OF FAYETTE COUNTY  
KENTUCKY

*Ashonda Martin*

Date

*5-25-2021*

Dr. Marlene Helm, Acting Superintendent Date

*[Signature]*

*Jamilah M. Dukes*

*5/25/2021*

JMD Consulting LLC

Date



Ms. Vee Pryor  
Special Program Manager  
Fayette County Public Schools  
450 Park Place  
Lexington, KY 40511

May 3, 2021

Dear Ms. Pryor:

The purpose of this letter is to notify you that Cambridge Education, LLC, with an address at 101 Station Drive, Westwood, MA 02090, a wholly owned subsidiary of Mott MacDonald, Inc. will not be accepting new contracts in the United States effective June 30, 2021. Two entities - Freedom, Ink., LLC and JMD Consulting, LLC., are now willing to assume the responsibilities of Cambridge Education on a joint and severable basis. These entities are led by Cambridge Education employees who are currently serving Fayette County Public Schools and have served the district since 2018. After the effective date, they will no longer be employed by Cambridge Education and will serve clients as independent consultants.

Payment of any funds owed by the Fayette County Public Schools to Cambridge Education for Services provided under the Contract prior to the Effective Date shall be made to Cambridge Education.

Thank you for your past business and support. We wish you all the best for your continued success. Please let me know if I can answer any questions or assist you as you arrange to work with Freedom, Ink., LLC and JMD Consulting, LLC.

Sincerely,

Kevin Hardy  
Vice President, Mott MacDonald, Inc.



## Notification of Non-Department Turnaround Team Form

Pursuant to 703 KAR 5:280, Section 7(1), a local education agency (LEA) shall provide notice of its intent to utilize the Kentucky Department of Education (KDE) or another option for the turnaround team to KDE within fifteen (15) days after the Commissioner of Education notifies the school, district or charter governing board, and the charter authorizer of the audit findings, as described in 703 KAR 5:280, Section 6(3).

**LEA:**           **Fayette County Public Schools**

**School:**       **Academy for Leadership at Millcreek, Arlington Elementary, Coventry Oak Elementary, Harrison Elementary, Mary Todd Elementary, William Wells Brown Elementary, and Yates Elementary.**

For purposes of the turnaround team described in KRS 160.346(7), the **FAYETTE COUNTY PUBLIC SCHOOL** Board of Education intends to utilize the following for **Academy for Leadership at Millcreek, Arlington Elementary, Coventry Oak Elementary, Harrison Elementary, Mary Todd Elementary, William Wells Brown Elementary, and Yates Elementary.** :

- ☐ The Kentucky Department of Education;
- ☒ A Private Entity (KRS 160.346(7)(a)(1)); or,  
If this option is selected, the LEA shall provide to the department evidence of the private entity's documented success at turnaround diagnosis, training, and improved performance of organizations as an attachment to this notice.
- ☐ Local Staff and Community Partners.  
If this option is selected, the LEA shall ensure the participation on the turnaround team of at least one parent of a student in the school and, if the school has eight percent or more minority students enrolled, at least one minority member.

If the school board selects any option other than the department for the turnaround team, the following information shall be included as an attachment to this notice:

- ☒ Names and addresses of all persons or entities included on the turnaround team;
- ☒ Roles and responsibilities of all persons or entities included on the turnaround team;
- and,
- ☒ The evidence-based interventions that shall be utilized by the persons or entities fulfilling the status of turnaround team.



**We certify that this notification was reviewed and approved by the Fayette County Public Schools Board of Education on June 28<sup>th</sup>.**

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

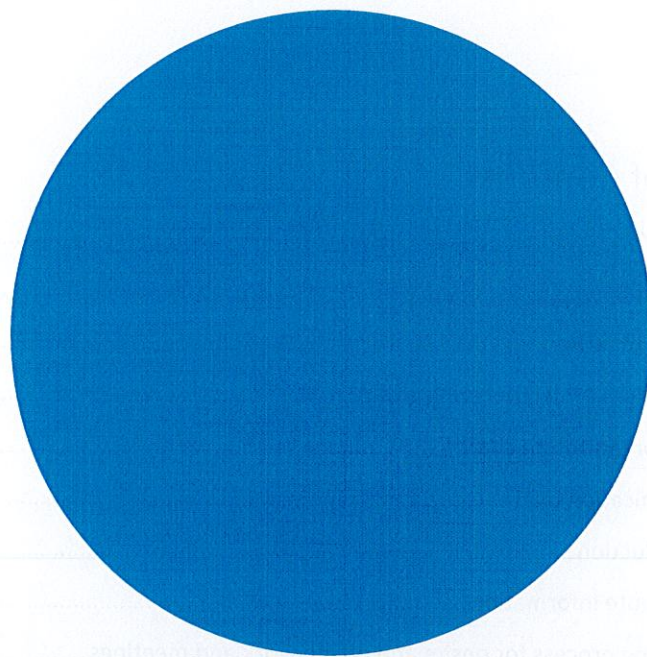
\_\_\_\_\_  
Local Board of Education Chair

\_\_\_\_\_  
Date

Completed notices should be emailed to [District180@education.ky.gov](mailto:District180@education.ky.gov) or mailed to:

Kentucky Department of Education  
Office of Continuous Improvement and Support  
Division of School and Program Improvement  
300 Sower Boulevard, 5<sup>th</sup> Floor  
Frankfort, Kentucky 40601

August 2019



# **Comprehensive Support and Improvement**

**July 1-September 30, 2021**  
**JMD Consulting Group**

Fayette County Public Schools  
450 Park Place, Lexington, KY 40511



key focus of plan management is using data-driven inquiry to monitor early evidence of change and short-term outcomes and adjust action plans to ensure the greatest impact on student learning.

Focused planning and plan management play critical roles in a continuous improvement approach that also emphasizes collaborative self-assessment, a clear strategy, and implementation of tested school improvement practices.

### Continuous Improvement

Using the steps outlined in the cycle for continuous improvement, our Turnaround team will support the principal and staff to:

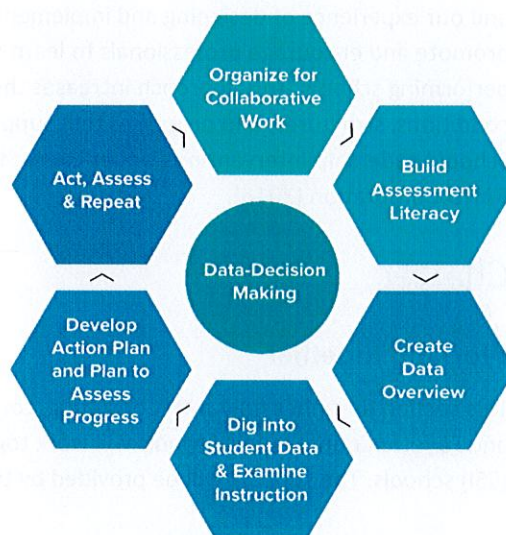
- Evaluate the effectiveness of policies, practices, and performance for continuous improvement.
- Establish, implement, and evaluate the effectiveness of policies and procedures, such as resource allocation, staffing, and teaching and learning practices, that are driven by equitable student learning outcomes.
- Engaging whole school communities to work together to implement turnaround plans with fidelity, monitor progress, and apply midcourse corrections, as necessary. Evidence of effectiveness is gathered through multiple ways, i.e., learning walks or instructional rounds, and data analysis of performance indicator results such as surveys, student assessments, discipline and attendance data.

### Increasing student achievement results

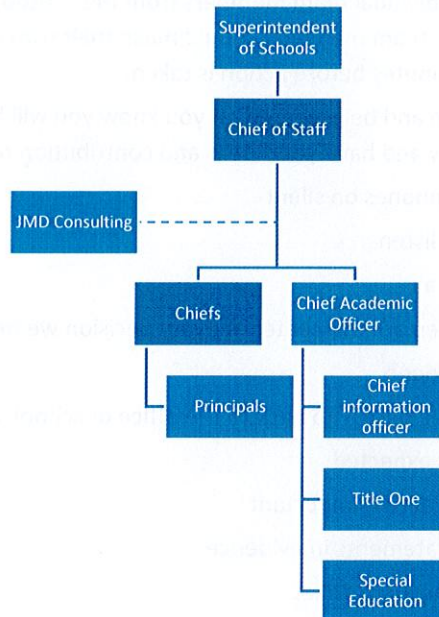
The primary role of a school leaders is to promote high quality learning and teaching. We believe that principals are instructional leaders, and therefore, must be able to support teachers to increase student achievement results. We train principals and their school leaders to implement effective classroom observation and feedback practices that promote self-reflection and actionable change. In addition, we offer instructional coaching services for teachers to improve content knowledge, classroom management, and teaching and assessment practices.

To monitor student achievement, our consultants will assist school leaders and their coaches to establish structures such as early warning systems, i.e., Multi-tiered System of Support (MTSS), to analyze data, identify students, design interventions and assessments, and track student progress to ensure all students achieve academically and socially. Using evidence gathered from school data sources and classroom observations, we help school leaders to manage people, data, and processes to foster school improvement and to embed best practices across their school.

Based on the results of the school CSI Audit and actions outlined in the turnaround plan, we can offer in-classroom support for teachers and/or targeted professional development sessions.



## Project organization chart



## Communication plan

### Introduction

Linking the right people, to the right information, at the right time and frequency is the essence of effective communication. This section of the proposal aims to define a common project communication approach.

### Distribute information

Every effort should be made to include all the *right* people in the project's line of communication. In terms of communication methods these are as follows:

- Face to face – where possible to build team spirit meeting directly with team members is encouraged, contingent on travel costs constraints
- Phone – as far as possible verbal communications are encouraged again to build relationships and increase knowledge
- Written/email – written communication is encouraged also to ward against misinterpretation or forgetfulness. All agreements and instructions should be confirmed in writing and minutes of all significant meetings should be recorded by the appropriate person.
- Meetings – noting the following norms:
  - All meetings will be of minimum frequency and duration and should be preceded by a circulated detailed agenda and promptly followed by circulated minutes as required (normally within 3 days of the meeting).
  - Each meeting chair will be responsible for circulating the agenda and minutes. Minutes should clearly show actions required by each member and the latest date for any action.



Meeting	Frequency	Location	Attendees	Inputs/ Requirements
Monthly Plan Update meetings	Monthly/each school	Video conference/onsite at each school	<ul style="list-style-type: none"> <li>• JMD Project Manager</li> <li>• Technical Lead/facilitator</li> <li>• CSI support team members</li> <li>• School leadership teams</li> </ul>	Plans, schedules, artifacts and metrics, and risks & issues updates

### Scheduling process for onsite and offsite work and meetings

Schedules will be created by JMD Consulting and agreed in consultation with the Project Management Team Steering Group principally during project initiation.

**Table 0.2: Schedules related to this project**

Schedule	Description	Target audience
Master project schedule	This covers the entire project and is based on the work plan. During project team meetings the master schedule will be updated based on school needs. July 1, 2021-September 30, 2021	Project team
School schedule	This subset of the master schedule covers the dates for when each of the schools to be supported. July 1, 2021-September 30, 2021	Project team

Schedules for each school will be shared on a Google Drive folder or spreadsheet.

### Control schedule

The status of the project will be monitored frequently by the Project Manager with input from the onsite team using the schedule. Agreed changes to the baseline will be circulated accordingly.

A schedule for support activities at a school will be developed at least one month in advance and confirmed with the school principal. The schedule for each school is shared on a shared drive or spreadsheet. Once the schedule is accepted by the school, it is the responsibility of the individual support team member from JMD Consulting or from FCPS to notify the school and JMD Consulting of any changes to the schedule.

### Cancellations and changes

Cancellations and changes to the schedule must be made ten business days in advance. All other cancellations will be considered emergency cancellations.

Days that are canceled by the school will be rescheduled with the support team member, and the schedule updated accordingly.

Days that are canceled due to inclement weather will be rescheduled and the calendar updated.

## Risks:

At the continuation stage, the major risks in the project are:

- Timeline
- Rescheduled dates with schools
- Budget constraints

## Roles

### Team and group roles

Role	Key Function/Responsibilities
Steering group (CE, Chief of Staff, Chiefs)	<ul style="list-style-type: none"> <li>• Continue project oversight for success within the district, ensuring that all stakeholders are represented</li> <li>• Monitors the progress against the project plan</li> <li>• Evaluates the big-picture and context of the project in reference to the entire district</li> <li>• Informs community stakeholders and the Superintendent of progress</li> <li>• Holds staff and schools accountable for implementing agreed actions and for tracking metrics</li> </ul>
Support Team – FCPS: <ul style="list-style-type: none"> <li>• ELA-Title One Specialist</li> <li>• Math-Title One Specialist</li> <li>• PBIS<sup>1</sup></li> <li>• Special Education</li> <li>• EL Specialist</li> <li>• G/T Specialist</li> <li>• Equity</li> <li>• Family and Community Engagement</li> <li>• Mental Health</li> </ul>	<ul style="list-style-type: none"> <li>• Makes policy decisions for school turnaround</li> <li>• Sets the tone for cooperation from all constituent stakeholder groups in the Fayette County Public School community</li> <li>• Represents stakeholders that do not directly sit on the project management team</li> <li>• Hold individual FCPS staff accountable for attendance, agreed actions, and designated tasks between meetings</li> <li>• Ensures equity and equality in decision-making</li> <li>• Take part in monthly walkthroughs and meetings to monitor progress against turnaround plans.</li> <li>• Take on actions and assignments based on agreed schedule.</li> <li>• Note the activities conducted in each school visit, who was involved, and impact of the visit.</li> <li>• Follow up on actions from prior visits.</li> <li>• Escalate issues to the principal and/or Chief when feedback or agreements are not actioned.</li> <li>• Notify the schools when schedules need to be changed. Update the schedule when it has changed.</li> </ul>
Project Sponsor FCPS Chief of Staff, Schuronda Morton	<p>Project Sponsor is ultimately accountable for the success or failure of the project and must ensure that the project is focused on achieving its objectives and delivering the forecast benefits. Throughout the project the Project Sponsor is responsible for the FCPS operations and needs to be able to take a balanced view of the project on behalf of the wider organization.</p> <p>The responsibilities of the Project Sponsor include:</p> <ul style="list-style-type: none"> <li>• Checks that business benefits are identified and being achieved</li> <li>• Makes go/no-go decisions</li> <li>• Evaluates the project's success upon completion</li> <li>• Negotiates funding for the project</li> <li>• Ensures effective project plans are produced</li> <li>• Reviews and approves changes to plans, priorities, deliverables, schedule and more</li> <li>• Gains agreement among stakeholders when differences of opinion occur</li> <li>• Assists the project when required (especially in an out-of-control situation) by exerting organizational authority and the ability to influence</li> </ul>

<sup>1</sup> PBIS, Equity, and Family and Community Engagement staff are ad-hoc/as-needed members of the support team.

These roles and responsibilities are based upon the assumptions contained in the RFP Response and are aligned to the key responsibilities for Fayette County Public Schools, as contained in the original Cambridge Education proposal, namely:

### Key Client Responsibilities

Process Step	Fayette County Public Schools Responsibilities
Feasibility and Inception	<ul style="list-style-type: none"> <li>• Clarification of requirements to assist in finalization of proposal and contract.</li> <li>• If required, provision of letter intent for JMD Consulting to work within Fayette County Public Schools limit of liability, prior to contract close</li> <li>• Contract Close</li> </ul>
Initiation and Planning	<ul style="list-style-type: none"> <li>• Establish Fayette County Public Schools project team and provide key points of contact</li> <li>• Establish broader delivery team to achieve design, development, and delivery targets</li> <li>• Provide key staff and subject matter experts to assist in the finalization of the project plan of work</li> </ul>
Communications	<ul style="list-style-type: none"> <li>• Provide key staff and subject matter experts to assist in establishing communication needs and planning and developing all materials to meet those needs</li> <li>• Delivery of all communications to all stakeholders via appropriate vehicles (i.e. web based)</li> </ul>
Training	<ul style="list-style-type: none"> <li>• Provide key staff and subject matter experts to assist in establishing training needs and developing all materials to meet those needs</li> <li>• Develop scope of JMD Consulting support for training efforts</li> </ul>
Deliverables	<ul style="list-style-type: none"> <li>• Confirm timelines for written deliverables</li> <li>• Provide quality expectations for deliverables</li> </ul>



## Pricing

The table below shows JMD Consulting's price for continuation of turnaround partner services through September 30, 2021. This price is inclusive of consultant and management expenses related to preparation and delivery of services such as labor, reasonable travel, and accommodations. Additional services beyond school-based turnaround support may require a change order or proposal to account for extra costs.

This price is based on a customized program of work derived from FCPS needs outlined in the RFP, research, evidenced-based practices, and our broad experience on a national and international scale. Invoices will be generated monthly. Payment is expected within 30 days.

School	JMD Consulting POs July 1- Sept 30	Amount
Arlington	4.5	11,250
COE	9.5	23,750
Harrison	2.5	6,250
Millcreek	8	20,000
Mary Todd	2.5	6,250
Yates	7	17,500
WWB	9.5	23,750
TOTAL	43.5	108,750

## Approvals

Please sign that you have read and understand the Proposal and agree its contents.

On behalf of Fayette County Public Schools  
(FCPS)

Signature:

*Schuronda Morton*

Name (Print):

*SCHURONDA W. MORTON*

Title:

*Asst. Dir. of Leadership*

Date:

*5-25-2021*

On behalf of JMD Consulting LLC  
(JMD)

Signature:

*Jalilah M. Dukes*

Name (Print):

*Jalilah M. Dukes*

Title:

*CEO/Owner*

Date:

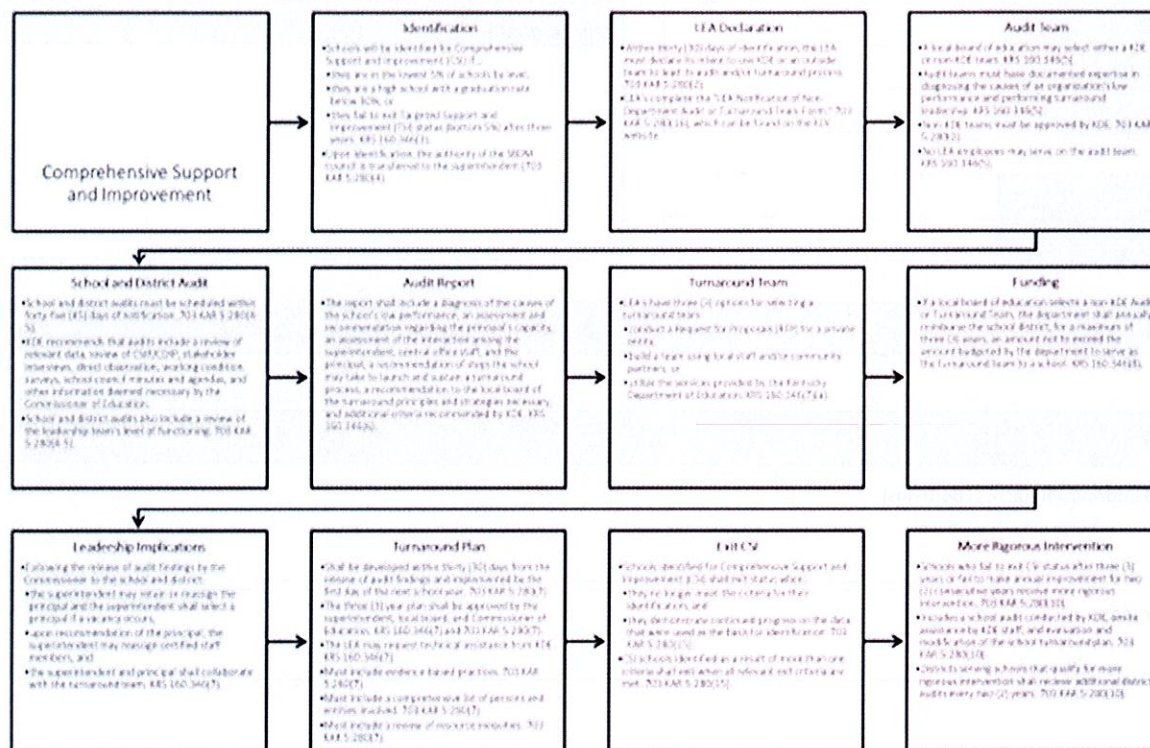
*5/25/2021*



## A. Appendix – Sample calendar

Year			
Date	July	August	September
1			
2		MTE-PD Planning/COE Retreat	
3		MTE-PD Planning/COE Retreat	
4		COE Retreat	
5		COE Retreat	
6			
7			
8			COE Instructional Rounds
9		MTE-MC PD (0.5 day)/COE Retreat	COE Instructional Rounds
10		COE Retreat	COE Instructional Rounds
11		School Starts	
12			
13			
14			Arlington-Literacy PLCs /MTE GLP Math (0.5)/COE Instructional Rounds
15			Arlington-Math PLCs /MTE GLP Reading (0.5)/COE Instructional Rounds
16			Arlington-Walk-thru (0.5 day)/COE Instructional Rounds

## B. Appendix - Kentucky CSI Process





## D. Appendix – Staff

### Staff

#### **Jalilah Dukes, JMD Consulting LLC- Roles: Project Manager, Technical Lead, CSI Auditor, District Auditor**

Jalilah Dukes joined Cambridge Education in 2013 as a School and District Improvement Consultant and served as the Great Lakes Hub Lead. Jalliah's expertise enables her to support projects for all service areas. Her primary work has been to establish a team approach to school transformation and developing a business hub in the Midwest for continued growth of the company. When Cambridge Education closed its domestic division, Jalilah launched JMD Consulting LLC to continue the team's work of improving outcomes for all students under the leadership of a minority, woman business enterprise.

Jalilah has 28 years of experience in the educational field. Working her way up the ranks from a classroom teacher to leadership positions such as Instructional Specialist, Principal, and Assistant Superintendent. Jalilah has sought to provide enriching learning opportunities and environments to diverse school communities. She has served as a Coach for the National Principals Leadership Institute, Principal Coach for a feeder pattern of schools, state-level curriculum trainer, and member of various advisory boards.

She has been responsible for managing the various operations of school districts, including oversight of Response to Intervention, curriculum, professional development, state and local assessments, school district and school improvement plans, school improvement grants, Reading Is Fundamental, homeless education, transitional bilingual education, FUSE: Parent Center and initiatives, district parent handbook, and enrichment programs. As the assistant superintendent, Jalilah worked collaboratively with administrators and teachers to design the district's strategic plan and facilitate the development of the district improvement plan, implement full-day kindergarten, cognitive guided instruction, technology-based instructional tools and assessments, and collaborative technology platforms for staff learning.

Jalilah secured grant funding to revise the district's curriculum and provide professional development aligned to the new Common Core State Standards. She worked collaboratively with area districts and the University of Illinois as a member of the South Cook Mathematics Initiative and served as the district liaison for the high school district to improve educational opportunities for students. Through the district's partnership with the University of Chicago, she supported the implementation of innovative research projects, and provided data access and analysis to seek to close the achievement gap for diverse learners.

She has a track record of delivering complex projects on schedule, including the implementation of a site-based council to promote community involvement in the decision-making process, and she served as a key supporter in passing the largest bond referendum in state history.

#### **Chris Finn, Consultant - Roles: CSI Auditor, District Auditor, CRTL Lead, Coach and Trainer**

Chris Finn joined the former Cambridge Education in 2015 and immediately went to work supporting Principals, Instructional Coaches and Teachers in improving their leadership and instructional practices. He went on to engage in Leading School Quality Reviews, Executive Coaching and delivering Professional Development to clients across the United States on topics such as Common Core Curriculum Development, Assessment for Learning (AFL), Gradual Release of Responsibility (GRR), amongst many others.

Chris has over 21 years of experience in public and charter school education. He has served as a Teacher, Dean of Students, Headmaster of School Culture & Climate and School Principal of a K-8 Charter School in Newark, NJ for 5



Dr. Walker currently serves clients as English/Reading specialist, School Quality Reviewer, and Senior Educational Consultant. She holds a Bachelor of Science degree in Early Childhood Education, a Master's degrees in Educational Administration and Supervision, a Master of Divinity degree, and a Doctor of Education degree in Educational Leadership. Dr. Walker desires to improve learning and instruction such that all scholars are educated and fully prepared for successful career paths beyond grade school.

## Contact information and availability

**Table 4: Contact information**

<b>JMD Consulting Team</b>	<b>Phone</b>	<b>Email</b>
Jalilah Dukes	219-218-1233	drjmd@jmdeducationalconsulting.org
Chris Finn	201-921-3614	cfinn08@gmail.com
Roberta Walker	804-357-0111	walkerrm3@mymail.vcu.edu
Hayden Lyons	917-783-5778	haydenlyons@hotmail.com

## **1.1 District**

## **1.2 School**

### **1.3 Specific elements of the Characteristics of Highly Effective Teaching and Learning (CHETL) strategies that are part of JMD Consulting Turnaround Approach**

How can school districts systemically improve the quality of instruction and the learning and achievement of students? Schools must focus on learning. Stakeholders must understand the current state, what needs to be done to improve outcomes, create a plan, and closely monitor actions and progress to achieve these improvements.

#### **1.3.1 Working in Support of Schools**

JMD Consulting believes that the key to providing the highest quality of support for continuous school improvement is bringing a team of individuals who have a proven track-record of success in working at the instructional and administrative levels in school.

Working in support of schools, our team supports districts and schools to use the Framework for School Improvement to critically examine their policies, programs, and practices. The framework provides a focus through which schools can evaluate the extent to which they are meeting stakeholder expectations, delivering on system priorities, and implementing strategic initiatives.

Our approach provides the following:

- A framework for improving schools that provides a strong, evidence-based approach that we customize to meet the unique needs of each school. Our advice and recommendations speak directly to conditions we find in schools and are not one-size-fits-all solutions.
- A team of experienced educational leaders and content area specialist with knowledge of state and local education rules, policies, norms, and standards for learning.
- A structured system of quality assurance monitoring throughout the life of the project, and a Project Management Plan that specifies our contracted scope of work and communication plan. The components of the plan reflect JMD Consulting's partnership approach to school improvement.

#### **1.3.2 Ensuring fidelity: Plan management and implementation support**

The benefits of the initial planning will not be fully realized or sustained without continual, rigorous monitoring and assessment. After the plan is adopted, the focus of the work can shift to ongoing plan management support.

Disciplined plan management is a hallmark of the JMD Consulting approach. Initially, we perform the role of plan manager, facilitating regular meetings in which progress on plan benchmarks is collaboratively assessed. We gradually release responsibility for plan management as we build the capacity of staff members to play this critical coordinating role. Plan management meetings are an opportunity to identify bottlenecks and obstacles and coordinate solutions across teams and departments, and they play an important accountability function as well. A key focus of plan



### **1.5.1 Leadership support**

The primary role of a school leaders is to promote high quality learning and teaching. We believe that principals are instructional leaders, and therefore, must be able to support teachers to increase student achievement results. We train principals and their school leaders to implement effective classroom observation and feedback practices that promote self-reflection and actionable change. In addition, we offer instructional coaching services for teachers to improve content knowledge, classroom management, and teaching and assessment practices.

To monitor student achievement, our consultants will assist school leaders and their coaches to establish structures such as early warning systems, i.e., Multi-tiered System of Support (MTSS), to analyze data, identify students, design interventions and assessments, and track student progress to ensure all students achieve academically and socially. Using evidence gathered from school data sources and classroom observations, we help school leaders to manage people, data, and processes to foster school improvement and to embed best practices across their school.

Principals are the singular most important agent for creating the conditions in schools that will support high quality teaching. Research and best practice evidence suggest that excellent leadership is critical for district and school improvement. Principals influence the motivations, capacities, and working conditions of teachers who in turn shape classroom practice and student learning.

### **1.5.2 Effective Classroom Observations (ECO)**

In locations across the US, such as Hillsborough County FL, where our consultants as part of the Cambridge Education team have trained over 900 school and district personnel. We have supported districts to design and implement professional development programs for school and district administrators and peer coaches to enhance Inter Rater Reliability as part of Empowering Effective Teacher programs to ensure effective teacher evaluation programs that lead to developmental growth by all teachers. The impact of these programs has been to produce proven results and sustained improvement in student attainment which are directly attributable to enhanced effective teaching and learning.

### **1.5.3 PLC support**

Our PD work with administrators, instructional coaches and teacher leaders also includes further developing their understanding of how they can promote the Common Core State Standards (CCSS), as well as the major shifts that will be involved in creating college and career ready students. A key component of this work centers on providing PD to enable school leaders to implement effective PLCs that ensure alignment of the written, planned, delivered, and tested curriculum using our Common Priorities Approach.

- Focus and align curriculum around learning standards
- Diagnose learning patterns in students
- Develop exemplary lessons that are shared across the school
- Improve pedagogical skills such as lesson design, assessment design and implementation, and teambuilding
- Use planning time effectively and efficiently



- Why do we need to make our feedback count?
- Improving the quality of verbal feedback
- Balancing feedback
- Making written feedback manageable
- Making written feedback count
- How to mark less and achieve more
- Promoting assessment by students
  - Why is assessment by students important?
  - Why can it be difficult to make assessment by students work?
  - Ten ways to promote assessment for learning in practice

Research tells us that:

Assessment is one of the most powerful educational tools for promoting effective learning

BUT – it must be the right sort of assessment used in the right way.

Leading educators around the world, such as Hattie, Marzano, and Stiggins, agree that AfL is one of the most successful and important educational initiatives of the past twenty years. It has been successful because it has struck a chord with teachers and, especially when linked to the Motivated Classroom program, leads to improvement in teaching and learning in thousands of classrooms.

### 1.5.1 The Motivated Classroom

The Motivated Classroom program is a comprehensive, in-depth program that is designed to support and improve school and classroom culture while working to decrease off-task and disruptive student behaviors. Participants examine a variety of perspectives about student self-motivation and how it is fostered in classrooms. They practice making decisions about classroom conditions and teaching moves that lead to increased student self-motivation and deeper student engagement in learning and decrease off-task and disruptive student behaviors.

The goals and objectives of this program are:

- Understanding and critically examining a variety of perspectives about student self-motivation and how it is fostered in classrooms
- Exploring and analyzing a “classroom climate” model that illustrates how and why supporting students’ ability to self-motivate is crucial for classroom culture development
- Developing practical strategies and teacher moves to decrease off-task and disruptive student behavior
- Practicing making decisions about classroom conditions and teaching moves that lead to increased student self-motivation and deeper student engagement in learning
- Understanding their own feedback style and exploring ways to strengthen it to better support student learning
- Understanding how different feedback techniques affect student motivation and their beliefs about their capacity to learn

This program is geared towards K-12 teachers, assistant principals, deans of discipline, and coaches. All programs are conducted onsite at individual schools and is appropriate for all teachers and grade levels. The goals and objectives of this program are:

- Understanding and critically examining a variety of perspectives about students' social and emotional well-being
- Developing practical strategies and teacher moves to support students to:
  - Identify and manage their own emotions and behavior
  - Recognize their own personal qualities and external supports
  - Demonstrate skills related to achieving personal and academic goals
  - Recognize the feelings and perspectives of others
  - Recognize individual and group similarities and differences
  - Use communication and social skills to interact effectively with others
  - Prevent, manage, and resolve interpersonal conflicts in constructive ways
  - Consider ethical, safety, and societal factors in making decisions
  - Apply decision-making skills to deal responsibly with daily academic and social situations
  - Contribute to the well-being of their school and community.

Building and maintaining positive relationships with others are central to success in school and life. To do so requires the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. There is a strong research base indicating that these SEL competencies improve students' social/emotional development, readiness to learn, classroom behavior, and academic performance.

We collaborate with the principal, network team, school leadership team, and the teachers. This professional development is job-embedded and builds from one session to the next. The approach includes providing support in several ways. We visit classrooms with school staff and discuss what was observed, focusing on the student behaviors/learning and then on the teacher behaviors that facilitate the learning. This approach is used with principals, teachers, and coaches.

### 1.5.3 Instructional coaching

JMD Consulting's **Instructional Coaching** model is built on three essential qualities:

- A desire to positively impact student learning
- A commitment to continuous learning
- A belief in the capabilities of colleagues and students.

Instructional coaching is a personalized process for building competence and effectiveness in promoting student learning. Successful instructional coaching is accomplished through establishing a relationship built on trust and mutual responsibility, engaging in on-going professional dialogue and self-reflection, building on teacher strengths to prioritize goals for teaching and learning, developing a personalized learning agreement and providing evidence-based feedback to identify factors that support and limit learning. Our coaches develop a personalized learning agreement with each teacher and then engage in coaching activities such as co-planning curriculum and lessons, modelling specific instructional practices



- Undertake instructional rounds again to note changes in classroom learning and teaching. Repeat the planning process to identify teachers for coaching and professional development support(s).

## 1.6 Evidence and Research-based Programs

JMD Consulting provides leadership coaching for school leaders. Our support processes include job-embedded training and coaching, and assistance to navigate complex school leadership roles. Our work draws on the body of research produced over the past two decades by leading researchers in the US, United Kingdom, Australia, Canada, and New Zealand. Members of our team worked with Cambridge Education during their partnership with Mass Insight Education and Research Institute (MERI). These team members supported analysis of turnaround sites across the country and helped to write the resulting reports which informed the follow up work to The Turnaround Challenge.

Our coaching processes align to the School Turnaround Leaders: Competencies for Success and enables principals to work in collaboration with other school leaders, teachers, parents, and district leaders to significantly improve academics and overall school performance results. We draw on global evidence-based research and best practices, and our experience of designing and implementing similar programs in the United States. Our leadership coaches promote and encourage professionals to learn together and from each other to ultimately lead and manage high performing schools. This approach increases the capability of school leaders to develop and sustain the cultural conditions, structures, and processes that support a high-performance learning culture. It is also aligned with the School Leadership Interventions Under Every Student Succeeds Act (ESSA): Evidence Review, published by the RAND Corporation (2016).

### 1.6.1 Evidence of effectiveness

Below is a list of schools where our consultants, as part of the former Cambridge Education team, have provided whole-school reform services. Here are some of the results the schools have achieved with the support of our consultants.

#### Buckingham Primary and Elementary Schools, Virginia

Video link: <https://youtu.be/ESssfQcBttM>some exam

#### Albert Harris Elementary School, Virginia

We were hired in the school's second year of SIG implementation, after not renewing with the first-year provider. The school improved dramatically in the first year and the improvements were sustained into the second year. The school is now out of Priority status. After two years of working as Lead Turnaround Partner, Albert Harris Elementary moved out of priority status as of September 2016.

Table 1: State Accreditation Results, percentage passing

	2014 - 2015	2015 - 2016	2016 - 2017
Subject Accreditation			
English	41	55	58
Math	39	58	71



- The Making of the Principal – Five Lessons in Leadership Training (2015)
- Beyond Buses, Boilers, and Books (2014)
- Districts Matter: Cultivating the Principals Urban Schools Need (2013)
- Developing Excellent School Principals to Advance Teaching (2009)
- Leadership for Learning Improvement in Urban Schools (2009)
- Leadership for Learning (2006)
- How Leadership Influences Learning (2004)
- The School- Principal as Leaders Guiding Schools to Better Teaching and Learning (2012 and 2013)
- How Leaders Invest Staffing Resources for Learning Improvement (2009)
- “Beyond PD, Teacher Professional Learning in High-Performing Systems,” Ben Jensen et al (2016)
- “What works best in Education: The Politics of Collaborative Expertise,” John Hattie (2015)
- “The Principal: Three keys to Maximizing Impact,” Michael Fullan (2014)
- “High Reliability Schools”: Robert Marzano et al (2014)
- “The Complex Role of an Effective Principal,” Rennie Center (2013)
- “Leverage Leadership,” Paul Bambrick-Santoyo (2012)
- “Learning to Do What Matters Most,”: Michael Fullan (2011)
- “Leading in a Culture of Change,” Michael Fullan (2007)
- “Leaders of Learning,” Richard DuFour and Robert Marzano (2011)
- “Good to Great,” Jim Collins (2011)
- “The Connected Educator,” Lani Ritter-Hall and Sheryl Nausbaum-Beach (2011)
- “Leading school Turnaround: How Successful Leaders Transform Low Performing School,” Kenneth Leithwood (2010)
- “Professional Learning Communities,” Richard DuFour (2004)
- “A Culture of Learning,” The Hay Group (2004)

Our instructional coaches apply the following ten Principles of Effective Coaching, which are based on The National Framework for Mentoring and Coaching- Centre for the Use of Research and Evidence in Education (CUREE):

- A learning conversation
- Setting challenging and personal goals
- A thoughtful relationship
- Understanding why different approached work
- A learning agreement
- Acknowledging the benefits to the principal and the coach
- Combining support from fellow professional learners and specialist
- Experimenting and observing
- Growing self-reflection
- Using resources effectively

Heidi-Hayes Jacobs work on curriculum mapping amplifies the possibilities for long-range planning, short-term preparation, and clear communication. Procedures for curriculum mapping, which is based on the school calendar year, begin with collecting the data and move through several reviews to determining the points that can be revised immediately and those that will require long-term research and development. Curriculum review should be active and ongoing.

In our approach to PLC we combine the Richard DuFour and Ritter-Hall and Nussbaum-Beach research both of which support the notion that Professional Learning Communities (PLCs) and Communities of Practice (CoP) are groups of professionals with shared interests and challenges who make commitments to improving their performance. DuFour believes that PLCs are strengthened when educators collaborate and share solutions. Sheryl Nussbaum-Beach works with schools and districts, from across Australia, Canada, New Zealand, Norway, and the US, to re-envision their learning cultures and communities. We ensure that members of the PLCs and CoPs will have opportunities to connect and collaborate with other colleagues to share and create new information together to improve learning instead of working in isolation.

<p>Student:</p> <ul style="list-style-type: none"> <li>A. Recognizes what proficient work looks like and determines steps necessary for improving his/her work</li> <li>B. Monitors progress toward reaching learning targets</li> <li>C. Develops and/or uses scoring guides periodically to assess his/her own work or that of peers</li> <li>E. Reflects on work and makes adjustments as learning occurs</li> </ul>	
<p>Teacher:</p> <ul style="list-style-type: none"> <li>A. Uses multiple methods to systematically gather data about student understanding and ability</li> <li>B. Uses student work/data, observations of instruction, assignments, and interactions with colleagues to reflect on and improve teaching practice</li> <li>C. Revises instructional strategies based upon student achievement data</li> <li>D. Uncovers students' prior understanding of the concepts to be addressed and addresses students' misconceptions/incomplete conceptions</li> </ul>	<p>Asking Better Questions Promoting Assessment by Students Instructional coaching PLCs</p>
<p>Student:</p> <ul style="list-style-type: none"> <li>A. Recognizes what proficient work looks like and determines steps necessary for improving his/her work</li> <li>B. Monitors progress toward reaching learning targets</li> </ul>	
<p>Teacher:</p> <ul style="list-style-type: none"> <li>E. Co-develops scoring guides/rubrics with students and provides adequate modeling to make clear the expectations for quality performance</li> <li>F. Guides students to apply rubrics to assess their performance and identify improvement strategies</li> <li>G. Provides regular and timely feedback to students and parents that moves learners forward</li> <li>H. Allows students to use feedback to improve their work before a grade is assigned</li> <li>I. Facilitates students in self- and peer-assessment</li> </ul>	<p>Making Feedback Count Instructional coaching PLCs</p>
<p>Student:</p> <ul style="list-style-type: none"> <li>A. Recognizes what proficient work looks like and determines steps necessary for improving his/her work</li> <li>B. Monitors progress toward reaching learning targets</li> <li>E. Reflects on work and makes adjustments as learning occurs</li> </ul>	
<p>Teacher:</p> <ul style="list-style-type: none"> <li>A. Uses multiple methods to systematically gather data about student understanding and ability</li> <li>B. Uses student work/data, observations of instruction, assignments, and interactions with colleagues to reflect on and improve teaching practice</li> <li>C. Revises instructional strategies based upon student achievement data</li> <li>G. Provides regular and timely feedback to students and parents that moves learners forward</li> </ul>	<p>Sharing Learning Outcomes Making Feedback Count The Motivated Classroom Instructional coaching PLCs Promoting Assessment by Students</p>
<p>Student:</p> <ul style="list-style-type: none"> <li>B. Monitors progress toward reaching learning targets</li> <li>D. Uses teacher and peer feedback to improve his/her work</li> <li>E. Reflects on work and makes adjustments as learning occurs</li> </ul>	
<p><b>Characteristic of Highly Effective Teaching and Learning</b> <b>Section Three: Instructional Rigor and Student Engagement</b></p>	
<p><b>JMD Consulting Professional Learning and Turnaround initiatives that support and align with CHETL evidenced based strategies implementation</b></p>	
<p>Teacher:</p>	<p>Sharing Learning Outcomes</p>



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B- Teacher maintains on-going knowledge and awareness of current content developments.

C- Teacher designs and implements standards-based courses/lessons/units using state and national standards.

D- Teacher uses and promotes the understanding of appropriate content vocabulary.

E- Teacher provides essential supports for students who are struggling with the content.

F- Teacher accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately.

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Making Feedback Count  
Effective Classroom Observation  
(ECO)  
PLCs

Student Characteristics

A- Student demonstrates growth in content knowledge.

B-Student uses and seeks to expand appropriate content vocabulary.

C-Student connects ideas across content areas.

D- Student uses ideas in realistic problem-solving situations.

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FAYETTE COUNTY PUBLIC SCHOOLS

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**Executive Summary**  
**Fayette County Public Schools Board Meeting**  
**Agenda Item**

**MEETING: Planning**

**DATE: 6/14/2021**

**TOPIC: Amended 2020/2021 Calendar Approval**

**PREPARED BY: Steve Hill**

**Recommended Action on: 6/14/2021**

**Action Item for Vote (PLANNING MEETING)**

**Superintendent Prior Approval: No**

**Recommendation/Motion: Motion is to approve the Amended 2020/2021 Instructional Calendar.**

**Background/Rationale: Due to the Covid Pandemic, FCPS adopted the “variable student instructional” calendar which placed the 1<sup>st</sup> day of school on August 26, 2020. Taking this action allowed for the district meet the required 1,062 instructional hours on day 162 of instruction.**

**Policy: 08.3 & KRS 158.070**

**Fiscal Impact:** Click here to enter text.

**Attachments(s): 2020/2021 Final Amended Instructional Calendar**

**AN EQUAL OPPORTUNITY SCHOOL DISTRICT**

Board of Education: Tyler Murphy, Chair • Amy Green, Vice Chair • Tom Jones • Christy Morris • Stephanie Spires

Acting Superintendent Marlene Helm

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**Legend**

	Non-instructional day
	Non school day

**Key Dates**

Mo, Aug 10.....	Non-instructional Day, Planning
Tu, Aug 11.....	Non-instructional Day, Planning
We, Aug 12.....	Non-instructional Day, Planning
Th, Aug 13.....	Non-instructional Day, Planning
Fr, Aug 14.....	Non-instructional Day, Planning
Mo, Aug 17.....	Non-instructional Day, Planning
Tu, Aug 18.....	Non-instructional Day, Planning
We, Aug 19.....	Non-instructional Day, Planning
Th, Aug 20.....	Non-instructional Day, Planning
Fr, Aug 21.....	Non-instructional Day, Planning
Mo, Aug 24.....	Non-instructional Day, Professional Day
Tu, Aug 25.....	Non-instructional Day, Opening
Mo, Sep 7.....	Non-instructional Day, Holiday
Th, Oct 1.....	Non-instructional Day, Professional Day
Fr, Oct 2.....	Non-instructional Day, Professional Day
Tu, Nov 3.....	Non school Day, Other
We, Nov 25.....	Non school Day, Break
Th, Nov 26.....	Non-instructional Day, Holiday
Fr, Nov 27.....	Non school Day, Break
Mo, Dec 21.....	Non school Day, Break
Tu, Dec 22.....	Non school Day, Break
We, Dec 23.....	Non school Day, Break
Th, Dec 24.....	Non school Day, Break
Fr, Dec 25.....	Non school Day, Break
Mo, Dec 28.....	Non school Day, Break
Tu, Dec 29.....	Non school Day, Break
We, Dec 30.....	Non school Day, Break
Th, Dec 31.....	Non school Day, Break
Fr, Jan 1.....	Non school Day, Break
Mo, Jan 4.....	Non-instructional Day, Planning
Tu, Jan 5.....	Non-instructional Day, Planning
We, Jan 6.....	Non-instructional Day, Planning
Mo, Jan 18.....	Non-instructional Day, Holiday
Mo, Feb 15.....	Non-instructional Day, Holiday
Tu, Feb 16.....	Non school Day, Weather Cancelled
Mo, Mar 29.....	Non school Day, Break
Tu, Mar 30.....	Non school Day, Break
We, Mar 31.....	Non school Day, Break
Th, Apr 1.....	Non school Day, Break
Fr, Apr 2.....	Non school Day, Break
We, May 19.....	Non-instructional Day, Closing
Th, May 20.....	Non-instructional Day, Professional Day
Fr, May 21.....	Non-instructional Day, Planning
Mo, May 24.....	Non-instructional Day, Planning
Tu, May 25.....	Non-instructional Day, Planning
We, May 26.....	Non school Day, Makeup
Th, May 27.....	Non school Day, Makeup
Fr, May 28.....	Non school Day, Makeup
Mo, May 31.....	Non school Day, Break
Tu, Jun 1.....	Non school Day, Makeup
We, Jun 2.....	Non school Day, Makeup
Th, Jun 3.....	Non school Day, Makeup
Fr, Jun 4.....	Non school Day, Makeup

**July**

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**August**

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**September**

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**October**

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**November**

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**December**

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**January**

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**February**

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

**March**

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**April**

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

**May**

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**June**

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			





FAYETTE COUNTY PUBLIC SCHOOLS

**Executive Summary  
Fayette County Public Schools Board Meeting  
Agenda Item**

**MEETING: Planning**

**DATE: 6/14/2021**

**TOPIC: Proposed Industrial Revenue Bond for the funding of the redevelopment project in Lexington's Distillery District**

**PREPARED BY: Shelley Chatfield, General Counsel**

**Recommended Action on: 6/14/2021**

**Action Item for Vote (PLANNING MEETING)**

**Superintendent Prior Approval: Yes**

**Recommendation/Motion: Approve the PILOT payment arrangement entered into between Lexington-Fayette Urban County Government (LFUCG) and Astana, LLC, with payments made by Astana, LLC, directly to the Fayette County Public Schools beginning upon completion of the Speigle Heights Redevelopment Project at the rate of \$0.51 per \$100 of the project's new assessed fair cash value.**

**Background/Rationale: The city of Lexington is entering into an agreement with developer Astana, LLC to issue up to \$39 million of tax abatement industrial revenue bonds (IRB). Astana will make payments in lieu of taxes (PILOT) to the Fayette County Public Schools at a rate of \$0.51 per \$100 of the project's new assessed fair cash value, estimated at roughly \$29.5 million.**

**Policy: N/A**

**Fiscal Impact: None**

**Attachments(s): None**

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Acting Superintendent Marlene Helm

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FAYETTE COUNTY PUBLIC SCHOOLS

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**Executive Summary**  
**Fayette County Public Schools Board Meeting**  
**Agenda Item**

**MEETING: Planning**

**DATE: 6/14/2021**

**TOPIC: Annual KSBA Policy Updates**

**PREPARED BY: Shelley Chatfield**

**Recommended Action on: 6/14/2021**  
**Action Item First Read**

**Superintendent Prior Approval: No**

**Recommendation/Motion: A motion is in order to review proposed policy changes.**

**Background/Rationale: Annual policy updates provided by KSBA must be brought to the Board as a First Read and then again as an Item for Vote in two (2) consecutive Board meetings.**

**Policy: 01.11**

**Fiscal Impact: N/A**

**Attachments(s): Policy Updates**

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# KSBA

KENTUCKY SCHOOL BOARDS  
ASSOCIATION

Davonna Page,  
President

Kerri Schelling,  
Executive Director

May 21, 2021

Dear Superintendent/Policy Contact:

Enclosed are your customized 2021 policy update (#44) and procedure update (#25) (if applicable) and related checklists. Proposed changes reflect new legal requirements, as well as “best practice” recommendations from KSBA.

Please note the following:

- **KRS 160.340 requires that board policies be kept up to date by filing annual amendments thereto by August 15.**
- At the top of each draft is the legal and/or recommended explanation for the proposed change. In the body of each draft, new language is underlined. Language with ~~strike through~~ is recommended for deletion.

**Mark any requested changes in edit mode in Word or contact your KSBA Consultant for assistance with such.** Also, if you have been working with your Consultant on a draft to revise any of the update areas, contact him/her if you want to substitute that draft for the one enclosed with this update.

As we do each year, we request that staff review the introductory pages in your hard copy manual for changes to be made to any vision/mission statement and/or goals found there.

The update checklist is the only document we need returned to us, unless there are drafts to be modified. Complete the checklist and return to the KSBA Policy Service by September 1 so that final copies can be returned to you for use during the upcoming school year.

If you have questions or comments about the updating process or need your Consultant to prepare additional drafts, contact us immediately. If this will be your first experience with a policy update, we strongly recommend you contact your assigned Policy Consultant for help.

**Please be aware that because the policies belong to your Board of Education, the choice of language to be adopted rests solely with the Board.** The KSBA Policy Service appreciates the opportunity to serve your District and stands ready to assist the Board with this important task.

Note the approved changes go into effect as of the date of Board approval, unless otherwise noted in your Board meeting minutes.

Sincerely,

***Your KSBA Policy Staff***

Enclosures



RECOMMENDED: IN BOSTOCK V. CLAYTON COUNTY, GEORGIA, THE US SUPREME COURT HELD THAT THE TITLE VII PROHIBITION ON DISCRIMINATION ON THE BASIS OF "SEX" COVERS DISCRIMINATION ON THE BASIS OF SEXUAL ORIENTATION OR GENDER IDENTITY. BOSTOCK DEALS WITH DISCRIMINATION (TERMINATION) IN EMPLOYMENT. ON JANUARY 20, 2021, THE PRESIDENT OF THE UNITED STATES INDICATED IN EXEC ORDER 1402, 86 FED.REG.13,803 (3/11/21) THAT THE REASONING OF BOSTOCK APPLIES TO OTHER LAWS THAT PROHIBIT SEX DISCRIMINATION, INCLUDING TITLE IX, "SO LONG AS THE LAWS DO NOT CONTAIN SUFFICIENT INDICATIONS TO THE CONTRARY." THE PRESIDENT DIRECTED OTHER FEDERAL AGENCIES TO REVIEW SUCH ISSUE. THE UNITED STATES DEPARTMENT OF JUSTICE HAS SINCE ISSUED A MEMORANDUM ADVISING OTHER FEDERAL AGENCIES THAT THE REASONING OF BOSTOCK APPLIES TO TITLE IX AND THE UNITED STATES DEPARTMENT OF EDUCATION, OFFICE OF CIVIL RIGHTS HAS STATED THAT ONE FOCUS IN IMPLEMENTING THE REFERENCED EXECUTIVE ORDER WILL BE ENSURING THAT STUDENTS WHO HAVE EXPERIENCED DISCRIMINATION BASED ON SEXUAL ORIENTATION OR GENDER IDENTITY WILL HAVE THEIR LEGAL RIGHTS "FULLY MET." WHILE THE INCLUSION OF THE SPECIFIC ADDITIONAL TERMINOLOGY IS NOT MANDATORY AT THIS TIME, IT IS RECOMMENDED BASED ON THE ABOVE.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

## POWERS AND DUTIES OF THE BOARD OF EDUCATION

01.1

### **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.<sup>1</sup>

#### **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,~~ ~~sexual orientation or gender identity.~~

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.

**Legal Status of the Board****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.

**REFERENCES:**

<sup>1</sup>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

LEGAL: HB 331 REMOVES THE ABILITY OF THE COMMISSIONER OR THE STATE BOARD OF EDUCATION TO TAKE ACTION AGAINST A LOCAL SCHOOL BOARD MEMBER.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

## POWERS AND DUTIES OF THE BOARD OF EDUCATION

01.21

### **Board Member Disqualifications**

#### **CONFLICT OF INTEREST**

If, after the election of any member of the Board, s/he becomes interested in any contract with or claims against the Board, or if s/he moves his/her residence from the district for which s/he was chosen, or if s/he attempts to influence the hiring of any District employee except the Superintendent, Board Attorney, Board Secretary, or Board Treasurer, or if s/he does anything that would render one ineligible for re-election, s/he shall be subject to removal from office pursuant to KRS 415.050 and KRS 415.060.<sup>1</sup>

#### **IRREGULAR ATTENDANCE**

Any Board member failing to attend three (3) consecutive regular meetings, unless excused by the Board for reason satisfactory to it, shall be removed from office pursuant to KRS 415.050 and KRS 415.060.<sup>2</sup>

#### **SOLICITATION OF SERVICE**

No candidate for the Board shall solicit or accept any political assessment, subscription, contribution, or service of any District employee.<sup>3</sup>

#### **RESIGNATIONS OR REMOVAL**

A Board member who ~~does not meet eligibility standards~~~~disqualifies him/herself~~ does not automatically lose his/her position on the Board and his/her acts are valid until s/he either resigns or is ~~suspended by action taken by the Commissioner of Education and the Kentucky Board of Education or~~ removed by action taken by the Attorney General.

#### **REFERENCES:**

<sup>1</sup>KRS 160.180

<sup>2</sup>KRS 160.270

<sup>3</sup>KRS 161.164

KRS 61.080; KRS 62.010

~~KRS 156.132;~~ KRS 161.990; KRS 415.050; KRS 415.060

OAG 65-211; OAG 83-369; OAG 85-145; OAG 88-35; OAG 90-141; OAG 92-145



LEGAL: HB 312 AMENDS MULTIPLE AREAS OF KRS CHAPTER 61 BY CHANGING THE PROCESS AND FORMAT FOR PARTIES REQUESTING OPEN RECORDS OF PUBLIC AGENCIES. AGENCIES CANNOT REQUIRE A PARTICULAR REQUEST FORM ALTHOUGH THEY MUST ACCEPT THE RECORDS REQUEST FORM CREATED FOR USE BY THE OFFICE OF THE ATTORNEY GENERAL. THIS POLICY AND RELATED PROCEDURE 01.6 AP.2 REPLACE ADMINISTRATIVE PROCEDURE 10.11 AP.21/PUBLIC RECORDS NOTICE.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

## POWERS AND DUTIES OF THE BOARD OF EDUCATION

01.6

### Board Records

Records of the Board are subject to inspection as provided in the Kentucky Open Records Act.

Records of the Board shall be maintained in the Central Office and shall be under the custody of the Secretary to the Board.<sup>1</sup>

The Superintendent shall develop and submit for Board review procedures as noted in KRS 61.876 to provide public access to public records and to ensure the security and orderly maintenance of the records. ~~The Said~~ procedures shall be ~~printed and made available to the public upon request~~ displayed in a prominent location accessible to the public and posted on the District's website and shall be included in the District's CONFIDENTIALITY HANDBOOK, which is available on the FCPS web site. In addition to the procedures, the web posting shall include the phone number of the District records custodian/designee and the Open Records Request Form issued by the Kentucky Attorney General.

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#### REFERENCES:

<sup>1</sup>KRS 160.440

KRS 61.870

KRS 61.872

KRS 61.874

KRS 61.876

KRS 61.878

KRS 61.884

OAG 92-59

OAG 92-131

15-ORD-190

19-ORD-174

~~96-ORD-159-1996 Open Records Decision 159~~

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#### RELATED POLICY:

10.11

LEGAL: IN BOSTOCK V. CLAYTON COUNTY, GEORGIA, THE US SUPREME COURT HELD THAT THE TITLE VII PROHIBITION ON DISCRIMINATION ON THE BASIS OF "SEX" COVERS SEXUAL ORIENTATION OR GENDER IDENTITY.  
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

PERSONNEL

03.113

- CERTIFIED PERSONNEL -

### **Equal Employment Opportunity**

It is the intent of the Board that equal employment opportunities be provided in full compliance with state and federal legal requirements.

#### **NONDISCRIMINATION**

As required by Title IX, the District does not discriminate on the basis of sex regarding admission to the District or in the educational programs or activities operated by the District. Inquiries regarding Title IX Sexual Harassment may be referred to the District Title IX Coordinator (TIXC), the Assistant Secretary for Civil Rights, or both.<sup>1</sup>

The Superintendent shall adhere to a policy of equal employment opportunity in all personnel matters. No person shall be subjected to discrimination in regard to employment, retention, promotion, demotion, transfer or dismissal because of race, color, religion, sex (including sexual orientation or gender identity), genetic information, national or ethnic origin, political affiliation, age, disabling condition, or limitations related to pregnancy, childbirth, or related medical conditions.<sup>2</sup> ~~In addition, the District does not discriminate on the basis of sexual orientation or gender identity.~~

#### **INDIVIDUALS WITH DISABILITIES**

No qualified person with a disability, as defined by law, shall, on the basis of the disability, be subject to discrimination in employment.<sup>3</sup>

District employment practices shall be in accordance with the Board-approved policies and District procedures addressing requirements of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

No human immunodeficiency virus (HIV) related test shall be required as a condition of hiring, promotion, or continued employment, unless the absence of HIV infection is a bona fide occupational qualification for the job in question as defined in KRS 207.135.

If considerations of sex, age or disability have a bona fide relationship to the unique requirements of a particular job or if there are applicable statutory or federal or state regulatory requirements, then sex, age or disability may be taken into account as a bona fide occupational qualification, provided such consideration is consistent with governing law.

#### **REASONABLE ACCOMMODATION**

Employees who have a long-term or permanent disability may request the District to provide reasonable accommodations necessary for them to perform the essential duties of the position. Medical information obtained as part of an employee request shall be confidential.<sup>4</sup>

If assistive technology is deemed necessary for an employee, every effort will be made to obtain that technology in a timely fashion.

**Equal Employment Opportunity****REASONABLE ACCOMMODATION (CONTINUED)**

The District shall engage in a timely, good faith and interactive process to determine reasonable accommodations for an employee's limitations related to pregnancy, childbirth, or related medical conditions. Reasonable accommodation shall be provided as required by law.

**ADVISING EMPLOYEES**

The Superintendent shall inform all school employees of the provisions of this policy.<sup>1</sup>

**REFERENCES:**

<sup>1</sup>34 C.F.R. § 106.8

<sup>2</sup>KRS 161.164; KRS Chapter 344; 42 U.S.C. 2000e, Civil Rights Act of 1964, Title VII

<sup>3</sup>29 U.S.C.A. 794

<sup>4</sup>29 U.S.C. section 1630.14

KRS 207.135

34 C.F.R. 104.3 - 104.14

42 C.F.R. 2000e-2; 42 C.F.R. 2000(k)

Americans with Disabilities Act

Kentucky Education Technology System (KETS)

Section 504 of the Rehabilitation Act of 1973

Title IX of the Education Amendments of 1972

Revised Sexual Harassment Guidance:

Harassment of Students by School Employees, Other Students, or Third Parties, Title IX

Genetic Information Nondiscrimination Act of 2008

Oncale v. Sundowner Offshores Service, Inc. (U.S.S.Ct.)

[Bostock v. Clayton County, Georgia, 140 S.Ct. 1731 \(2020\)](#)

**RELATED POLICIES:**

03.133; 03.1621; 03.212; 03.2621; 05.11

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LEGAL: OSHA REGULATIONS REQUIRE DISTRICTS TO REPORT CERTAIN INJURIES AND DEATHS.  
FINANCIAL IMPLICATIONS: POTENTIAL FINES FOR NOT REPORTING

PERSONNEL

03.14

- CERTIFIED PERSONNEL -

### **Health and Safety**

#### **SAFETY**

It is the intent of the Board to provide a safe and healthful working environment for all employees. The employee shall report any conditions he/she believes to be unsafe to his/her immediate supervisor, who shall evaluate the situation and take appropriate action.

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

#### **HAZARD COMMUNICATION/CHEMICAL LABORATORY HYGIENE**

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

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

#### **BLOODBORNE PATHOGEN CONTROL**

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

1. Identification of employees at-risk of occupational exposure and their assigned tasks and procedures which could lead to such exposure;
2. Communication of hazards to employees;
3. Vaccinations of at-risk employees for Hepatitis B at no cost to these employees;
4. Determination of universal precautions to be observed, including adequate engineering controls and housekeeping procedures;
5. Appropriate training of employees;
6. Medical follow-up and counseling for employees after a work-site exposure;
7. Maintenance of confidential records of each exposure incident;

**Health and Safety****BLOODBORNE PATHOGEN CONTROL (CONTINUED)**

8. A schedule for implementing all provisions required by the OSHA standard.
9. Provision of personal protective equipment including an opportunity provided annually for employees who use medical sharps in performance of their duties to identify, evaluate and select engineering and work practice controls to be implemented by the District, as appropriate; and
10. Maintenance of a sharps injury log;

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

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

**LOCKOUT/TAGOUT**

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

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

**PERSONAL PROTECTIVE EQUIPMENT (PPE)**

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

1. Assignment of a District employee responsible for assessing the workplace for hazards;
2. Selection of appropriate PPE to safeguard employees from hazards that cannot be eliminated;

**Health and Safety****PERSONAL PROTECTIVE EQUIPMENT [PPE] (CONTINUED)**

3. A training program to be conducted to educate employees about the need for PPE and when it must be worn;
4. Training of employees on the use and care of PPE, how to recognize deterioration and failure and the need for replacement; and
5. Requiring employees to wear designated PPE, as deemed necessary by the hazard assessment.

**REPORTING FATALITIES, AMPUTATIONS, HOSPITALIZATIONS, OR LOSS OF EYE**

The District shall, within eight (8) hours, make an oral report to the Kentucky Labor Cabinet of the death of any employee, including any death resulting from a heart attack; or the hospitalization of three (3) or more employees, including any hospitalization resulting from a heart attack, which occurs in the work environment or is caused or contributed to by an event in the work environment.

The District shall, within seventy-two (72) hours, make an oral report to the Kentucky Labor Cabinet of an amputation suffered by an employee, an employee's loss of an eye or the hospitalization of fewer than three (3) employees, which occurs in the work environment or is caused or contributed to by an event in the work environment.<sup>2</sup>

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**ASBESTOS MANAGEMENT**

The District shall conduct school inspection and re-inspection activities as required by state and federal law<sup>1</sup> to identify the status of asbestos. The District shall maintain an updated asbestos management plan that shall include, but not be limited to, applicable current and/or future inspection activities, response actions and surveillance activities and a description of steps taken to inform staff and parents about any such activities. Each school shall maintain in its administrative office an updated copy of the management plan for that school. Annual written notice of the availability of the plan shall be provided to parent, teacher, and employee organizations. In the absence of any such organizations, the District shall provide written notice of plan availability to parents, teachers, or employees, as applicable.

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



PERSONNEL

03.14  
(CONTINUED)

### **Health and Safety**

#### **REFERENCES:**

<sup>1</sup>401 KAR 58:010; 40 C.F.R. Part 763

<sup>2</sup>[803 KAR 2:180](#)

Kentucky Department for Public Health

Centers for Disease Control and Prevention

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

OSHA 29 C.F.R. 1910

132 PPE Hazard Assessment

147 Lockout/Tagout

1001 Asbestos-ACBM

1200 [Hazard Communication](#)

1030 [Bloodborne Pathogens](#)

Further references to pertinent case law, federal statute and Board policy are located in administrative procedures.

#### **RELATED POLICIES:**

03.111; 03.1234

LEGAL: IN BOSTOCK V. CLAYTON COUNTY, GEORGIA, THE US SUPREME COURT HELD THAT THE TITLE VII PROHIBITION ON DISCRIMINATION ON THE BASIS OF "SEX" COVERS SEXUAL ORIENTATION OR GENDER IDENTITY.  
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

DRAFT 5/26/21

PERSONNEL

03.162

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- CERTIFIED PERSONNEL -

### Harassment/Discrimination

Fayette County Public Schools desires to be a welcoming and inclusive environment for all students, staff, and visitors. It is the expectation of Fayette County Public Schools that all District schools and work places are safe and free from harassment and discrimination of all forms, including on the basis of race, color, and national origin. Students, staff, and visitors are expected to treat all individuals with respect during school, after school, and during school sponsored activities. Staff and students are encouraged to immediately report incidents of harassment/discrimination. The District will promptly investigate formal and informal complaints.

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#### DEFINITION

Harassment/Discrimination of employees is unlawful behavior when an individual is treated differently or unfairly based upon a protected class. Protected classes include the race, color, national or ethnic origin, age, religion, sex (including sexual orientation or gender identity), genetic information, gender identity, sexual orientation, political affiliation, veteran status, disability, or limitations related to pregnancy, childbirth, or related medical conditions. of an employee involving intimidation by threats of or actual physical violence; the creation, by whatever means, of a climate of hostility or intimidation, or the use of language, conduct, or symbols in such manner as to be commonly understood to convey hatred or prejudice. Harassment generally involves a pattern of behavior that causes an individual to feel unwelcome or uncomfortable, and is based upon an above mentioned protected class. Harassing conduct may take many forms, including verbal, written, or electronically sent statements. It also includes any conduct that may be physically threatening, harmful, or humiliating to an individual. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when the conduct is severe or pervasive so as to interfere with or limit a student, employee, or visitor's ability to participate in or benefit from the services, activities, or opportunities offered by a District school.

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#### PROHIBITION

Harassment/Discrimination on the basis of race, color, national origin, age, religion, sex (including sexual orientation or gender identity), genetic information, political affiliation, veteran status, or disability is prohibited at all times on school property and off school grounds during school-sponsored activities in both academic and nonacademic settings. Settings where harassment/discrimination are prohibited include but are not limited to school classrooms, school hallways, buses, field trips, recess, athletic competitions, and all District offices. This prohibition also applies to visitors to the school who may come into contact with employees and students. (Harassment/discrimination based on sex applies to acts committed by persons of the same or the opposite sex.)

District staff shall provide for a prompt and equitable resolution of complaints concerning harassment/discrimination.

**Harassment/Discrimination****PROHIBITED CONDUCT**

Depending on the circumstances and facts of the situation, and within the definition of harassment/discrimination contained in this policy conduct and/or actions that could be considered a violation of this policy include but are not limited to:

1. Derogatory nicknames, slurs, intimidation, name calling, ridicule or mockery, insults, put downs, stereotyping, demeaning stories, jokes, or pictures relating to any of the protected categories listed in the definition of harassment/discrimination contained in this policy;
2. Treating someone differently, or less favorably based upon a protected class;
3. Unwanted touching, sexual advances, requests for sexual favors, and spreading sexual rumors;
4. Instances involving sexual violence;
5. Causing an employee to believe that he or she must submit to unwelcome sexual conduct in order to maintain employment or that a personnel decision will be based on whether or not the employee submits to unwelcome sexual conduct;
6. Implied or overt threats of physical violence or acts of aggression or assault based on any of the protected classes;
7. Seeking to involve individuals with disabilities in antisocial, dangerous or criminal activity where they, because of disability, are unable to comprehend fully or consent to the activity; and
8. Destroying or damaging an individual's property based on any of the protected classes.

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**DISCIPLINARY ACTION**

Employees who engage in harassment/discrimination of another employee or student based on the basis of any of the areas mentioned above shall be subject to disciplinary action, including but not limited to termination of employment. District staff who observe acts of harassment must intervene unless intervention would be dangerous. Staff and students are encouraged to immediately report incidents of harassment/discrimination. The district will promptly investigate formal and informal complaints. Failure by employees to report a suspected violation of this policy or to otherwise follow this policy and related procedures, or failure by the Superintendent or designee to report a suspected violation as directed or initiate an investigation of alleged harassment/discrimination by students or District employees, as required by this policy, to follow approved procedures, or to take corrective action shall be cause for disciplinary action.

**GUIDELINES**

Employees who believe they or any other employee, student, or visitor is being or has been subjected to harassment/discrimination shall, as soon as reasonably practicable, report it to their immediate supervisor. Complaints of harassment/discrimination, whether verbal or written, shall lead to a documented investigation and a written report.

1. Informal complaints should be addressed with an individual's immediate supervisor; and

**Harassment/Discrimination****GUIDELINES (CONTINUED)**

2. Formal complaints should be filed with the District Compliance Officer: (859) 381-4223, lindsay.wright@fayette.kyschools.us.

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The Superintendent shall provide for the following:

1. Investigation Procedures for Informal and Formal Complaint Resolution:

a. Informal Resolution:

- Many problems may be solved by an informal meeting. A complainant must discuss their complaints in a prompt manner with their supervisor. Students and parents/guardians are encouraged to first discuss their concerns with their Principal;
- The Complainant and Supervisor/Principal shall meet to discuss the complaint with the objective of arriving at a mutually satisfactory resolution. The Complainant should expect a decision at the end of the informal meeting(s), not later than five (5) days; and
- If the matter is not resolved to the satisfaction of the Complainant, then within five (5) days of the informal decision, the Complainant may file a formal written complaint and submit it to the Compliance Officer.

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b. Formal Resolution:

- The Complainant may file a written complaint with the Compliance Officer. If an informal resolution has been sought, the written complaint shall be filed within five (5) days of the disposition at the informal level;
- The investigation will include documentary, testimonial evidence, and statements the Compliance Officer deems necessary. It will also include impartial, confidential interviews of the involved parties; and
- The Compliance Officer shall conduct a complete and fair investigation of the complaint in a timely manner. Should the investigation continue beyond 30 work days, the Compliance Officer will notify the Complainant of the anticipated date that the investigation will be completed.

c. The Compliance Officer will notify the parties that the legal standard used to determine whether harassment or discrimination exists is the preponderance of the evidence.

d. All investigators of harassment and discrimination complaints, including the Compliance Officer shall be impartial, and shall conduct adequate and reliable investigations.

1. Investigation of allegations of harassment/discrimination to include the submission of a written report of all findings of an investigation, regardless of the manner in which the complaint is communicated to a District administrator;

2. Establishment of measures to provide confidentiality in the complaint process;



**Harassment/Discrimination****GUIDELINES (CONTINUED)**

- ~~3-2~~ A process to identify and employ methods to correct and prevent reoccurrence of the harassment/discrimination;
- ~~3.~~ It is the expectation that harassment/discrimination investigations are impartial and non-biased, in nature;
- ~~4.~~ An offer of counseling or academic services to anyone subjected to harassment on the basis of race, color, or national origin and where appropriate, to the harasser;
- ~~5.~~ The Superintendent or designee shall utilize immediate and appropriate measure to remedy harassment/discrimination if revealed during an investigation. Those steps may include but are not limited to: disciplinary action, separation of individuals, counseling services, providing appropriate training for the parties involved in the complaint, and defining future steps to further prevent the harassment/discrimination;
- ~~4-6~~ A process where the provisions of this policy are disseminated in writing annually to all staff and students; and
- ~~7.~~ Annual training explaining prohibited behaviors.
- ~~8.~~ The Superintendent or designee shall maintain a record of all harassment complaints, investigative activities, outcomes, and remedies for monitoring purposes;
- ~~9.~~ All harassment and discrimination complaints, whether formal or informal, shall be shared with the Compliance Officer, no later than five (5) days after receipt. At the conclusion of an informal or formal complaint review, district Principal/Supervisors or designee shall notify the Compliance Officer, in writing, of the steps taken to review and address the complaint. The Compliance Officer will be the record keeper of all district harassment and discrimination complaints for annual maintenance and review; and
- ~~10.~~ The Superintendent or designee shall utilize immediate and appropriate measure to remedy and prevent reoccurrence of harassment/discrimination if revealed during an investigation.
- ~~5-11.~~ Those steps may include but are not limited to: disciplinary action, separation of individuals, counseling services, and/or appropriate training for the parties involved in the complaint.

If a supervisory staff member is an alleged party in the harassment/discrimination complaint, procedures shall also provide for addressing the complaint to a higher level of authority.

**PROHIBITED CONDUCT**

~~Depending on the circumstances and facts of the situation, and within the definition of harassment/discrimination contained in this policy conduct and/or actions that could be considered a violation of this policy include but are not limited to:~~

- ~~1. Derogatory nicknames, slurs, demeaning stories, jokes, or pictures relating to any of the protected categories listed in the definition of harassment/discrimination contained in this policy;~~

## **Harassment/Discrimination**

~~—Instances involving sexual violence;~~

~~2. Causing an employee to believe that he or she must submit to unwelcome sexual conduct in order to maintain employment or that a personnel decision will be based on whether or not the employee submits to unwelcome sexual conduct;~~

~~2. Implied or overt threats of physical violence or acts of aggression or assault based on any of the protected categories;~~

~~2. Seeking to involve individuals with disabilities in antisocial, dangerous or criminal activity where they, because of disability, are unable to comprehend fully or consent to the activity; and~~

~~2. Destroying or damaging an individual's property based on any of the protected categories.~~

### **RETALIATION PROHIBITED**

No one shall retaliate against an employee or student because s/he submits a grievance, assists or participates in an investigation, proceeding, or hearing regarding the charge of harassment/discrimination of an individual or because s/he has opposed language or conduct that violates this policy. Retaliatory behavior could result in disciplinary action.

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### **FAILURE TO REPORT SUSPECTED ABUSE**

Any employee who fails to report to the Principal or building supervisor suspected abuse of a student shall be subject to disciplinary action, including termination. This requirement does not alter or amend the reporting requirements of KRS 620.030 of any person to report abused children to the appropriate law enforcement agency.

### **OTHER CLAIMS**

When a complaint is received that does not appear to be covered by this policy, administrators shall review other policies that may govern the allegations, including but not limited to, 03.113, 03.1325 and/or 09.422.

**Harassment/Discrimination****REFERENCES:**

KRS 158.156; KRS Chapter 344; 42 USC 2000e, Civil Rights Act of 1964, Title VII  
29 C.F.R. 1604.11, Equal Employment Opportunity Commission (EEOC) Regulations  
Implementing Title VII  
20 U.S.C. 1681, Education Amendments of 1972, Title IX  
Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other  
Students, or Third Parties, Title IX  
Oncale v. Sundowner Offshores Service, Inc. (U.S.S.Ct.)  
34 C.F.R. 106.1-106.71, U.S. Department of Education Office for Civil Rights Regulations  
Implementing Title IX  
Genetic Information Nondiscrimination Act of 2008  
Age Discrimination Act, 42 U.S.C. 6101-6107; 34 C.F.R. 110.25.  
42 U.S.C. 2000d, Et. Seq., Civil Rights Act of 1964, Title VI  
Dear Colleague Letter on Harassment and Bullying from Assistant Secretary for Civil  
Rights for the United States Department of Education (2010)  
42 U.S.C. 794, Section 504 of the Rehabilitation Act of 1973  
42 USC 12131 et. seq., American with Disabilities Act of 1990 (Title II)  
Dear Colleague Letter on Harassment and Bullying from Assistant Secretary for Civil  
Rights for the United States Department of Education (2010)  
Bostock v. Clayton County, Georgia 140 S.Ct. 1731 (2020)

**RELATED POLICIES:**

03.113  
03.1325  
03.16  
09.2211  
09.227  
09.422  
09.42811

LEGAL: HB 258 CREATES A FOUNDATION BENEFIT COMPONENT FOR INDIVIDUALS WHO BECOME MEMBERS OF THE TEACHERS' RETIREMENT SYSTEM ON OR AFTER JANUARY 1, 2022. UNUSED SICK DAYS FOR THOSE MEMBERS MAY BE DEPOSITED INTO THE MEMBER'S SUPPLEMENTAL BENEFIT COMPONENT UPON RETIREMENT.  
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

PERSONNEL

03.175

**-CERTIFIED PERSONNEL-**

### **Retirement**

#### **DEFINITION**

Retirement means retirement as determined by Teachers' Retirement System guidelines.

#### **NOTICE**

Persons retiring shall give the Superintendent notice as far in advance as possible, and such notice shall be in compliance with KRS 161.780.

#### **RESPONSIBILITY**

Retirement benefits shall be solely a matter of contract between the employee and the Teachers' Retirement System and shall not be the responsibility of the Board except that the Board shall deduct and send to the Teachers' Retirement System, in the manner prescribed, those amounts required under law.

#### **UNUSED SICK DAYS**

The Board shall compensate certified employees only upon initial retirement, or their estate, for each unused sick day at the rate of 30% of the daily salary. This calculation is based on the employee's last annual salary. For personnel who begin employment with a local school district on or after July 1, 2008, unused sick leave days to be recognized in calculating reimbursement under KRS 161.155 shall not exceed 300 days. For personnel who become members of the Teachers' Retirement System on or after January 1, 2022, payment for unused sick leave days shall not be incorporated into the annual compensation used to calculate the retirement allowance in the foundational benefit but may be deposited into the member's supplemental benefit component.<sup>1</sup>

The District shall provide compensation for unused sick leave days when the employee provides proof s/he qualifies as an annuitant who will receive a retirement or disability allowance from the Teachers' Retirement System. Upon death of an employee in active contributing status who was eligible to retire by reason of service, the District shall compensate the estate of the employee.

#### **ESCROW ACCOUNT**

The Board shall create an escrow account to maintain the funds necessary to reimburse employees who qualify for the retirement benefit.

#### **REFERENCES:**

<sup>1</sup>KRS 161.155

KRS 157.420; KRS 161.220

KRS 161.540; KRS 161.545

KRS 161.560; KRS 161.600

KRS 161.633; KRS 161.635

OAG 81-1; OAG 83-191; OAG 97-28

29 U.S.C. 631



LEGAL: IN BOSTOCK V. CLAYTON COUNTY, GEORGIA, THE US SUPREME COURT HELD THAT THE TITLE VII PROHIBITION ON DISCRIMINATION ON THE BASIS OF "SEX" COVERS SEXUAL ORIENTATION OR GENDER IDENTITY.  
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

PERSONNEL

03.212

**- CLASSIFIED PERSONNEL**

**Equal Employment Opportunity**

It is the intent of the Board that equal employment opportunities be provided in full compliance with state and federal legal requirements.

**NONDISCRIMINATION**

As required by Title IX, the District does not discriminate on the basis of sex regarding admission to the District or in the educational programs or activities operated by the District. Inquiries regarding Title IX Sexual Harassment may be referred to the District Title IX Coordinator (TIXC), the Assistant Secretary for Civil Rights, or both.<sup>1</sup>

The Superintendent shall adhere to a policy of equal employment opportunity in all personnel matters. No person shall be subjected to discrimination in regard to employment, retention, promotion, demotion, transfer or dismissal because of race, color, religion, sex (including sexual orientation or gender identity), genetic information, national or ethnic origin, political affiliation, age, disabling condition, or limitations related to pregnancy, childbirth, or related medical conditions.<sup>2</sup> ~~In addition, the District does not discriminate on the basis of sexual orientation or gender identity.~~

**INDIVIDUALS WITH DISABILITIES**

No qualified person with a disability, as defined by law, shall, on the basis of the disability, be subject to discrimination in employment.<sup>3</sup>

District employment practices shall be in accordance with the Board-approved policies and District procedures addressing requirements of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

No human immunodeficiency virus (HIV) related test shall be required as a condition of hiring, promotion, or continued employment, unless the absence of HIV infection is a bona fide occupational qualification for the job in question as defined in KRS 207.135.

If considerations of sex, age or disability have a bona fide relationship to the unique requirements of a particular job or if there are applicable statutory or federal or state regulatory requirements, then sex, age or disability may be taken into account as a bona fide occupational qualification, provided such consideration is consistent with governing law.

**REASONABLE ACCOMMODATION**

Employees who have a long-term or permanent disability may request the District to provide reasonable accommodations necessary for them to perform the essential duties of the position. If assistive technology is deemed necessary for an employee, every effort will be made to obtain that technology in a timely fashion. Medical information obtained as part of an employee request shall be confidential.<sup>4</sup>

The District shall engage in a timely, good faith and interactive process to determine reasonable accommodations for an employee's limitations related to pregnancy, childbirth, or related medical conditions. Reasonable accommodation shall be provided as required by law.

**Equal Employment Opportunity****ADVISING EMPLOYEES**

The Superintendent shall inform all school employees of the provisions of this policy.<sup>1</sup>

**REFERENCES:**

<sup>1</sup>34 C.F.R. § 106.8

<sup>2</sup>KRS 161.164; KRS Chapter 344; 42 U.S.C. 2000e, Civil Rights Act of 1964, Title VII

<sup>3</sup>29 U.S.C.A. 794

<sup>4</sup>29 U.S.C. section 1630.14

KRS 207.135

34 C.F.R. 104.3 - 104.14

42 C.F.R. 2000e-2; 42 C.F.R. 2000(k)

Americans with Disabilities Act

Kentucky Education Technology System (KETS)

Section 504 of the Rehabilitation Act of 1973

Title IX of the Education Amendments of 1972

Genetic Information Nondiscrimination Act of 2008

Revised Sexual Harassment Guidance: Harassment of Students by School

Employees, Other Students, or Third Parties, Title IX

Oncale v. Sundowner Offshores Service, Inc. (U.S.S.Ct.)

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

**RELATED POLICIES:**

03.113; 03.1621; 03.233; 03.2621; 05.11

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LEGAL: OSHA REGULATIONS REQUIRE DISTRICTS TO REPORT CERTAIN INJURIES AND DEATHS.  
FINANCIAL IMPLICATIONS: POTENTIAL FINES FOR NOT REPORTING

PERSONNEL

03.24

- CLASSIFIED PERSONNEL -

### **Health and Safety**

#### **SAFETY**

It is the intent of the Board to provide a safe and healthful working environment for all employees. The employee shall report any conditions he/she believes to be unsafe to his/her immediate supervisor, who shall evaluate the situation and take appropriate action.

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

#### **HAZARD COMMUNICATION/CHEMICAL LABORATORY HYGIENE**

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

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

#### **BLOODBORNE PATHOGEN CONTROL**

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

1. Identification of employees at-risk of occupational exposure and their assigned tasks and procedures which could lead to such exposure;
2. Communication of hazards to employees;
3. Vaccinations of at-risk employees for Hepatitis B at no cost to these employees;
4. Determination of universal precautions to be observed, including adequate engineering controls and housekeeping procedures;
5. Appropriate training of employees;
6. Medical follow-up and counseling for employees after a work-site exposure;
7. Maintenance of confidential records of each exposure incident;
8. A schedule for implementing all provisions required by the OSHA standard;

**Health and Safety****BLOODBORNE PATHOGEN CONTROL (CONTINUED)**

9. Provision of personal protective equipment including an opportunity provided annually for employees who use medical sharps in performance of their duties to identify, evaluate and select engineering and work practice controls to be implemented by the District, as appropriate; and
10. Maintenance of a sharps injury log.

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

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

**LOCKOUT/TAGOUT**

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

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

**PERSONAL PROTECTIVE EQUIPMENT (PPE)**

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

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



**Health and Safety****REPORTING FATALITIES, AMPUTATIONS, HOSPITALIZATIONS, OR LOSS OF EYE**

The District shall, within eight (8) hours, make an oral report to the Kentucky Labor Cabinet of the death of any employee, including any death resulting from a heart attack; or the hospitalization of three (3) or more employees, including any hospitalization resulting from a heart attack, which occurs in the work environment or is caused or contributed to by an event in the work environment.

The District shall, within seventy-two (72) hours, make an oral report to the Kentucky Labor Cabinet of an amputation suffered by an employee, an employee's loss of an eye or the hospitalization of fewer than three (3) employees, which occurs in the work environment or is caused or contributed to by an event in the work environment.<sup>2</sup>

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**ASBESTOS MANAGEMENT**

The District shall conduct school inspection and re-inspection activities as required by state and federal law<sup>1</sup> to identify the status of asbestos. The District shall maintain an updated asbestos management plan that shall include, but not be limited to, applicable current and/or future inspection activities, response actions and surveillance activities and a description of steps taken to inform staff and parents about any such activities. Each school shall maintain in its administrative office an updated copy of the management plan for that school. Annual written notice of the availability of the plan shall be provided to parent, teacher, and employee organizations. In the absence of any such organizations, the District shall provide written notice of plan availability to parents, teachers, or employees, as applicable.

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

**REFERENCES:**

<sup>1</sup>401 KAR 58:010; 40 C.F.R. Part 763

<sup>2</sup>803 KAR 2:180

Kentucky Department for Public Health  
Centers for Disease Control and Prevention  
Kentucky Labor Cabinet; 803 KAR 2:308; 803 KAR 2:404  
OSHA 29 C.F.R. 1910  
132 PPE Hazard Assessment  
147 Lockout/Tagout  
1001 Asbestos – ACBM  
1200 Hazard Communication  
1030 Bloodborne Pathogens  
1410 Chemical Laboratory Hygiene

Further references to pertinent case law, federal statute and Board policy are located in administrative procedures.

PERSONNEL

03.24  
(CONTINUED)

**Health and Safety**

**RELATED POLICIES:**

03.211  
03.2234

LEGAL: IN BOSTOCK V. CLAYTON COUNTY, GEORGIA, THE US SUPREME COURT HELD THAT THE TITLE VII PROHIBITION ON DISCRIMINATION ON THE BASIS OF "SEX" COVERS SEXUAL ORIENTATION OR GENDER IDENTITY.  
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

PERSONNEL

03.262

- CLASSIFIED PERSONNEL -

### Harassment/Discrimination

#### DEFINITION

Fayette County Public Schools desires to be a welcoming and inclusive environment for all students, staff, and visitors. It is the expectation of Fayette County Public Schools that all District schools and work places are safe and free from harassment and discrimination of all forms, including on the basis of race, color, and national origin. Students, staff, and visitors are expected to treat all individuals with respect during school, after school, and during school sponsored activities. Staff and students are encouraged to immediately report incidents of harassment/discrimination. The District will promptly investigate formal and informal complaints.

Harassment/Discrimination of employees is unlawful behavior when an individual is treated differently or unfairly based upon a protected class. Protected classes include the race, color, national or ethnic origin, age, religion, sex (including sexual orientation or gender identity), genetic information, gender identity, sexual orientation, political affiliation, veteran status, disability, or limitations related to pregnancy, childbirth, or related medical conditions. of an employee involving intimidation by threats of or actual physical violence; the creation, by whatever means, of a climate of hostility or intimidation, or the use of language, conduct, or symbols in such manner as to be commonly understood to convey hatred or prejudice. Harassment generally involves a pattern of behavior that causes an individual to feel unwelcome or uncomfortable, and is based upon an above mentioned protected class. Harassing conduct may take many forms, including verbal, written, or electronically sent statements. It also includes any conduct that may be physically threatening, harmful, or humiliating to an individual. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when the conduct is severe or pervasive so as to interfere with or limit a student, employee, or visitor's ability to participate in or benefit from the services, activities, or opportunities offered by a District school.

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#### PROHIBITION

Harassment/Discrimination on the basis of race, color, national origin, age, religion, sex (including sexual orientation or gender identity), genetic information, political affiliation, veteran status, or disability is prohibited at all times on school property and off school grounds during school-sponsored activities in both academic and nonacademic settings. Settings where harassment/discrimination are prohibited include but are not limited to school classrooms, school hallways, buses, field trips, recess, athletic competitions, and all District offices. This prohibition also applies to visitors to the school who may come into contact with employees and students. (Harassment/discrimination based on sex applies to acts committed by persons of the same or the opposite sex.)

District staff shall provide for a prompt and equitable resolution of complaints concerning harassment/discrimination.

**Harassment/Discrimination****PROHIBITED CONDUCT**

Depending on the circumstances and facts of the situation, and within the definition of harassment/discrimination contained in this policy conduct and/or actions that could be considered a violation of this policy include but are not limited to:

9. Derogatory nicknames, slurs, intimidation, name calling, ridicule or mockery, insults, put downs, stereotyping, demeaning stories, jokes, or pictures relating to any of the protected categories listed in the definition of harassment/discrimination contained in this policy;
10. Treating someone differently, or less favorably based upon a protected class;
11. Unwanted touching, sexual advances, requests for sexual favors, and spreading sexual rumors;
12. Instances involving sexual violence;
13. Causing an employee to believe that he or she must submit to unwelcome sexual conduct in order to maintain employment or that a personnel decision will be based on whether or not the employee submits to unwelcome sexual conduct;
14. Implied or overt threats of physical violence or acts of aggression or assault based on any of the protected classes;
15. Seeking to involve individuals with disabilities in antisocial, dangerous or criminal activity where they, because of disability, are unable to comprehend fully or consent to the activity; and
16. Destroying or damaging an individual's property based on any of the protected classes.

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**DISCIPLINARY ACTION**

Employees who engage in harassment/discrimination of another employee or student based on the basis of any of the areas mentioned above shall be subject to disciplinary action, including but not limited to termination of employment. District staff who observe acts of harassment must intervene unless intervention would be dangerous. Staff and students are encouraged to immediately report incidents of harassment/discrimination. The district will promptly investigate formal and informal complaints. Failure by employees to report a suspected violation of this policy or to otherwise follow this policy and related procedures, or failure by the Superintendent or designee to report a suspected violation as directed or initiate an investigation of alleged harassment/discrimination by students or District employees, as required by this policy, to follow approved procedures, or to take corrective action shall be cause for disciplinary action.

**GUIDELINES**

Employees who believe they or any other employee, student, or visitor is being or has been subjected to harassment/discrimination shall, as soon as reasonably practicable, report it to their immediate supervisor. Complaints of harassment/discrimination, whether verbal or written, shall lead to a documented investigation and a written report.

2-3. Informal complaints should be addressed with an individual's immediate supervisor; and



**Harassment/Discrimination****GUIDELINES (CONTINUED)**

4. Formal complaints should be filed with the District Compliance Officer: (859) 381-4223, [lindsay.wright@fayette.kyschools.us](mailto:lindsay.wright@fayette.kyschools.us).

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The Superintendent shall provide for the following:

12. Investigation Procedures for Informal and Formal Complaint Resolution:

b. Informal Resolution:

- Many problems may be solved by an informal meeting. A complainant must discuss their complaints in a prompt manner with their supervisor. Students and parents/guardians are encouraged to first discuss their concerns with their Principal;
- The Complainant and Supervisor/Principal shall meet to discuss the complaint with the objective of arriving at a mutually satisfactory resolution. The Complainant should expect a decision at the end of the informal meeting(s), not later than five (5) days; and
- If the matter is not resolved to the satisfaction of the Complainant, then within five (5) days of the informal decision, the Complainant may file a formal written complaint and submit it to the Compliance Officer.

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b. Formal Resolution:

- The Complainant may file a written complaint with the Compliance Officer. If an informal resolution has been sought, the written complaint shall be filed within five (5) days of the disposition at the informal level;
  - The investigation will include documentary, testimonial evidence, and statements the Compliance Officer deems necessary. It will also include impartial, confidential interviews of the involved parties; and
  - The Compliance Officer shall conduct a complete and fair investigation of the complaint in a timely manner. Should the investigation continue beyond 30 work days, the Compliance Officer will notify the Complainant of the anticipated date that the investigation will be completed.
- c. The Compliance Officer will notify the parties that the legal standard used to determine whether harassment or discrimination exists is the preponderance of the evidence.
- d. All investigators of harassment and discrimination complaints, including the Compliance Officer shall be impartial, and shall conduct adequate and reliable investigations.
- ~~8. Investigation of allegations of harassment/discrimination to include the submission of a written report of all findings of an investigation, regardless of the manner in which the complaint is communicated to a District administrator;~~
- ~~8. Establishment of measures to provide confidentiality in the complaint process;~~

**Harassment/Discrimination****GUIDELINES (CONTINUED)**

~~6.13.~~A process to identify and employ methods to correct and prevent reoccurrence of the harassment/discrimination;

~~14. It is the expectation that harassment/discrimination investigations are impartial and non-biased, in nature;~~

~~15. An offer of counseling or academic services to anyone subjected to harassment on the basis of race, color, or national origin and where appropriate, to the harasser;~~

~~16. The Superintendent or designee shall utilize immediate and appropriate measure to remedy harassment/discrimination if revealed during an investigation. Those steps may include but are not limited to: disciplinary action, separation of individuals, counseling services, providing appropriate training for the parties involved in the complaint, and defining future steps to further prevent the harassment/discrimination;~~

~~7.17.~~A process where the provisions of this policy are disseminated in writing annually to all staff and students; and

~~18.~~Annual training explaining prohibited behaviors.

~~19. The Superintendent or designee shall maintain a record of all harassment complaints, investigative activities, outcomes, and remedies for monitoring purposes;~~

~~20. All harassment and discrimination complaints, whether formal or informal, shall be shared with the Compliance Officer, no later than five (5) days after receipt. At the conclusion of an informal or formal complaint review, district Principal/Supervisors or designee shall notify the Compliance Officer, in writing, of the steps taken to review and address the complaint. The Compliance Officer will be the record keeper of all district harassment and discrimination complaints for annual maintenance and review; and~~

~~21. The Superintendent or designee shall utilize immediate and appropriate measure to remedy and prevent reoccurrence of harassment/discrimination if revealed during an investigation.~~

~~8.22.~~Those steps may include but are not limited to: disciplinary action, separation of individuals, counseling services, and/or appropriate training for the parties involved in the complaint.

If a supervisory staff member is an alleged party in the harassment/discrimination complaint, procedures shall also provide for addressing the complaint to a higher level of authority.

**PROHIBITED CONDUCT**

~~Depending on the circumstances and facts of the situation, and within the definition of harassment/discrimination contained in this policy conduct and/or actions that could be considered a violation of this policy include but are not limited to:~~

~~5.17. Derogatory nicknames, slurs, demeaning stories, jokes, or pictures relating to any of the protected categories listed in the definition of harassment/discrimination contained in this policy;~~

**Harassment/Discrimination**

- ~~5. Instances involving sexual violence;~~
- ~~5. Causing an employee to believe that he or she must submit to unwelcome sexual conduct in order to maintain employment or that a personnel decision will be based on whether or not the employee submits to unwelcome sexual conduct;~~
- ~~5. Implied or overt threats of physical violence or acts of aggression or assault based on any of the protected categories;~~
- ~~5. Seeking to involve individuals with disabilities in antisocial, dangerous or criminal activity where they, because of disability, are unable to comprehend fully or consent to the activity; and~~
- ~~5. Destroying or damaging an individual's property based on any of the protected categories.~~

**RETALIATION PROHIBITED**

No one shall retaliate against an employee or student because s/he submits a grievance, assists or participates in an investigation, proceeding, or hearing regarding the charge of harassment/discrimination of an individual or because s/he has opposed language or conduct that violates this policy, Retaliatory behavior could result in disciplinary action.

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**FAILURE TO REPORT SUSPECTED ABUSE**

Any employee who fails to report to the Principal or building supervisor suspected abuse of a student shall be subject to disciplinary action, including termination. This requirement does not alter or amend the reporting requirements of KRS 620.030 of any person to report abused children to the appropriate law enforcement agency.

**OTHER CLAIMS**

When a complaint is received that does not appear to be covered by this policy, administrators shall review other policies that may govern the allegations, including but not limited to, 03.113, 03.1325 and/or 09.422.

**Harassment/Discrimination****REFERENCES:**

KRS 158.156; KRS Chapter 344; 42 USC 2000e, Civil Rights Act of 1964, Title VII  
29 C.F.R. 1604.11, Equal Employment Opportunity Commission (EEOC) Regulations  
Implementing Title VII  
20 U.S.C. 1681, Education Amendments of 1972, Title IX  
Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other  
Students, or Third Parties, Title IX  
Oncale v. Sundowner Offshores Service, Inc. (U.S.S.Ct.)  
34 C.F.R. 106.1-106.71, U.S. Department of Education Office for Civil Rights Regulations  
Implementing Title IX  
Genetic Information Nondiscrimination Act of 2008  
Age Discrimination Act, 42 U.S.C. 6101-6107; 34 C.F.R. 110.25.  
42 U.S.C. 2000d, Et. Seq., Civil Rights Act of 1964, Title VI  
Dear Colleague Letter on Harassment and Bullying from Assistant Secretary for Civil  
Rights for the United States Department of Education (2010)  
42 U.S.C. 794, Section 504 of the Rehabilitation Act of 1973  
42 USC 12131 et. seq., American with Disabilities Act of 1990 (Title II)  
Dear Colleague Letter on Harassment and Bullying from Assistant Secretary for Civil  
Rights for the United States Department of Education (2010)  
Bostock v. Clayton County, Georgia 140 S.Ct. 1731 (2020)

**RELATED POLICIES:**

03.212  
03.2325  
03.26  
09.2211  
09.227  
09.422  
09.42811



LEGAL: HB 192 (2021-2022 BUDGET BILL) INCLUDES AN EXCEPTION FOR A WORKING BUDGET WITH A MINIMUM RESERVE OF LESS THAN TWO PERCENT (2%). THIS EXPIRES JUNE 30, 2022.  
FINANCIAL IMPLICATIONS: EXCEPTION TO THE MINIMUM RESERVE

FISCAL MANAGEMENT

04.1

### **Budget Planning and Adoption**

#### **PLANNING**

The Superintendent shall establish procedures to provide for community and professional input in the development of recommendations to be considered for the District budget. These procedures shall include a process to identify and prioritize recommendations for establishing District goals and financial priorities.

#### **PREPARATION OF BUDGETS**

As part of the annual budget process, the Board shall determine priorities to guide the Superintendent in developing draft budgets for the next fiscal year. Prior to the Board setting budget priorities, the Superintendent shall provide the Board with the estimated amounts that will be received from available sources, including tax rate(s) necessary to generate such amounts. In setting budget priorities, the Board shall consider the following:

1. Results of the current needs assessment, recommendations resulting from that process, and current District/school improvement and/or long-range plans.
2. Revenue projections for the coming year.

After receiving the Board's budget priorities, the Superintendent shall prepare for Board consideration and action proposed District budgets for all active MUNIS fund accounts. Budgets shall address the educational needs of the District as reflected by priorities established by the Board and shall show the amount of money needed and source of funds for the upcoming school year.

Each year, school councils shall review the budgets for all categorical programs and provide comments to the Board prior to the adoption of the budgets.

The Superintendent shall have the responsibility to assure that procedures are established for budget control and reporting throughout the District.

#### **NEW/ADDITIONAL BUDGET ALLOCATIONS**

No new discretionary programs or new/additional budget allocations shall be made without prior written documentation, for presentation to the Superintendent/designee/Board of the following information:

1. Statement of measurable goal(s)/objective(s) relative to improved District operations, including direct indicators of student academic performance;
2. Description of how the goal(s)/objective(s) will be measured and tracked over time;
3. Implementation and accountability check timelines;
4. Responsibility for the program; and
5. Impact on staffing, facilities, and other District programs.

**Budget Planning and Adoption****BUDGET TRANSFERS**

Once a Working Budget has been approved by the Board in September, budget transfers within the general fund, in excess of \$100,000 between function codes shall be reported monthly to the Board for informational purposes. The reporting period shall be from October 1st through June 30th of each year, with the first report being provided to the Board in November for the month of October. In addition, any budgetary transfers between funds, regardless of the dollar amount, shall be reported to the Board during this same period.

**BUDGET DEFICIT PROHIBITED**

The Superintendent shall not recommend and a Board member shall not knowingly vote for an expenditure in excess of the revenue and income of any year as shown by the approved budget.

**TIMELINE**

On or before January 31, the Board shall formally and publicly examine a detailed estimate of revenues and proposed expenditures by line item for the following fiscal year. On or before May 30, the Board shall adopt a tentative working budget which includes a minimum reserve of two percent (2%) of the total budget. During the ~~2020-2021-2022~~ school year, the District may adopt, and the Kentucky Board of Education may approve, a working budget that includes a minimum reserve less than two percent (2%) of the total budget.

Within thirty (30) days of receipt of the District's certified property assessment data and maximum permissible tax rates from the Department of Education, the District upon authorization by the Board shall levy tax rates for the District and forward them to the Kentucky Board of Education for approval or disapproval. The Fayette County Board of Education shall adopt a close estimate or working budget for the District by September 30.

**REFERENCES:**

KRS 156.160; KRS 157.330; KRS 157.350; KRS 157.360  
KRS 157.440; KRS 160.370; KRS 160.390  
KRS 160.460; KRS 160.470; KRS 160.530; KRS 160.550; KRS 424.250;  
~~2021-2022 Budget Bill (HB192)2020-2021 Budget Bill (HB-352)~~  
702 KAR 3:100; 702 KAR 3:110; 702 KAR 3:246; OAG 67-510

**RELATED POLICIES:**

01.11; 02.4242; 02.4331; 04.91; 08.5

RECOMMENDED: ELECTRONIC RECEIPTS AND PAYMENTS SHOULD BE AUTHORIZED BY THE BOARD.  
FINANCIAL IMPLICATIONS: LESS COST BY TRANSMITTING ELECTRONICALLY RATHER THAN BY MAIL

FISCAL MANAGEMENT

04.311

### **District Accounts**

#### **SYSTEM OF ACCOUNTING**

The Board intends that accounting practices follow the state and federal laws and regulations and generally accepted accounting principles. Therefore, the District shall follow the uniform financial accounting system (MUNIS) provided by the Kentucky Department of Education.

As advised by the Board's auditor/Certified Public Accountant, determination of assets and liabilities, prioritization of expenditures of governmental funds, and provisions for accounting disclosures shall be made in accordance with governmental accounting standards. This process shall include leave accumulated by employees and all Board properties and funds, including those that have been escrowed.

#### **ELECTRONIC FUNDS TRANSFER (EFT)**

The District may participate in EFTs. Properly approved electronic payments on behalf of the District may be made in accordance with applicable laws and regulations. The Board authorizes schools to accept electronic receipts and make payments in accordance with Accounting Procedures for Kentucky School Activity Funds and applicable laws and regulations.

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#### **REFERENCES:**

KRS 157.060

KRS 160.340; KRS 160.560

702 KAR 3:120: KETS District Administrative System Chart of Accounts and Chart of Accounts Descriptions

702 KAR 3:130

Governmental Accounting Standards Boards (GASB)

Accounting Procedures for Kentucky School Activity Funds

LEGAL: SB 171 AMENDS KRS 66.480 TO ALLOW INVESTMENTS TO EXCEED FORTY PERCENT (40%) OF THE TOTAL MONEY INVESTED UNLESS THE INVESTMENT IS IN A MUTUAL FUND AS DESCRIBED BELOW.

FINANCIAL IMPLICATIONS: INCREASED INVESTMENTS

FISCAL MANAGEMENT

04.6

### **Investments**

#### **EXCESS FUNDS**

Funds that are temporarily in excess of operating needs shall be invested by the Finance Officer in accordance with the contract with the depositories. Such funds shall be invested in one (1) or more of the following:

1. Obligations of the United States and of its agencies and instrumentalities, including obligations subject to repurchase agreements, provided that delivery of these obligations subject to repurchase agreements is taken either directly or through an authorized custodian;
2. Obligations and contracts for future delivery or purchase of obligations backed by the full faith and credit of the United States or a United States government agency;
3. Obligations of any corporation of the United States government;
4. Certificates of deposit issued by or other interest-bearing accounts of any bank or savings and loan institution having a physical presence in Kentucky which are insured by the Federal Deposit Insurance Corporation or similar entity or which are collateralized, to the extent uninsured, including surety bonds, by any obligations permitted by KRS 41.240(4);
5. Uncollateralized certifications of deposit issued by any bank or savings and loan institution having a physical presence in Kentucky rated in one (1) of the three (3) highest categories by a competent rating agency;
6. Bankers' acceptances for banks rated in one (1) of the three (3) highest categories by a competent rating agency;
7. Commercial paper rated in the highest category by a competent rating agency;
8. Bonds or certificates of indebtedness of this state and of its agencies and instrumentalities;
9. Securities issued by a state or local government or any instrumentality of agency thereof, in the United States, and rated in one (1) of the three (3) highest categories by a competent rating agency;
10. Shares of mutual funds and exchange traded funds, as permitted in KRS 66.480;<sup>1</sup>
11. Individual equity securities if the funds being invested are managed by a professional investment manager regulated by a federal regulatory agency. The individual equity securities shall be included within the Standard & Poor's 500 Index, and a single sector shall not exceed twenty five percent (25%) of the equity allocation; and
12. Individual high-quality corporate bonds that are managed by a professional investment manager that are issued, assumed, or guaranteed by a solvent institution created and existing under the laws of the United States; have a standard maturity of no more than ten (10) years; and are rated in the three (3) highest rating categories by at least two (2) competent credit rating agencies.



**Investments****EXCESS FUNDS (CONTINUED)**

The Board shall not purchase any investment on a margin basis or through the use of any similar leveraging technique. In addition, the amount of money the District invests at any time in one (1) or more of the categories/options 5, 6, 7, 11, and 12 listed above shall not exceed twenty percent (20%) of the total amount of money invested. The amount of money the District invests in categories/options 10, 11, and 12 above shall not, aggregately, exceed forty percent (40%) of the total money invested, unless the investment is in a mutual fund consisting solely of the investments authorized above, or any combination thereof.

At the time the investment is made, no more than five percent (5%) of the total amount of money invested by the District shall be invested in any one (1) issuer unless:

1. The issuer is the United States government or an agency or instrumentality of the United States government, or an entity which has its obligations guaranteed by either the United States government or an entity, agency, or instrumentality of the United States government;
2. The money is invested in a certificate of deposit or other interest-bearing accounts as authorized by law;
3. The money is invested in bonds or certificates or indebtedness of this state and its agencies and instrumentalities as authorized by law; or
4. The money is invested in securities issued by a state or local government, or any instrumentality or agency thereof, in the United States as authorized by law.

**TRUST FUND INVESTMENTS**

Trust funds from which the District receives benefit may be invested by the Finance Officer in accordance with the terms of such trust agreement(s). If specific investment guidelines are not set forth in the trust agreement(s), the Finance Officer shall consider recommendations provided by the fund administrator(s). In addition to investment options approved for excess funds, trust funds may be invested in equities unless specifically prohibited in the trust agreement(s).

**GUIDELINES**

The primary objectives of investment activities, in priority order, shall be:

1. *Legality* - All investments shall be made in accordance with applicable legal requirements.
2. *Safety* - The Finance Officer shall consider safety of principal, along with reduction of credit and interest rate risk, in making investment decisions.
3. *Liquidity* - Investments shall remain sufficiently liquid to meet reasonably anticipated operating requirements. To promote this objective, the Finance Officer shall develop a fiscal year anticipated cash flow projection schedule.

**Investments****GUIDELINES (CONTINUED)**

4. *Yield* - The Finance Officer shall select investments or recommend investments with the objective of attaining the maximum rate of return.

Prior to investment, the Finance Officer shall ascertain the current rate of interest payable for the investment at all financial institutions approved by the Board.

At the next regular Board meeting following the investment, the Board shall be informed as to the amount invested, type of investment, date of investment, rate of interest, length of investment, and current market value of the funds invested. The Finance Officer also shall provide a monthly report to the Board of the total amount invested at the end of the previous month, the maturity date of those investments and the rate of interest being earned.

The Finance Officer shall prepare for Board review an annual review of the District's investment program, which shall summarize the information that has been presented monthly.

**REFERENCES:**

<sup>1</sup>KRS 66.480  
KRS 160.570  
KRS 41.240  
KRS 160.431  
702 KAR 3:090

**RELATED POLICIES:**

04.2  
04.21

LEGAL: THE LANGUAGE BEING REMOVED BELOW WAS IN THE 2018 BUDGET BILL AND IS NO LONGER IN EFFECT.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

FISCAL MANAGEMENT

04.91

### **Financial Statements and Reports**

The Superintendent shall cause financial statements and annual financial reports to be produced and reported in accordance with KRS 160.431 and KRS 160.463. Annual financial reports shall be posted on the District website as required by law.

The finance officer shall present a detailed monthly financial report for Board approval to include the previous month's revenues and expenditures of the District. Financial reports shall be posted on the District website as required by law.

~~The District shall submit a report to the Legislative Research Commission and the Kentucky Department of Education no later than December 1 of each fiscal year for the past fiscal year. The report shall include the following:~~

- ~~0. All expenses charged to Instruction, Student Support Services, Instructional Staff Support Services, District Administrative Support Services, School Administrative Support Services and Business Support Services delineated by the relevant subfunction codes, for the previous fiscal year;~~
- ~~0. A comparison of the previous fiscal year's expenses as detailed in #1 with the same expenses in the preceding fiscal year;~~
- ~~0. A detailed section explaining steps to reduce administrative expenditures while maintaining and expanding instructional expenditures; and~~
- ~~0. A copy of the District's policy for maintaining a reserve fund balance in compliance with appropriate government and accounting standards.~~

#### **REFERENCES:**

KRS 160.431

KRS 160.463

~~2018 Budget Bill~~

Governmental Accounting Standards Board

#### **RELATED POLICY:**

04.1

LEGAL: REVISIONS TO 702 KAR 5:080 CLARIFY THAT SCHOOL BUS DRIVERS, MECHANICS, OR ANYONE PERFORMING SAFETY-SENSITIVE STUDENT TRANSPORTATION DUTIES FOUND UNDER THE INFLUENCE OF ALCOHOL OR ANY ILLEGAL DRUGS WHILE ON DUTY OR WITH REMAINING DRIVING RESPONSIBILITIES THAT SAME DAY, SHALL BE DISMISSED FROM EMPLOYMENT IN ACCORDANCE WITH KENTUCKY ADMINISTRATIVE REGULATION AND BOARD POLICY AND SHALL NOT BE ELIGIBLE FOR REEMPLOYMENT IN A SAFETY-SENSITIVE STUDENT TRANSPORTATION POSITION FOR FIVE (5) YEARS.  
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

## TRANSPORTATION

06.221

### School Bus Drivers' Use of Tobacco, Drugs and Alcohol

(Including all CDL holders)

#### **TOBACCO, ALTERNATIVE NICOTINE, OR VAPOR PRODUCTS**

The use of any tobacco product, alternative nicotine product, or vapor product as defined in KRS 438.305 is prohibited for all persons and at all times on or in all property, including any vehicle, that is owned, operated, leased, or contracted for use by the Board and while attending or participating in any school-related student trip or student activity and is in the presence of a student or students.<sup>1</sup>

Adequate notice shall be provided to students, parents and guardians, school employees, and the general public.

Signage shall be posted on or in all property, including any vehicle that is owned, operated, leased, or contracted for use by the Board, clearly stating that the use of all such products is prohibited at all times and by all persons on or in the property.

School employees shall enforce the policy.

#### **OTHER SUBSTANCES**

Employees of the District shall not operate a District-owned motor vehicle while under the influence of alcohol or any other substance which may impair their ability to safely operate the vehicle. Employees found to be under the influence of such substance, while in a duty status, may be suspended pending further disciplinary action.

School bus drivers convicted of any violation of laws related to illegal substances, or for use of intoxicants at any time that may impair the safe operation of a vehicle, shall be immediately suspended from duty pending termination proceedings.

#### **DEFINITIONS**

The following definitions apply for purposes of drug and alcohol testing required by federal and state law:

"Drugs" refers to controlled substances as prohibited by the Omnibus Act, including, but not limited to, marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP).

"Alcohol" refers to the intoxicating agent in beverage alcohol, ethyl alcohol, or other low molecular weight alcohols, including but not limited to, methyl and isopropyl. Alcohol use includes the consumption of any beverage, mixture, or preparation, including any medication containing alcohol.

#### **USE PROHIBITED**

All employees subject to commercial driver's license (CDL) requirements shall be prohibited from:



**School Bus Drivers' Use of Tobacco, Drugs and Alcohol****USE PROHIBITED (CONTINUED)**

1. The use of any drugs, that may affect the employee's ability to safely drive a school bus or perform other job responsibilities;
2. The use of alcohol:
  - a. While on duty;
  - b. Four (4) hours before driving;
  - c. Eight (8) hours following an accident; or
  - d. Consumption at any time resulting in alcohol in the system while on duty.

**REQUIRED REPORTS**

- School bus Drivers taking medication either by prescription or without prescription shall report to the immediate supervisor and shall not drive if that medication may affect the driver's ability to safely drive a school bus or perform other driver responsibilities.<sup>2</sup>
- School bus Drivers shall immediately report to the Superintendent or designee any traffic violation specified in Kentucky Administration Regulation:<sup>2</sup>
  1. Revocation of driver's license;
  2. Conviction for DUI/DWI;
  3. Conviction for reckless driving; or
  4. Citation for any moving motor vehicle violation including DUI/DWI and reckless driving.

**FEDERAL MOTOR CARRIER SAFETY ADMINISTRATION (FMCSA) DRUG AND ALCOHOL CLEARINGHOUSE**

The Clearinghouse is a secure online database that gives employers, the FMCSA, State Driver Licensing Agencies (SDLAs), and State law enforcement personnel real-time information about commercial driver's license (CDL) and commercial learner's permit (CLP) holders' drug and alcohol program violations. The Clearinghouse enables employers to identify drivers who commit a drug and alcohol program violation while working for one employer, but who fail to subsequently inform another employer (as required by current regulations).

<https://www.fmcsa.dot.gov/>

The District must not employ a driver subject to controlled substances and alcohol testing to perform a safety-sensitive function without first conducting a pre-employment query of the Clearinghouse to obtain information about whether the driver has a verified positive, adulterated, or substituted controlled substances test result; has an alcohol confirmation test with a concentration of 0.04 or higher; has refused to submit to a test in violation of law; or that an employer has reported actual knowledge, as defined by federal regulation, that the driver used alcohol on duty, used alcohol before duty, used alcohol following an accident, or used a controlled substance, in violation of federal regulations.

**School Bus Drivers' Use of Tobacco, Drugs and Alcohol****FEDERAL MOTOR CARRIER SAFETY ADMINISTRATION (FMCSA) DRUG AND ALCOHOL CLEARINGHOUSE (CONTINUED)**

The District must conduct a query of the Clearinghouse at least once per year for information for all CDL drivers subject to controlled substance and alcohol testing to determine whether information exists in the Clearinghouse about those employees. The District shall not allow a driver to perform any safety-sensitive function if the results of a Clearinghouse query on the driver demonstrate a disqualification as provided by regulation and described above and such driver may be subject to personnel action up to and including termination.

Reporting of the following information on individual drivers to the federal Clearinghouse is required: verified positive, adulterated, or substituted test results; confirmed alcohol tests at .04 or higher; refusal to submit to required tests; the reporting of actual knowledge (as defined by federal regulation) of Department of Transportation (DOT) regulatory violations, including violations based on prohibited on duty, pre-duty, or post-accident alcohol use and controlled substance use; and regulatory return to duty and follow-up testing information as applicable.

**TESTING**

All covered applicants and employees shall be subject to pre-employment testing (controlled substances only), and reasonable suspicion, random and post-accident testing for drugs and alcohol. Return-to-duty and follow-up testing shall also be required.

All offers of employment with the District shall be made contingent upon testing results. An applicant who tests positive shall not be employed.

Current employees who test positive shall be subject to immediate disciplinary action up to and including dismissal in accordance with Board policy and administrative procedures. A school bus driver, substitute driver, school bus mechanic or anyone performing safety-sensitive pupil transportation duties who tests 0.02 percent or higher on the confirmation alcohol test immediately before, during, or immediately following the performance of these duties shall be relieved of these duties immediately. (School bus drivers found under the influence of alcohol or any illegal drugs while on duty or with remaining driving responsibilities that same day shall be dismissed from employment in accordance with Kentucky Administrative Regulation and Board policy and shall not be eligible for reemployment in a safety-sensitive student transportation position for five [5] years-).

Employees who test positive shall be notified of referral services. Additionally, employees shall be subject to CDL prohibitions and penalties under the Omnibus Act and applicable Federal Motor Carrier Safety Regulations.

Applicants who refuse drug and alcohol testing shall be terminated immediately from employment consideration. Current employees who refuse to comply with testing requirements will be regarded as insubordinate and shall be subject to disciplinary action, up to and including dismissal.

Refusal to submit to an alcohol or controlled substance test means that the individual demonstrated noncompliance, including but not limited to the following actions:

- Failed to appear for any test within a reasonable period of time as determined by the employer and consistent with applicable Department of Transportation agency regulation;

**School Bus Drivers' Use of Tobacco, Drugs and Alcohol****TESTING (CONTINUED)**

- Failed to remain at the testing site until the testing process was completed;
- Failed to provide a sample specimen for any required test;
- Failed to provide a sample in an amount sufficient for testing without an adequate medical reason for the failure;
- Failed to undergo a medical examination as directed by the Medical Review Officer as part of the verification process for the previous listed reason;
- Failed or declined to submit to a second test that the employer or collector has directed the driver to take;
- Failed to cooperate with any of the testing process; and/or
- Adulterated or substituted a test result as reported by the Medical Review Officer.

**TESTING COSTS**

Pre-employment drug testing costs shall be paid for by the District. All current employee drug and alcohol testing including reasonable suspicion, random and post-accident testing cost shall be paid for by the District.

**MATERIALS TO BE PROVIDED**

The Superintendent/designee shall distribute educational materials to explain state and federal legal requirements for alcohol and controlled substance testing of CDL drivers and the District's policies and procedures to implement it and answer questions about the materials. Materials shall meet content requirements of state and federal regulations, including information on required reporting to the federal Clearinghouse, and shall be distributed to each driver prior to the start of alcohol and controlled substances testing each year and to each driver subsequently hired or transferred into a position requiring driving a commercial motor vehicle. Each member is required to sign a statement certifying that s/he has received a copy of these materials.

**NOTIFICATION OF SUPERINTENDENT/DESIGNEE**

Employees of the District whose duties require them to operate a motor vehicle owned or leased by the District shall notify their supervisor immediately of a conviction or guilty plea for any traffic violation (except parking), including violations while operating a privately-owned vehicle.

**REFERENCES:**

<sup>1</sup>KRS 438.050; KRS 438.305; KRS 438.345

<sup>2</sup>702 KAR 5:080

49 C.F.R. Part 382

49 C.F.R. § 382.701; 49 C.F.R. § 382.703; 49 C.F.R. § 390

Omnibus Employee Testing Act of 1991, Public Law 102-143, Title V

**RELATED POLICIES:**

03.11; 03.13251; 03.1327; 03.17

03.21; 03.23251; 03.2327; 03.27

09.4232; 10.5

LEGAL: REVISIONS TO 702 KAR 5:080 INCLUDE FIRST AID AND CPR TRAINING REQUIREMENTS.  
FINANCIAL IMPLICATIONS: COST OF ADDITIONAL TRAINING

TRANSPORTATION

06.23

### **Driver and Substitute Driver Training**

#### **SUPERINTENDENT RESPONSIBILITY**

The Superintendent shall be responsible for providing the annual required in-service school bus driver training in accordance with 702 KAR 5:030 and 702 KAR 5:080.

All training requirements include both regular and substitute drivers.

#### **FIRST AID AND CARDIOPULMONARY RESUSCITATION (CPR) TRAINING REQUIRED**

All school bus drivers, student transportation technicians, and employees that transport students shall, at a minimum, receive basic first aid and CPR training by a person with a valid certificate in first-aid training, including CPR, from the American Red Cross; or equivalent training that can be verified by documentary evidence.<sup>1</sup>

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#### **COMMERCIAL DRIVER'S LICENSE**

Driver applicants shall pay the fee for the commercial driver's license required for all bus drivers and substitute bus drivers including the cost of obtaining a regular driver's license. After successful completion of the training program and six (6) weeks of employment as a school bus driver, the employee may be reimbursed the difference between the cost of the regular driver's license and the Commercial Driver's License needed to drive a school bus.

#### **REFERENCES:**

<sup>1</sup>702 KAR 5:080

KRS 189.370

KRS 189.375

KRS 189.380

KRS 189.450

KRS 189.540

KRS 189.550

KRS 189.580

KRS 189.635

702 KAR 5:030

~~702 KAR 5:080~~

702 KAR 5:010



LEGAL: REVISIONS TO 702 KAR 5:080 PERMIT ARCHERY EQUIPMENT, USED IN CONNECTION WITH SCHOOL ARCHERY TEAMS, TO BE TRANSPORTED ON THE BUS AND CLARIFY THE USE OF A SERVICE ANIMAL. DISTRICTS MAY ALSO HAVE POLICIES ON EATING AND DRINKING ON THE BUS. FINANCIAL IMPLICATIONS: NONE ANTICIPATED

TRANSPORTATION

06.342

## **Hazards in and on Bus**

### **PROHIBITED ITEMS**

Passengers shall not bring an object on the school bus that may block the bus aisles or exits ~~or otherwise impede exiting the bus.~~

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~~A driver shall not knowingly permit certain items to be transported on the bus, including, but not limited to, the following:~~ The following ~~are not to be transported on the bus:~~

1. ~~F~~irearms or weapons, either operative or ceremonial ~~(exception: archery bows, used in connection with a school archery team, may be transported inside the passenger compartment and arrows transported in the underneath storage compartment);~~
2. ~~F~~ireworks or other explosive materials of any type;
3. Live animals, except for ~~an~~ service animal ~~necessary for a student to attend school; that is not a risk to other bus riders and is necessary to enable a person to safely utilize the bus transportation as documented by:~~
  - ~~Adequate medical evidence or~~
  - ~~An animal required by a student's Individual Education Plan (IEP) or Section 504 Plan.~~
  - ~~Or a service animal.~~
7. ~~Preserved specimens that would likely frighten a pupil or cause a commotion on the bus; or~~
8. ~~G~~lass objects or helium balloons.

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### **REFERENCES:**

KRS 158.110  
702 KAR 5:080  
702 KAR 5:150

~~20 U.S.C. § 1400 et seq.~~ Individuals with Disabilities Education ~~Improvement~~ Act (IDEA)  
Section 504 of Rehabilitation Act of 1973  
Americans with Disabilities Act

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LEGAL: REPEAL OF 702 KAR 6:045 ALLEVIATES SOME OF THE ADMINISTRATIVE BURDEN ON SCHOOL DISTRICTS WHILE PRESERVING THE SAFETY OF SCHOOL NUTRITION PROGRAMS AS, UNDER CURRENT LAW, THE FOOD SERVICE STAFF FOR SCHOOL DISTRICTS PARTICIPATING IN FEDERAL CHILD NUTRITION PROGRAMS ARE SUBJECT TO LOCAL, STATE, AND FEDERAL TRAINING REQUIREMENTS.  
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

SUPPORT SERVICES

07.16

### **Food Service/School Nutrition Employees**

#### **FOOD SERVICE/SCHOOL NUTRITION EMPLOYEES**

All food service/school nutrition employees shall meet the qualifications of and be in compliance with the responsibilities noted in federal regulation, ~~or 702 KAR 6:045, whichever is most stringent.~~<sup>4</sup> In addition, food service/school nutrition program directors and school cafeteria managers shall meet training and credential requirements specified in statute.<sup>12</sup>

#### **REFERENCES:**

~~<sup>4</sup>702 KAR 6:045~~

<sup>12</sup>KRS 158.852

KRS 156.160

KRS 161.011

~~7 C.F.R. §§ 210.30 (b) – (g)~~~~7 C.F.R. 235.11 (g)~~; 42 U.S.C. § 1776(g)

7 C.F.R. § 210.31

#### **RELATED POLICIES:**

See Section 03.2

07.1

LEGAL: SB 158 (2020) AMENDED KRS 158.140 TO CLARIFY THAT ANY HIGH SCHOOL GRADUATION REQUIREMENTS ADOPTED BY THE BOARD SHALL NOT INCLUDE ACHIEVING A MINIMUM SCORE ON A STATEWIDE ASSESSMENT TO GRADUATE FROM HIGH SCHOOL. ADDITIONALLY, REVISIONS TO 704 KAR 3:305 REMOVE GRADUATION PREREQUISITES AND QUALIFIERS. WHILE THE REGULATION IS NOT FINAL YET, WE ANTICIPATE IT TO BE FINAL ON OR BEFORE MAY 4TH. FINANCIAL IMPLICATIONS: NONE ANTICIPATED

CURRICULUM AND INSTRUCTION

08.113

### **Graduation Requirements**

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

#### **CIVICS EXAM REQUIREMENT**

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

#### **INDIVIDUAL LEARNING PLAN (ILP)**

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

#### **ADDITIONAL REQUIREMENTS OF THE BOARD**

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In addition to the content requirements established by the Kentucky Academic Standards, and the credits required by the minimum requirements for high school graduation in 704 KAR 3:305, the Board may impose other requirements for graduation from high school. However, the Board shall not adopt any graduation requirements that include achieving a minimum score on a statewide assessment. ~~Students shall complete an Individual Learning Plan (ILP) that focuses on career exploration and related postsecondary education and training needs.~~

**Graduation Requirements****FOR STUDENTS ENTERING GRADE NINE (9) ON OR BEFORE THE FIRST DAY OF THE 2018-2019 ACADEMIC YEAR**

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

Language Arts	Four (4) Credits (English I, II, III, and IV) taken each year of high school. Students that do not meet the college readiness benchmarks for English and language arts shall take a transitional course or intervention, which is monitored to address remediation needs, before exiting high school.
Social Studies	Three (3) Credits
Mathematics	Three (3) Credits (Algebra I, Geometry and Algebra II); <del>An</del> integrated, applied, interdisciplinary, occupational, or technical course that prepares a student for a career path based on the student's ILP may be substituted for a traditional Algebra I, Geometry, or Algebra II course on an individual student basis if the course meets the content standards in the Kentucky Academic Standards, established in 704 KAR 3:303 and 704 Chapter 8. A mathematics course or its equivalent as determined by the District shall be taken each year of high school to ensure readiness for postsecondary education or the workforce. Any mathematics course other than Algebra I, Geometry, or Algebra II shall be counted as an elective. Students that do not meet the college readiness benchmarks for mathematics shall take a transitional course or intervention, which is monitored to address remediation needs, before exiting high school.
Science	Three (3) Credits incorporating lab-based scientific investigation
Health	One-half (1/2) Credit
P.E.	One-half (1/2) Credit
Visual and Performing Arts	One (1) Credit or a standards-based specialized arts course based on the student's ILP
Academic and Career Interest Standards-based Learning Experiences	Seven (7) Credits total (Three (3) plus four (4) standards-based credits in an academic or career interest based on the student's ILP)
Technology	Demonstrated performance-based competency



**Graduation Requirements****FOR STUDENTS ENTERING GRADE NINE (9) ON OR AFTER THE FIRST DAY OF THE 2019-2020 ACADEMIC YEAR**

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

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

Complete one (1) or more of the following graduation qualifiers:

- ~~0. Satisfy precollege curriculum as established by the Council on Postsecondary Education in 13 KAR 2:020;~~
- ~~0. Achieve benchmark score as established by the Council on Postsecondary Education in 13 KAR 2:020 in one (1) section of a college admissions or placement examination;~~
- ~~0. Complete three (3) postsecondary credit hours or more of a Kentucky Department of Education approved dual credit course with a grade of C or higher;~~
- ~~0. Complete one (1) course and corresponding assessment meeting the following criteria:
 
  - ~~h) — Advanced placement (AP) with a score of three (3) or higher;~~
  - ~~i) — Cambridge Advanced International (CAI) with a score at E or higher; or~~
  - ~~j) — International Baccalaureate (IB) with a score of five (5) or higher;~~~~

**Graduation Requirements****~~FOR STUDENTS ENTERING GRADE NINE (9) ON OR AFTER THE FIRST DAY OF THE 2019-2020 ACADEMIC YEAR (CONTINUED)~~**

- ~~0. Obtain an industry certification as approved by the Kentucky Workforce Innovation Board;~~
- ~~0. Complete four (4) credits from valid courses within a single Kentucky Department of Education approved career pathway;~~
- ~~0. Complete a Kentucky Department of Education approved process to verify 500 hours of exceptional work experience, or alternative requirements as determined by a student's Admissions and Release Committee and specified in the student's IEP; and~~
- ~~0. Complete two (2) years in an approved Kentucky Department of Education or Kentucky Labor Cabinet pre-apprenticeship or apprenticeship program.~~

**Graduation Requirements****FOR STUDENTS ENTERING GRADE NINE (9) ON OR AFTER THE FIRST DAY OF THE 2020-2021 ACADEMIC YEAR**

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

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

~~I. Complete one (1) or more of the following graduation qualifiers:~~

- ~~0. Satisfy precollege curriculum as established by the Council on Postsecondary Education in 13 KAR 2:020;~~
- ~~0. Achieve benchmark score as established by the Council on Postsecondary Education in 13 KAR 2:020 in one (1) section of a college admissions or placement examination;~~
- ~~0. Complete three (3) postsecondary credit hours or more of a Kentucky Department of Education approved dual credit course with a grade of C or higher;~~

**Graduation Requirements****FOR STUDENTS ENTERING GRADE NINE (9) ON OR AFTER THE FIRST DAY OF THE 2020-2021 ACADEMIC YEAR (CONTINUED)**

- 0. Complete one (1) course and corresponding assessment meeting the following criteria:
    - Advanced placement (AP) with a score of three (3) or higher;
    - Cambridge Advanced International (CAI) with a score at E or higher; or
    - International baccalaureate (IB) with a score of five (5) or higher;
  - 0. Obtain an industry certification as approved by the Kentucky Workforce Innovation Board;
  - 0. Complete four (4) credits from valid courses within a single Kentucky Department of Education approved career pathway;
  - 0. Complete a Kentucky Department of Education approved process to verify 500 hours of exceptional work experience, or alternative requirements as determined by a student's Admissions and Release Committee and specified in the student's IEP; and
  - 0. Complete two (2) years in an approved Kentucky Department of Education or Kentucky Labor Cabinet pre-apprenticeship or apprenticeship program.
- I. Meet one (1) of the following graduation prerequisites for reading and one (1) of the following graduation prerequisites for mathematics:
- 0. Score at or above the minimum criteria on the tenth (10th) grade state required assessments in reading or mathematics;
  - 0. Score proficient or higher for reading or mathematics on the eighth (8th) grade state required assessment; or
  - 0. A student collection of evidence submitted by the Principal to the Superintendent/designee for review and approval. The collection of evidence shall include the following:
    - The student's IEP that includes student transcript;
    - If applicable, for students with IEPs, evidence that the student has achieved progress on measurable annual IEP goals as determined by the Admissions and Release Committee;
    - Performance on the tenth (10th) grade state required assessments in reading or mathematics;
    - Appropriate interventions, targeted to the student's needs;
    - Student work demonstrating the student's competency in reading or mathematics; and
    - The student's post-graduation plans.



**Graduation Requirements****PERFORMANCE-BASED CREDITS**

The District shall accept performance-based credits toward graduation in addition to Carnegie units. It is the responsibility of each high school SBDM Council (with IAKSS staff support) to develop performance descriptors and assessments for proposed performance-based courses. (For schools/programs without SBDM Councils the Superintendent or designee shall assume this responsibility.) The Director of High Schools, or designee, shall develop and implement a process for District review of SBDM Council-approved performance-based course descriptors, and the Board will only accept performance-based credits for courses approved by both the high school SBDM Council and Director of High Schools.

The District's standards-based, performance-based credit system shall comply with requirements of Kentucky Administrative Regulation. Procedures for the developing and amending the system shall address the following:

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

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

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

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

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

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

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

**Graduation Requirements****OTHER PROVISIONS**

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

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

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

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

~~The District shall report individual student data regarding the completion of each graduation qualifier and each graduation prerequisite to the Kentucky Department of Education.~~

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

**EARLY GRADUATION CERTIFICATE**

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

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

To graduate early and earn an Early Graduation Certificate, a student shall:

1. Score proficient or higher on the state-required assessments; and
2. Meet the college readiness exam benchmarks established 13 KAR 2:020 for placement in credit-bearing courses without the need for remediation.

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

**DIPLOMAS FOR VETERANS**

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

**Graduation Requirements****REFERENCES:**<sup>1</sup>KRS 40.010; KRS 158.140; 704 KAR 7:140<sup>2</sup>KRS 158.622<sup>3</sup>KRS 156.160; 20 U.S.C. ~~§see.~~ 1414<sup>4</sup>KRS 158.142; 704 KAR 3:305<sup>5</sup>KRS 158.141

KRS 156.027; KRS 158.135

KRS 158.1411; KRS 158.143; KRS 158.183; KRS 158.281

KRS 158.302; KRS 158.645; KRS 158.6451

KRS 158.860

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

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

OAG 78-348; OAG 82-386

Kentucky Academic Standards**RELATED POLICIES:**08.1131; 08.14; 08.14; 08.22; 08.222; 08.4**RELATED PROCEDURE:**09.12 AP.25

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RECOMMENDED: IN BOSTOCK V. CLAYTON COUNTY, GEORGIA, THE US SUPREME COURT HELD THAT THE TITLE VII PROHIBITION ON DISCRIMINATION ON THE BASIS OF "SEX" COVERS DISCRIMINATION ON THE BASIS OF SEXUAL ORIENTATION OR GENDER IDENTITY. BOSTOCK DEALS WITH DISCRIMINATION (TERMINATION) IN EMPLOYMENT. ON JANUARY 20, 2021, THE PRESIDENT OF THE UNITED STATES INDICATED IN EXEC ORDER 1402, 86 FED.REG.13,803 (3/11/21) THAT THE REASONING OF BOSTOCK APPLIES TO OTHER LAWS THAT PROHIBIT SEX DISCRIMINATION, INCLUDING TITLE IX, "SO LONG AS THE LAWS DO NOT CONTAIN SUFFICIENT INDICATIONS TO THE CONTRARY." THE PRESIDENT DIRECTED OTHER FEDERAL AGENCIES TO REVIEW SUCH ISSUE. THE UNITED STATES DEPARTMENT OF JUSTICE HAS SINCE ISSUED A MEMORANDUM ADVISING OTHER FEDERAL AGENCIES THAT THE REASONING OF BOSTOCK APPLIES TO TITLE IX AND THE UNITED STATES DEPARTMENT OF EDUCATION, OFFICE OF CIVIL RIGHTS HAS STATED THAT ONE FOCUS IN IMPLEMENTING THE REFERENCED EXECUTIVE ORDER WILL BE ENSURING THAT STUDENTS WHO HAVE EXPERIENCED DISCRIMINATION BASED ON SEXUAL ORIENTATION OR GENDER IDENTITY WILL HAVE THEIR LEGAL RIGHTS "FULLY MET." WHILE THE INCLUSION OF THE SPECIFIC ADDITIONAL TERMINOLOGY IS NOT MANDATORY AT THIS TIME, IT IS RECOMMENDED BASED ON THE ABOVE.  
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

STUDENTS

09.13

### **Equal Educational Opportunities**

It is the intent of the Board that equal educational opportunities be provided in full compliance with state and federal legal requirements.

#### **DISCRIMINATION PROHIBITED**

As required by Title IX, the District does not discriminate on the basis of sex regarding admission to the District or in the educational programs or activities operated by the District. Inquiries regarding Title IX Sexual Harassment may be referred to the District Title IX Coordinator (TIXC), the Assistant Secretary for Civil Rights, or both.<sup>1</sup>

No pupil shall be ~~subject to unlawful discrimination~~ ~~discriminated against~~ because of race, color, national or ethnic origin, age, religion, sex, (including sexual orientation or gender identity), political affiliation, veteran status, or disability<sup>2</sup>. ~~In addition, the District does not discriminate on the basis of sexual orientation or gender identity.~~

#### **STUDENTS WITH DISABILITIES**

The District shall provide a free, appropriate public education to each qualified student with a disability, as defined by law, within its jurisdiction.

The District shall operate its programs in accordance with the policies and District procedures addressing requirements of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

Parents of students who have a temporary or permanent disability may request the District to provide appropriate accommodations necessary for them to participate in instructional and extracurricular activities, as required by law. Students who are at least eighteen (18) years of age may submit their own requests.

Permanent alterations of buildings and grounds shall be made in compliance with Policy 05.11.



**Equal Educational Opportunities****STUDENT RELIGIOUS ACTIVITIES OR POLITICAL EXPRESSION**

The District shall observe the rights of students to voluntarily engage in religious activities. Students may express religious or political viewpoints while at school to the same extent and under the same circumstances as other permitted activities or expression. Consistent with the Constitutions of the United States and the Commonwealth of Kentucky and law, students shall be permitted to engage in these activities and express these viewpoints, provided they do not:

1. Infringe on the rights of the school to:
  - a. Maintain order and discipline;
  - b. Prevent disruption of the educational process; and
  - c. Determine education curriculum;
2. Harass other persons or coerce other persons to participate in the activity; or
3. Otherwise infringe on the rights of other persons.

Student complaints concerning possible violations of their religious rights shall be addressed in keeping with legal requirements. Their complaints shall be directed to the Principal, who shall investigate and take appropriate action within thirty (30) days of receipt of the written notification.

**REFERENCES:**

<sup>1</sup>34 C.F.R. § 106.8

<sup>2</sup>Bd. of Educ., etc. v. Rowley 102 S.Ct. 3034 (1982)

District special education policy and procedures manual  
District 504 procedures

KRS 157.200; KRS 157.224; KRS 157.230

KRS 157.350; KRS 158.183; KRS 160.295

Age Discrimination Act of 1975

Section 504 of Rehabilitation Act of 1973

Title VI of the Civil Rights Act of 1964

Title IX of the Education Amendments of 1972

Revised Sexual Harassment Guidance: Harassment of Students by School Employees,  
Other Students, or Third Parties, Title IX

Vietnam Era Veterans Readjustment Assistance Act of 1974

Equal Education Opportunities Act of 1974

Americans with Disabilities Act (ADA)

Kentucky Education Technology System (KETS)

28 C.F.R. Section 35.101 et seq.

[Bostock v. Clayton County, Georgia 140 S.Ct. 1731 \(2020\)](#)

**RELATED POLICIES:**

03.113; 03.1621; 03.212; 03.2621; 05.11; 08.131; 09.3211; 09.428111

LEGAL: SB 127 AMENDS KRS 158.836 TO CHANGE THE DEFINITION OF EPIPENS OR OTHER EPINEPHRINE AUTO-INJECTORS TO INJECTABLE EPINEPHRINE DEVICES.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

STUDENTS

09.2241

### **Student Medication**

School personnel authorized to give medications must be trained in accordance with KRS 158.838, KRS 156.502 and 702 KAR 1:160.

#### **AUTHORITY TO DISPENSE**

School personnel selected by the Principal and who have completed training required by law, shall dispense medication to pupils only if the medication has been prescribed or ordered by a health care practitioner or dentist. Antiseptic and appropriate other emergency medications shall be maintained in the first-aid kit.

#### **PARENT PERMISSION**

Pupils may take medicine which is brought from home once a completed authorization form from the parent/guardian is on file,<sup>1</sup> provided the conditions required by administrative procedures are met.

#### **STORAGE**

Except for emergency medications (including, but not limited to, FDA approved seizure rescue medication and [injectable epinephrine devices](#) ~~EpiPens~~) and medications approved for students to carry for self-medication purposes, all medications dispensed to pupils by authorized school personnel shall be kept in the school in a safe, secure place designated by the Principal. In addition, authorized school personnel shall document on approved forms the dispensing of medications to pupils.

#### **SELF-ADMINISTRATION**

A student may be permitted to carry medication that has been prescribed or ordered by a health care practitioner due to a pressing medical need. For out of state field trips in which delegation of medication administration is not allowed, a student may self-administer medication with staff supervision. A completed parent/guardian self-administration authorization signed by parent/guardian and health care practitioner is required. Students may self-administer sunscreen only with parent authorization.

Provided the parent/guardian and health care practitioner files a completed authorization form each year as required by law, a student under treatment for asthma, diabetes, or at risk of having anaphylaxis shall be permitted to self-administer medication.<sup>2</sup>

In accordance with KRS 158.836, students with a documented life-threatening allergy or designated staff shall be permitted to carry an [injectable epinephrine device](#) ~~auto-injector~~ in all school environments. The [injectable epinephrine device](#) ~~auto-injector~~ shall be provided by the student's parent/guardian, and a written individual health care plan shall be in place for the student.<sup>3</sup>

Students with serious allergies or other serious health conditions may be permitted to self-administer medication as provided in an individualized education program, Section 504 Plan or Health Plan.

Students shall not share any prescription or over-the counter medication with another student. Each year, the District shall notify students in writing of this prohibition and that violations shall result in appropriate disciplinary action, including but not limited to suspension or expulsion.

STUDENTS

09.2241  
(CONTINUED)

**Student Medication**

**REFERENCES:**

<sup>1</sup>OAG 73-768

<sup>2</sup>KRS 158.834; KRS 158.838

<sup>3</sup>KRS 158.836

KRS 156.502; KRS 158.832

702 KAR 1:160

Americans with Disabilities Act

Section 504 of the Rehabilitation Act of 1973

OAG 77-530; OAG 83-115

**RELATED POLICIES:**

09.22; 09.224; 09.423

RECOMMENDED: IN BOSTOCK V. CLAYTON COUNTY, GEORGIA, THE US SUPREME COURT HELD THAT THE TITLE VII PROHIBITION ON DISCRIMINATION ON THE BASIS OF "SEX" COVERS DISCRIMINATION ON THE BASIS OF SEXUAL ORIENTATION OR GENDER IDENTITY. BOSTOCK DEALS WITH DISCRIMINATION (TERMINATION) IN EMPLOYMENT. ON JANUARY 20, 2021, THE PRESIDENT OF THE UNITED STATES INDICATED IN EXEC ORDER 1402, 86 FED.REG.13,803 (3/11/21) THAT THE REASONING OF BOSTOCK APPLIES TO OTHER LAWS THAT PROHIBIT SEX DISCRIMINATION, INCLUDING TITLE IX, "SO LONG AS THE LAWS DO NOT CONTAIN SUFFICIENT INDICATIONS TO THE CONTRARY." THE PRESIDENT DIRECTED OTHER FEDERAL AGENCIES TO REVIEW SUCH ISSUE. THE UNITED STATES DEPARTMENT OF JUSTICE HAS SINCE ISSUED A MEMORANDUM ADVISING OTHER FEDERAL AGENCIES THAT THE REASONING OF BOSTOCK APPLIES TO TITLE IX AND THE UNITED STATES DEPARTMENT OF EDUCATION, OFFICE OF CIVIL RIGHTS HAS STATED THAT ONE FOCUS IN IMPLEMENTING THE REFERENCED EXECUTIVE ORDER WILL BE ENSURING THAT STUDENTS WHO HAVE EXPERIENCED DISCRIMINATION BASED ON SEXUAL ORIENTATION OR GENDER IDENTITY WILL HAVE THEIR LEGAL RIGHTS "FULLY MET." WHILE THE INCLUSION OF THE SPECIFIC ADDITIONAL TERMINOLOGY IS NOT MANDATORY AT THIS TIME, IT IS RECOMMENDED BASED ON THE ABOVE.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

STUDENTS

09.42811

### Harassment/Discrimination

Fayette County Public Schools desires to be a welcoming and inclusive environment for all students, staff, and visitors. It is the expectation of Fayette County Public Schools that all District schools and work places are safe and free from harassment and discrimination of all forms, including on the basis of race, color, and national origin. Students, staff, and visitors are expected to treat all individuals with respect during school, after school, and during school sponsored activities. Staff and students are encouraged to immediately report incidents of harassment/discrimination. The District will promptly investigate formal and informal complaints.

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#### DEFINITION

Harassment/Discrimination is ~~when unlawful behavior~~ an individual is treated differently or unfairly based upon a protected class. Protected classes include race, color, national or ethnic origin, age, religion, sex (including sexual orientation or gender identity), (as defined under Title IX), gender identity, sexual orientation, political affiliation, veteran status, and/or disability that is sufficiently severe, pervasive, or objectively offensive that it adversely affects a student's education or creates a hostile or abusive educational environment.

Harassment generally involves a pattern of behavior that causes an individual to feel unwelcome or uncomfortable, and is based upon an above-mentioned protected class. Harassing conduct may take many forms, including verbal, written, or electronically sent statements. It also includes any conduct that may be physically threatening, harmful, or humiliating to an individual. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when the conduct is severe or pervasive so as to interfere with or limit a student, employee, or visitor's ability to participate in or benefit from the services, activities, or opportunities offered by a District school.

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The provisions in this policy shall not be interpreted as applying to speech otherwise protected under the state or federal constitutions where the speech does not otherwise materially or substantially disrupt the educational process, as defined by policy 09.426, or where it does not violate provisions of policy 09.422.



**Harassment/Discrimination****PROHIBITION**

Harassment/Discrimination on the basis of race, color, national origin, age, religion sex (including sexual orientation or gender identity), genetic information, political affiliation, veteran status, or disability is prohibited at all times on school property and off school grounds during school-sponsored activities in both academic and nonacademic settings. Settings where harassment/discrimination is forbidden include but are not limited to school classrooms, school hallways, buses, field trips, recess, athletic competitions, and all district offices. This prohibition also applies to visitors to the school who may come into contact with employees and students. (Harassment/discrimination based on sex applies to acts committed by persons of the same or the opposite sex.)

District staff shall provide for a prompt and equitable resolution of complaints concerning harassment/discrimination.

**PROHIBITED CONDUCT**

Depending on the circumstances and facts of the situation, and within the definition of harassment/discrimination contained in this policy, examples of conduct and/or actions that could be considered a violation of this policy include, but are not limited to:

1. Derogatory nicknames, slurs, intimidation, name calling, ridicule or mockery, insults, put downs, stereotyping, demeaning stories, jokes, or pictures relating to any of the protected classes listed in the definition of harassment/discrimination contained in this policy;
2. Treating someone differently, or less favorably based upon a protected class;
3. Unwanted touching, sexual advances, requests for sexual favors, spreading sexual rumors or instances involving sexual violence;
4. Causing a student to believe that he or she must submit to unwelcome sexual conduct in order to participate in a school program or activity or that an educational decision will be based on whether or not the student submits to unwelcome sexual conduct;
5. Implied or overt threats of physical violence or acts of aggression or assault based on any of the protected categories;
6. Seeking to involve students with disabilities in antisocial, dangerous or criminal activity where the students, because of disability, are unable to comprehend fully or consent to the activity; and
7. Destroying or damaging an individual's property based on any of the protected classes.

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**DISCIPLINARY ACTION**

Students who engage in harassment/discrimination of an employee or another student on the basis of any of the areas mentioned above shall be subject to disciplinary action, including but not limited to suspension and expulsion.

Failure by employees to report a suspected violation of this policy or to otherwise follow this policy and related procedures, or failure by the Superintendent or designee to report a suspected violation as directed or initiate an investigation of alleged harassment/discrimination by students or District employees, as required by this policy to follow approved procedures, or to take corrective action shall be cause for disciplinary action.

### **Harassment/Discrimination**

#### **GUIDELINES**

Students who believe they or any other student, employee, or visitor is being or has been subjected to harassment/discrimination shall, as soon as reasonably practicable, inform their Principal, who shall provide a form for the student to complete and then immediately notify the ~~Superintendent and/or Civil Rights~~ Compliance Officer, ~~as appropriate~~. Complaints of harassment/discrimination, whether verbal or written, shall lead to a documented investigation and a written report.

1. Informal complaints should be addressed with an individual's Principal or school designee; and
2. Formal complaints should be filed with the district Compliance Officer: district Compliance Officer: (859) 381-4223. lindsay.wright@fayette.kyschools.us.

Employees who believe prohibited behavior is occurring or has occurred shall notify the victim's Principal, who shall immediately forward the information to the Compliance Officer~~Superintendent~~.

The Superintendent shall provide for the following:

#### 1. Investigation Procedures for Informal and Formal Complaint Resolution:

##### a. Informal Resolution:

- Many problems may be solved by an informal meeting. A complainant must discuss their complaints in a prompt manner with their Principal. Students and parents/guardians are encouraged to first discuss their concerns with their Principal;
- The Complainant and Principal shall meet to discuss the complaint with the objective of arriving at a mutually satisfactory resolution. The Complainant should expect a decision at the end of the informal meeting(s), not later than five (5) days; and
- If the matter is not resolved to the satisfaction of the Complainant, then within five (5) days of the informal decision, the Complainant may file a formal written complaint and submit it to the Compliance Officer.

##### b. Formal Resolution:

- The Complainant may file a written complaint with the Compliance Officer. If an informal resolution has been sought, the written complaint shall be filed within five (5) days of the disposition at the informal level;
- The investigation will include documentary, testimonial evidence, and statements the Compliance Officer deems necessary. It will also include impartial, confidential interviews of the involved parties; and
- The Compliance Officer shall conduct a complete and fair investigation of the complaint in a timely manner. Should the investigation continue beyond 30 work days, the Compliance Officer will notify the Complainant of the anticipated date that the investigation will be completed.

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**Harassment/Discrimination****GUIDELINES (CONTINUED)**

c. The Compliance Officer will notify the parties that the legal standard used to determine whether harassment or discrimination exists is preponderance of the evidence.

d. All investigators of harassment and discrimination complaints, including the Compliance Officer shall be impartial, and shall conduct adequate and reliable investigations.

~~4. Investigation of allegations of harassment/discrimination to commence as soon as circumstances allow, but not later than three (3) school days of receipt of the original complaint, regardless of the manner in which the complaint is communicated to a District administrator. A written report of all findings of the investigation shall be completed within thirty (30) calendar days, unless additional time is necessary due to the matter being investigated by a law enforcement or governmental agency.~~

The Superintendent/designee may take interim measures to protect complainants during the investigation.

~~1. A process to identify and implement, within seven (7) school days of the submission of the written investigative report, methods to correct and prevent reoccurrence of the harassment/discrimination. If corrective action is not required, an explanation shall be included in the report.~~

2.1. Annual dissemination of written policy to all staff and students.

3.2. Age-appropriate training during the first month of school to include an explanation of prohibited behavior and the necessity for prompt reporting of alleged harassment/discrimination; and

3. Development of alternate methods of filing complaints for individuals with disabilities and others who may need accommodation.

4. The Superintendent or designee shall maintain a record of all harassment complaints, investigative activities, outcomes, and remedies for monitoring purposes:

5. All harassment and discrimination complaints, whether formal or informal, shall be shared with the Compliance Officer, no later than five (5) days after receipt. At the conclusion of an informal or formal complaint review, district Principal/Supervisors or designee shall notify the Compliance Officer, in writing, of the steps taken to review and address the complaint. The Compliance Officer will be the record keeper of all district harassment and discrimination complaints for annual maintenance and review; and

6. An offer of counseling or academic services to anyone subjected to harassment on the basis of race, color, or national origin and where appropriate, to the harasser;

4.7. The Superintendent or designee shall utilize immediate and appropriate measure to remedy and prevent reoccurrence of harassment/discrimination if revealed during an investigation.

**Harassment/Discrimination****GUIDELINES (CONTINUED)**

~~6.8. Those steps may include but are not limited to: disciplinary action, separation of individuals, counseling services, providing appropriate training for the parties involved in the complaint, and defining future steps to further prevent the harassment/discrimination.~~

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Student handbooks shall include information to assist individuals in reporting alleged harassment/discrimination. ~~When sexual harassment is alleged, the Civil Rights Compliance Officer, as designated in the student handbook, shall be notified.~~

~~If a supervisory staff member is an alleged party in the harassment/discrimination complaint, procedures shall also provide for addressing the complaint to a higher level of authority.~~

**NOTIFICATIONS**

Within twenty-four (24) hours of receiving a serious allegation of harassment/discrimination, District personnel shall attempt to notify parents/guardians of both student victims and students who have been accused of harassment/discrimination.

In circumstances also involving suspected child abuse, additional notification shall be required by law. (See Policy 09.227.)

In applicable cases, employees must report harassment/discrimination to appropriate law enforcement authorities in accordance with law.<sup>1</sup>

**PROHIBITED CONDUCT**

~~Depending on the circumstances and facts of the situation, and within the definition of harassment/discrimination contained in this policy, examples of conduct and/or actions that could be considered a violation of this policy include, but are not limited to:~~

- ~~0. Derogatory nicknames, slurs, demeaning stories, jokes, or pictures relating to any of the protected categories listed in the definition of harassment/discrimination contained in this policy;~~
- ~~0. Unwanted touching, sexual advances, requests for sexual favors, and spreading sexual rumors;~~
- ~~0. Instances involving sexual violence;~~
- ~~0. Causing a student to believe that he or she must submit to unwelcome sexual conduct in order to participate in a school program or activity or that an educational decision will be based on whether or not the student submits to unwelcome sexual conduct;~~
- ~~0. Implied or overt threats of physical violence or acts of aggression or assault based on any of the protected categories;~~
- ~~0. Seeking to involve students with disabilities in antisocial, dangerous or criminal activity where the students, because of disability, are unable to comprehend fully or consent to the activity; and~~
- ~~0. Destroying or damaging an individual's property based on any of the protected categories.~~



**Harassment/Discrimination****CONFIDENTIALITY**

District employees involved in the investigation of complaints shall respect, as much as possible, the privacy and anonymity of both victims and persons accused of violations.

**APPEAL**

Upon the completion of the investigation and correction of the conditions leading to the harassment/discrimination, any party may appeal in writing any part of the findings and corrective actions to the Superintendent.

**RETALIATION PROHIBITED**

No one shall retaliate against an employee or student because s/he submits a grievance, assists or participates in an investigation, proceeding, or hearing regarding the charge of harassment/discrimination of an individual or because s/he has opposed language or conduct that violates this policy. Retaliatory behavior could result in disciplinary action.

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Upon the resolution of allegations, the Superintendent shall take steps to protect employees and students against retaliation.

**FALSE COMPLAINTS**

False or malicious complaints of harassment/discrimination may result in disciplinary action taken against the complainant.

**OTHER CLAIMS**

When a complaint is received that does not appear to be covered by this policy, administrators shall review other policies that may govern the allegations, including but not limited to, 09.422 and/or 09.426.

STUDENTS

09.42811

(CONTINUED)

### **Harassment/Discrimination**

#### **REFERENCES:**

<sup>1</sup>KRS 158.156

42 USC 2000e, Civil Rights Act of 1964, Title VII

Racial Incidents and Harassment Against Students at Educational Institutions:

Investigative Guidance (U.S. Department of Education)

U. S. Supreme Court - Franklin vs. Gwinnett County

29 C.F.R. 1604.11, Equal Employment Opportunity Commission (EEOC)

Regulations Implementing Title VII

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

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, Title IX

34 C.F.R. 106.1-106.71, U.S. Department of Education Office for Civil Rights

Regulations Implementing Title IX

Gebser v. Lago Vista Independent School Dist., 118 S. Ct. 1989 (1998)

Davis v. Monroe County Bd. of Educ., 119 S. Ct. 1661 (1999)

42 U.S.C. 2000d, et. seq., Civil Rights Act of 1964, Title VI

Dear Colleague Letter on Harassment and Bullying from Assistant Secretary for Civil Rights for the United States Department of Education (2010)

42 U.S.C. 794, Section 504 of the Rehabilitation Act of 1973

42 USC 12131 et. seq., American with Disabilities Act of 1990 (Title II)

Dear Colleague Letter on Harassment and Bullying from Assistant Secretary for Civil Rights for the United States Department of Education (2010)

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

#### **RELATED POLICIES:**

03.162, 03.262, 09.13, 09.2211, 09.227, 09.422, 09.426, 09.438

LEGAL: SB 1 (2019) CREATED KRS 158.4416 TO REQUIRE ON OR BEFORE JULY 1, 2021, DISTRICTS TO ADOPT A PLAN FOR IMPLEMENTING A TRAUMA-INFORMED APPROACH IN ITS SCHOOLS INCLUDING DEVELOPING TRAUMA-INFORMED DISCIPLINE POLICIES.  
FINANCIAL IMPLICATIONS: COST OF IMPLEMENTING TRAUMA-INFORMED AND SCHOOL SAFETY AND THREAT ASSESSMENT TEAMS

STUDENTS

09.43

### **Student Disciplinary Processes**

This policy shall be used in conjunction with policies adopted by SBDM councils as per KRS 160.345. The council's discipline policies shall provide for involvement of parents in disciplinary situations involving their children.

#### **GOOD DISCIPLINE AS ESSENTIAL**

Good pupil discipline is essential to a good school program, and pupil self-discipline should be a primary aim. Without good discipline, school personnel cannot discharge their primary responsibility in the development of individual pupil potentials. Without good discipline, pupils will not realize their greatest potentials for growth.

#### **MUTUAL TRUST AND RESPECT**

Primary responsibility for classroom discipline shall rest with the teacher, and every teacher in the system should strive to maintain a classroom in which students are interested in learning and in which mutual trust and respect prevail.

#### **USE OF OTHER PERSONNEL**

Study of individual differences, conferences with student and parents, assistance from other teachers, the Principal, and support personnel should be used in helping a pupil improve behavior patterns which are retarding his/her own development or interfering with the rights of others.

#### **SCHOOL-RELATED ACTIVITIES**

The authority of the Board in matters of student behavior is not limited to school buildings and grounds or to times when the pupil is on his/her way to or from school, but extends to any activity which is school-related or school-sponsored, either on or off the school campus.

For further information concerning student disciplinary processes, refer to the Statement on Rights and Responsibilities and Student Code of Conduct.

#### **TRAUMA-INFORMED APPROACH**

"Trauma-informed approach" means incorporating principles of trauma awareness and trauma-informed practices, as recommended by the federal Substance Abuse and Mental Health Services Administration, in a school in order to foster a safe, stable, and understanding learning environment for all students and staff and ensuring that all students are known well by at least one (1) adult in the school setting.

The Board shall develop a plan for implementing a trauma-informed approach in the District. The plan shall be based on the Trauma-Informed Toolkit from KDE and include but not be limited to:

- a) strategies for enhancing trauma awareness throughout the school community;
- b) conducting an assessment of the school climate including but not limited to inclusiveness and respect for diversity;
- c) developing trauma-informed discipline policies;

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### **Student Disciplinary Processes**

#### **TRAUMA-INFORMED APPROACH (CONTINUED)**

- d) collaborating with the Department of Kentucky State Police, the local sheriff, and the local chief of police to create procedures for notification of trauma-exposed students; and
- e) providing services and programs designed to reduce the negative impact of trauma, support critical learning, and foster a positive and safe school environment for every student.<sup>2</sup>

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#### **TREATMENT OF PUPILS**

Discipline should not be administered in a manner that is humiliating, degrading, or unduly severe. Teachers should guard against making remarks to other pupils concerning a student's shortcomings. As stated in the Professional Code of Ethics for Kentucky School Certified Personnel, personnel are expected to:

1. Take reasonable measures to protect the health, safety, and emotional well-being of students; and
2. Refrain from subjecting students to embarrassment or disparagement.

Therefore, staff members shall not bully students. As referred to in this policy, bullying refers to intentional, repeated hurtful acts, words or other behaviors that involve an inappropriate and unprofessional imbalance of power. These may include, but are limited to, name calling, teasing, threatening, social exclusion, and cyberbullying. Bullying may be physical, verbal, emotional or sexual in nature.

#### **JUVENILE COURT RECORDS**

Unless an administrator or the Board acts under authority of KRS 158.150, no school, school administrator, teacher, or other school employee shall expel or punish a student based on juvenile court information received by the employee from any source. Administrators may act to protect staff and students when the student's conduct, as reflected by the information, indicates a substantial likelihood of an immediate and continuing threat of harm to students or staff. In cases where such actions are necessary, the following provisions shall apply:

1. Restrictions imposed on the student shall represent the least restrictive alternative available and appropriate to remedy the threat.
2. Supporting material shall be documented in and kept with the student's juvenile court record.
3. The student and/or parent/guardian may appeal actions to the Superintendent and/or to the Circuit Court with appropriate jurisdiction.<sup>1</sup>

#### **MINOR PROBLEMS**

Minor or routine discipline problems should be handled by the classroom teacher and should be referred to the Principal (or appropriate administrator) only after efforts to alleviate the problem have failed and the teacher has had a private conference with the pupil.



**Student Disciplinary Processes****SERIOUS PROBLEMS**

Serious disciplinary problems shall be promptly reported to the Principal and to the parent(s) of the student. If the teacher has not been successful in solving these problems, a conference should be arranged involving the Principal, the pupil, and the teacher. Written referrals shall be used if conferences are impractical.

**REPORTING**

Each school shall annually provide to the Department of Education, using the student information system, an assessment of school incidents relating to disruptive behaviors resulting in a criminal or juvenile status offense or public complaint, including whether:

1. The incident involved a public offense or noncriminal misconduct;
2. The incident was reported to law enforcement or the court-designated worker and the charge or type of noncriminal misconduct that was the basis of the referral or report; and
3. The report was initiated by a school resource officer.

**CHILDREN AND YOUTH WITH DISABILITIES**

Discipline for children and youth with disabilities shall observe, and be in conformity with, federal and state procedures and guidelines.

**REFERENCES:**

<sup>1</sup>KRS 158.153

<sup>2</sup>[KRS 158.4416](#)

KRS 158.150; KRS 158.449

KRS 160.290; KRS 160.340; KRS 160.345

KRS 161.180; KRS 610.345

P. L. 105-17

016 KAR 001:020 (Code of Ethics)

Honig v. Doe, U.S. 108 S.Ct. 592 (1988)

**RELATED POLICIES:**

[08.14](#); [09.14](#); [09.429](#); [09.438](#)

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**-CERTIFIED PERSONNEL-****Holidays and Vacations****HOLIDAYS**

All certified or classified salaried employees shall be paid for four (4) holidays, which shall be designated in the official school calendar.<sup>1</sup>

**HOLIDAY RESTRICTIONS**

Employees who do not work both the day before and the day after a holiday and who are not on paid leave authorized by their supervisor shall not receive pay for the holiday.

**VACATIONS**

Twelve-month certified and salaried classified employees shall be eligible for twelve (12) days paid vacation annually.

Twelve-month certified and salaried classified employees whose base salaries are paid from the teachers' salary schedule shall be eligible for vacation leave as specified.

<u>Years of Experience*</u>	<u>Number of Days</u>
0 - 5 years	12 days
6 - 10 years	13 days
11 - 15 years	14 days
16+ years	15 days

\*Based upon years of experience credit as determined by the Director of Human Resources at time of employment.

Vacations must be scheduled in advance by the immediate supervisor for staff members under their supervision.

Thirty (30) days of unused vacation time shall be the maximum carried over to the next fiscal year.

**VACATION RESTRICTIONS**

Twelve-month employees who have been on duty less than twelve (12) months shall earn vacation on a prorated basis. Employees who start the first work day of the month or after the first work day but prior to the 16th day of the month, shall earn vacation for the entire month. Employees who start ~~after the first work day but prior to on~~ the 16th day of the month or after, shall earn one-half (½) vacation leave for the month. ~~Employees who start on the 16th day of the month or after shall not earn vacation for that month.~~

At time of separation from the District, twelve-month employees will receive vacation payout of accrued vacation days paid at the employees' current daily rate at the time of their departure.

Recognition of annual leave for TRS purposes shall be governed by applicable statutes and regulations. For an individual who became a member of TRS on or after July 1, 2008, payment for annual or compensatory leave shall not be included in determining the member's last annual compensation.

PERSONNEL

03.122  
(CONTINUED)

**Holidays and Vacations**

**REFERENCES:**

<sup>1</sup>KRS 158.070  
KRS 160.291  
KRS 161.220; KRS 161.540  
KRS 2.110; KRS 2.190

LEGAL: HB 258 CREATES A FOUNDATION BENEFIT COMPONENT FOR INDIVIDUALS WHO BECOME MEMBERS OF THE TEACHERS' RETIREMENT SYSTEM ON OR AFTER JANUARY 1, 2022. UNUSED SICK DAYS FOR THOSE MEMBERS MAY BE DEPOSITED INTO THE MEMBER'S SUPPLEMENTAL BENEFIT COMPONENT UPON RETIREMENT.  
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

THE RETIREMENT LANGUAGE BELOW IS BEING REMOVED AS SICK LEAVE DAYS AT RETIREMENT IS ADDRESSED IN POLICY 03.175 (RETIREMENT).

## PERSONNEL

N03.1232

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### - CERTIFIED PERSONNEL -

#### **Sick Leave**

##### **NUMBER OF DAYS**

Full-time certified employees shall be entitled to ten (10) days of sick leave with pay each school year.

Certified employees who work eleven (11) or twelve (12) months shall be entitled to eleven (11) or twelve (12) days, respectively, with pay each school year.

Employees who are hired after the beginning of their work calendar will be given prorated days based on the month hired.

Persons employed on a full year contract but scheduled for less than a full work day shall receive the authorized sick leave days equivalent to their normal working day.

##### **RETIRED PERSONNEL**

Except for cases involving disability retirement, persons who have previously retired from the District and who subsequently are rehired shall be credited with a maximum of ten (10) sick leave days at the outset of their new period of employment. Sick leave earned prior to retirement shall not carry over to subsequent employment with the District.

##### **ACCUMULATION**

Sick leave days not taken during the school year in which they were granted shall accumulate without limitation to the credit of the certified employee to whom they were granted.

##### **DEFINITION**

Sickness shall mean personal illness, including illness or temporary disabilities arising from pregnancy.

##### **FAMILY ILLNESS/MOURNING**

Sick leave may also be taken for the purpose of attending to a member of the immediate family who is ill or for the purpose of mourning a member of the employee's immediate family. Immediate family shall mean the employee's spouse, children (including stepchildren and foster children), grandchildren, daughters-in-law and sons-in-law, brothers and sisters, parents, spouse's parents, grandparents, and spouse's grandparents without reference to the location or residence of said relative, and any other blood relative who resides in the employee's home.

##### **TRANSFER OF SICK LEAVE**

Teachers coming to the District from another Kentucky school district or from the Kentucky Department of Education shall transfer accumulated sick leave to the District.



## **Sick Leave**

### **SICK LEAVE DONATION PROGRAM**

Under procedures developed by the Superintendent, employees who have accrued more than fifteen (15) days of sick leave may request to transfer sick leave days to another employee who is authorized to receive the donation. The number of days donated shall not reduce the employee's sick leave balance to less than fifteen (15) days.

Employees are eligible to receive donated days if they meet the criteria established in statute.

Any sick leave not used by the recipient shall be returned on a proportionate/pro-rated basis to the donor(s) who donated days to that specific person.

### **AFFIDAVIT**

Upon return to work, a certified employee claiming sick leave must file a personal affidavit or a certificate of a physician stating that the employee was ill or that the employee was absent for the purpose of attending to a member of the immediate family who was ill.<sup>1</sup>

### **ABSENCES ON OPENING DAY OF SCHOOL**

Accumulated days of sick leave shall be granted to a teacher, if prior to the opening day of the school year, an affidavit or a certificate of a physician is presented to the Board, stating that the employee is unable to assume his duties on the opening day of the school year, but will be able to assume his duties within a period of time that the Board determines to be reasonable.<sup>2</sup>

### **~~DEATH BENEFIT~~**

~~Beneficiaries of an employee who dies while in active service shall receive accrued sick leave death benefits on behalf of the deceased employee. Death benefits shall be calculated at the rate of 30% of the daily salary for each accumulated sick leave day, based on the employee's last annual salary.~~

~~A lump sum payment from which appropriate deductions have been taken shall be made to the beneficiary of the employee's retirement fund or to a directed beneficiary. If no such beneficiary has been designated, payment shall be made to the first surviving class of the following successive preference beneficiaries:~~

- ~~0. Employee's husband or wife;~~
- ~~0. Employee's children;~~
- ~~0. Employee's parents;~~
- ~~0. Employee's siblings;~~
- ~~0. Employee's executors or administrators.~~

### **REFERENCES:**

<sup>1</sup>KRS 161.155

<sup>2</sup>KRS 161.155, Sec. 4

KRS 161.152, OAG 79-148, OAG 93-39

Family & Medical Leave Act of 1993

PERSONNEL

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(CONTINUED)

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**Sick Leave**

**RELATED POLICIES:**

- 03.12321 (Sick Leave Bank)
- 03.12322, 03.1233, 03.1236
- 03.124, 03.175 (Retirement Compensation)

**- CLASSIFIED PERSONNEL -****Holidays and Vacations****HOLIDAYS**

All regular full-time and part-time classified personnel (those employed 175 days or more) shall be eligible for the four (4) paid holidays designated in the official school calendar.

**HOLIDAY RESTRICTIONS**

Employees who do not work both the day before and the day after a holiday and who are not on paid leave authorized by their supervisor shall not receive pay for the holiday.

**EXCEPTIONS**

The Superintendent may require, for security or other reasons, certain classified personnel to work on holidays. In this case, the employee shall be granted the holiday on another day.

**VACATIONS**

Regular twelve-month employees shall be eligible for twelve (12) days paid vacation annually. Vacations must be scheduled in advance by the immediate supervisor for staff members under their supervision.

Thirty (30) days of unused vacation time shall be the maximum carried over to the next fiscal year.

**VACATION RESTRICTIONS**

Twelve-month employees who have been on duty less than twelve (12) months shall earn vacation on a prorated basis. Employees who start the first work day of the month or after the first work day but prior to the 16th day of the month, shall earn vacation for the entire month. Employees who start ~~after the first work day but prior to on~~ the 16th day of the month or after, shall earn one-half (½) vacation leave for the month. ~~Employees who start on the 16th day of the month or after shall not earn vacation for that month.~~

At time of separation from the District, twelve-month employees will receive vacation payout of accrued vacation days paid at the employees' current daily rate at the time of their departure.

**REFERENCES:**

KRS 158.070  
KRS 160.291  
KRS 161.154  
KRS 2.110  
KRS 2.190

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## PERSONNEL

03.28

**- CLASSIFIED PERSONNEL -****Evaluation**

Each classified employee with less than four (4) years of continuous service shall be evaluated at least once each year by the Principal/immediate supervisor, as appropriate, and the evaluation shall be based upon a formal procedure approved by the Superintendent for that specific position or class of positions. ~~This evaluation shall be performed by the Principal/Director or their designee and shall be based upon a formal procedure approved by the Superintendent for that specific position or class of positions.~~ Classified employees, other than classified administrators, with four (4) or more years of continuous service, shall be evaluated once every three (3) years, unless the supervisor determines a need for additional evaluations. Classified administrators shall be evaluated annually. The ~~supervisor~~evaluator performing the evaluation shall share and discuss the evaluation report with the employee. The employee shall have the right to comment in writing on the evaluation report. The employee's written comments shall be attached to the evaluation report, and the report shall be filed with the Department of Human Resources.



## **Course of Study**

### **DEVELOPMENT**

The Superintendent shall be responsible for the development and dissemination to the schools a course of study for primary school through twelfth grade that will include minimum statutory and regulatory requirements<sup>1</sup> and additional requirements as specified by the Board.

### **COURSE CODE REQUIREMENT**

Before a new course is taught at a school/program, the District's course code committee must approve the course to ensure that the course aligns with the Kentucky Academic Standards and supports college/career readiness pathways.

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### **ASSESSMENT OF STUDENT WORK / NONDISCRIMINATION**

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

### **IMPLEMENTATION**

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

### **SBDM SCHOOLS**

In schools operating under SBDM, the council shall determine curriculum for the school in accordance with the Kentucky Academic Standards.

### **STUDENT ACHIEVEMENT DATA**

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

### **REFERENCES:**

<sup>1</sup>704 KAR 3:303; 704 KAR 3:305

<sup>2</sup>KRS 161.170; KRS 158.100

KRS 156.160; KRS 158.183

KRS 158.645; KRS 158.6451

KRS 160.345

702 KAR 7:125; 703 KAR 4:060

## **Gifted and Talented Students**

### **DISTRICT PROVIDES**

The District shall formally identify students in grades four through twelve (4-12) for the District's services. Formal identification refers to the use of quantitative data along with qualitative and objective based data using state approved assessment instruments. Students in the primary program who display gifted or talented characteristics shall be selected through an informal process, be placed in a talent pool and receive services that allow continuous progress. Informal identification or selection refers to the use of qualitative and objective based data.

In compliance with applicable statutes and administrative regulations, the District shall provide appropriate multiple service options in an environment that addresses the abilities, interests, and needs of students eligible for services in one (1) or more of the following categories: general intellectual ability; specific academic aptitude; creative or divergent thinking; psychosocial or leadership skills; and visual or performing arts.

The definitions specified in 704 KAR 3:285 shall be used in the operation of the District's services for gifted and talented students.

### **GIFTED AND TALENTED IDENTIFICATION**

704 KAR 3:285 Programs for the gifted and talented, mandates that students are identified as possessing demonstrated or potential ability to perform at an exceptionally high level in the areas of general intellectual aptitude, specific academic aptitude, creative or divergent thinking, psychosocial or leadership skills, or in the visual or performing arts. Primary students must be screened and selected as high potential learners for the Primary Talent Pool (PTP) and students in grades 4-12 can be formally identified for services in one or more of the gifted areas.

- 1) Following testing, screening or a referral, teachers will collect the required pieces of evidence per area(s). Gifted referrals can be made by parents, teachers, students, other school staff members. A student must have at least three (3) valid and acceptable measures per each gifted category to identify strengths and gifted behaviors which indicate a need and eligibility for service options. The gifted resource teacher facilitates all screening and identification processes.
- 2) Students must obtain a 9th stanine score on a full scale standardized normed referenced mental ability test for the general intellectual area. In the Specific Academic Aptitude area. Students must obtain composite scores in the 9th stanine on a standardized normed referenced achievement test for each specific academic aptitude area. Students must also have at least two (2) additional valid evidence pieces per gifted area to make up a complete body of evidence using a combination of informal measures, formal measures and objective-based criteria. Evidences may include portfolios, recommendations, checklists of behaviors, surveys, questionnaires from teachers and parents, progress data, peer nominations and other anecdotal evidences which meet the requirements of 704 KAR 3:285.
  - a. For leadership, evidence must include the willingness or involvement for leadership in the class, school and community.
  - b. For visual and performing arts, evidence must include either a performance, a portfolio, or a recommendation.

**Gifted and Talented Students****GIFTED AND TALENTED IDENTIFICATION (CONTINUED)**

- c. For creativity, there must be evidence of creative thinking skills.
- 3) Gifted Recommendation Committees (GRC) shall meet to analyze all data and evidence pieces to make the final gifted identification placement and to decide how services will best be delivered. Members include gifted personnel, teachers, administrators, counselors, special education teachers, and other personnel who formally identify and determine student placements through district policies as stated in 704 KAR 003:285. Meetings for new gifted identifications and testing opportunities will occur in December/January and April/May.

In compliance with 704 KAR 3:285, the Superintendent/designee shall develop strategies to address identification and diagnosis of the strengths, behaviors and talents of these students. Determination of eligibility for gifted and talented services shall be based on the student's individual needs, interests and abilities and shall be designed to address environmental and cultural factors that may contribute to the student being overlooked, such as whether the student is economically, culturally or linguistically disadvantaged, has exceptionalities, is underachieving, or is a member of a racial or ethnic minority or has a disability. When a student has any of the aforementioned factors they will fall under the Special Considerations category of 704 KAR 003:285. Students in this category will have alternative assessment opportunities including the use of non-verbal test assessments and subtests.

The District's plan for identifying gifted and talented students shall:

1. Employ a multi-faceted approach and utilize on-going and long-term assessment;
2. Be based on a variety of valid and reliable instruments including informal, formal, and objective-based measures using a balanced combination of criteria specific to a category of giftedness, consistent with standards established by Kentucky Administrative Regulation.
3. Screen students for all categories of giftedness as defined by [KRS 157.200](#).

Based on data gathered by the District ~~Gifted and Talented Coordinator/Associate Director for Federal, State, and Magnet Programs (ADESMP)~~ or gifted and talented education teacher, a Gifted Recommendation Committee shall determine those students who are eligible for services and the level of the services to be provided. This committee shall consist of the Principal or designee, the gifted and talented education teacher, classroom teacher(s), teacher(s) of students with disabilities, counselor(s), and consulting professional(s), as appropriate.

The District shall obtain parental or guardian permission before administering a test to the student not routinely administered to all students and used in formal identification. If it is determined that their child is eligible, parents/guardians also shall be notified annually of the services included in the gifted and talented student services plan (GSSP) and specific procedures to follow in requesting a change in services.

**Gifted and Talented Students****SERVICES**

Gifted and talented students (Grades 4 - 12) shall be provided with a gifted and talented student services plan (GSSP) that meets requirements set out in administrative regulation.

Each school shall adjust its curriculum to meet the needs of gifted and talented students. Gifted and talented students shall be served in a manner that:

Expands, extends, and differentiates the student's learning (in the area/s of identification) based on the standard curriculum;

Provides grouping through either flexible and/or cluster group means for differentiated curricular experiences commensurate with the student's interests, needs and abilities; and

Helps the student attain, to a high degree, the goals established by law and the Board.

Procedures and strategies to implement this policy shall include the following:

- Multiple service options reflecting continuous progress through a logical sequence of learning;
- Offering grouping opportunities through flexible and/or cluster grouping options to meet specific student's needs, abilities and interests.
- Means of obtaining parental/guardian input for use in determining appropriate services;
- A GSSP that provides for matching a formally identified gifted student's interests, needs, and abilities to differentiated service options; and
- A plan for reporting to parents or guardians, at least once each semester, regarding the child's progress related to the GSSP.

Neither the primary program, nor any grade level shall be served by only one (1) gifted education service option.

**PERSONNEL**

The Superintendent shall appoint a District Gifted and Talented Coordinator(~~ADEFSMP~~) who shall oversee the operation of the District's services, assist schools in implementing the provisions of this policy and administer the gifted and talented education services budget.

Teachers of gifted and talented students shall meet requirements for certificate endorsement or official approval as established in Kentucky Administrative Regulation. All other personnel working with gifted students shall be prepared through professional development to address the individual needs, interests and abilities of the students.

**PROGRAM EVALUATION**

The District Gifted and Talented Coordinator(~~ADEFSMP~~) shall coordinate an annual evaluation for compliance with state gifted regulations and in accordance reviewing disaggregated data to ensure all student populations are afforded equitable access to gifted and talented service. Data collected in the annual evaluation may be part of the school's needs assessment and included in their comprehensive school improvement planning to be shared with their SBDM councils and copied to the Board.



**Gifted and Talented Students****GRIEVANCES**

Students or parents who wish to file a grievance/request for consideration or appeal concerning the following areas may do so under the process outlined in administrative procedures:

1. The District's process for selecting students for talent pool services;
2. The District's process for formal identification of gifted and talented students; or
3. The appropriateness and/or adequacy of talent pool services or services addressed in a formally identified student services plan.

This policy and the procedures to implement it shall be made available for public inspection.

**REFERENCES:**

KRS 157.196; KRS 157.200; KRS 157.224  
KRS 157.230; KRS 158.6451; KRS 161.052; KRS 161.095  
16 KAR 2:110; 16 KAR 4:010  
704 KAR 3:285  
P. L. 114-95, (Every Student Succeeds Act of 2015)

**RELATED POLICY:**

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

## **Grading**

### **ACHIEVEMENT**

Teachers shall maintain detailed, systematic records of the achievement of each student.

### **GRADE REPORTS**

Grade reports (progress interim/final) shall be issued according to council policy and shall provide a record of academic progress, and attendance. Except at the high school level, grade reports shall also address conduct of the student.

SBDM Councils are encouraged to adopt grading policies that require reports be sent home regularly. Additionally, the Board encourages schools to include specific written explanations/descriptions of student performance (beyond computer-generated) statements to include progress on learning goals articulated in student Individual Learning Plans where appropriate.

### **GRADE REDUCTION/INFLATION**

A student's grade shall not be lowered as a disciplinary action.

Although teachers may award class participation points related to course content strands, grades shall reflect actual academic performance and shall not be increased or decreased for reasons not directly related to the instructional process, including, but not limited to, points deducted or added for attendance, charitable donations, and fund-raising efforts.

### **PARENT/TEACHER CONFERENCES**

Parent/teacher conferences may be scheduled when requested by the parent or teacher.

### **PRIMARY GRADING STANDARDS**

For students in primary grades (K-3), progress reports shall be qualitative (narrative), descriptive, and ongoing, focusing on the growth and development of the whole child.

### **ELEMENTARY GRADING STANDARDS**

For students in grades four through five (4-5), the following grading standards shall be adhered to by all schools:

- A - Outstanding Progress; Exceptional Effort
- B - Good Progress; Strong Effort
- C - Satisfactory Progress; Acceptable Effort
- D - Some Progress; Not Enough Effort
- F - Unsatisfactory Progress; Unsatisfactory Effort

**Grading****MIDDLE AND HIGH SCHOOL GRADING STANDARDS**

For students in grades six through twelve (6-12), the following grading standards shall be adhered to by all schools:

- A - ~~90-100 (Score of 4)~~ ~~92-100 Superior~~
- B - ~~80-89 (Score of 3)~~ ~~83-91 Above Average~~
- C - ~~70-79 (Score of 2)~~ ~~74-82 Average~~
- D - ~~60-69 (Score of 1)~~ ~~65-73 Below Average~~
- F - ~~0-59 (Score of 0)~~ ~~0-64 Failure~~
- I - Incomplete

An "I" requires that all work shall be completed by the end of the next grading period as directed by the Principal. Exceptions require the approval of the Principal and the School Level Director.

For schools that want to move away from averaging grades on a 0-100 point scale, and remove the 60 points that are attributed to the "F", the five (5) point scale (scores of 0-4) should be used to assess a student's knowledge more fairly.

**MIDDLE SCHOOL GRADE COMPUTATION**

The computing of final grades for middle school students shall reflect a variety of activities: test scores, class work, and, if applicable, special projects.

**MIDDLE SCHOOL CONDUCT GRADES**

At the middle school level, the following indicators ~~may shall~~ be used for conduct grades:

- S - Satisfactory Conduct
- N - Needs Improvement
- U - Unsatisfactory Conduct

**DEVIATION FROM STANDARDS**

Any deviation from the above standards shall require written approval of the Principal, the Chief Academic Officer and the Board.

**REFERENCES:**

KRS 158.140, KRS 158.860; KRS 158.645; KRS 158.6451  
KRS 160.345; KRS 161.200  
703 KAR 5:200

**RELATED POLICIES:**

02.4241, 02.441; 08.113, 08.22, 08.222, 08.5

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## **District-Wide Magnet Schools/Programs and Gifted/Talented Programs Enrollment**

### **ATTENDANCE AREA STUDENTS**

In accordance with policy 09.11, students living in a magnet school/program's attendance area ~~may shall apply and must meet entrance criteria attend that magnet school. For a magnet school/program having an attendance area and requiring entrance criteria, the attendance area student shall not be required to meet entry criteria. The Maxwell Spanish Immersion School does not have an attendance area.~~

### **DEFINITIONS**

#### *Magnet School/Programs*

A magnet school/program means a school/program organized around an area of interest (*i.e.*, a theme or focus area), draws students from an entire community, and ~~may have~~ has no specific entrance ~~criteria aligned with standards except an interest in~~ the focus of the school program. Centralized transportation is provided if thirty (30) or more students or a student qualifying for free or reduced lunch services in an identified area request bus transportation.

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#### *Magnet School/Program with Criteria*

~~A magnet school/program with criteria means a school/program organized around an area of interest (*i.e.*, a theme or focus area), draws students from an entire community, and has entrance standards beyond interest in the focus of the school for students who live outside the school's attendance area.~~

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~~The Maxwell Spanish Immersion Magnet School does not have an attendance area. Magnet schools (Frederick Douglas Biomedical Magnet Program, the International Baccalaureate Program at Tates Creek High School, Bryan Station Middle School and Bryan Station High School Spanish Immersion Magnet Programs, and Lexington Traditional Magnet School) have attendance areas and may serve students outside the attendance area who meet program criteria or are selected in the lottery.~~

#### *Gifted/Talented School/Program*

~~A gifted/talented school/program means a specialized school program designed to serve formally identified gifted and talented students in grades 4-12 in specific academic areas (such as science and math, language arts, or social studies) or specific areas of giftedness (such as creativity, leadership, or the visual and performing arts) and takes only students who meet the criteria as formally identified gifted students according to State regulation 704 KAR 3:285.~~

~~Gifted and Talented programs within schools (Math, Science, and Technology Center at Paul L. Dunbar High School; School for the Creative and Performing Arts (SCAPA) at Bluegrass and Lafayette High School, and the Liberal Arts Academy at Henry Clay High School) do not have attendance areas.~~

~~The Gifted and Talented Accelerated Elementary and Middle Feeder Schools are bound by feeder systems based upon the student's primary home address and the elementary school for which he/she is slated to attend.~~



**District-Wide Magnet Schools/Programs and  
Gifted/Talented Programs Enrollment****ADMISSION PROCESS FOR MAGNET SELECTED STUDENTS**

The selection process for magnet selected students shall be as follows:

**Application and Lottery**

Carter G Woodson Preparatory Academy for Boys (K-1)

Dixie Magnet Elementary

International Baccalaureate Program at Tates Creek

Maxwell Spanish Immersion Magnet (K-1)

Rise STEM Academy for Girls

STEAM Academy

**Application, Meet Criteria and Lottery**

Bryan Station High School (Spanish Immersion Program)

Bryan Station Middle School (Spanish Immersion Program)

Carter G Woodson Preparatory Academy for Boys (2-5)

Carter G Woodson Academy for Boys (6-12)

Frederick Douglass Biomedical Magnet Program

Lexington Traditional Magnet School Program

Maxwell Spanish Immersion Magnet (Grades 2-5)

**MAGNET SLOTS**

The total number of slots in a magnet school or program is based on the building capacity and the projected enrollment of attendance area students. Calculating the total number of slots shall be the responsibility of the Office of Pupil Personnel.

The number of magnet slots offered in the magnet selection process are based on the following criteria:

- Currently enrolled students who are expected to remain
- Projected attendance area students (if applicable)
- Building capacity

**OUT-OF-AREA**

~~All out-of-area placements to Magnet Schools/Programs (not available to Magnet Special Schools/Programs) must have the approval of the School Chief, Director of Pupil Personnel, and the Associate Director for Federal, State, and Magnet Programs.~~

**District-Wide Magnet Schools/Programs and  
Gifted/Talented Programs Enrollment**

**MAGNET SLOTS (CONTINUED)**

In situations where one (1) or two (2) grade levels become significantly larger than the others, the number of slots offered at the entering grade level may be adjusted up or down to balance possible long term impacts on the school against the need to keep the whole school within capacity. The ~~Chief Academic Officer~~~~Associate Director for Federal, State, and Magnet Programs (ADFSMP)~~ shall make these adjustments in consultation with the Principal and School Chief with review by the Director of Pupil Personnel.

The number of magnet slots in magnet schools/programs without attendance areas, e.g., Maxwell shall be based on their building capacity minus any non-magnet District programs placed in the building. The number of slots per grade will be determined by agreement among the School Chief, the Principal, and the Office of Pupil Personnel.

**APPLICATION PROCESS**

The application process for magnet schools/programs shall be managed by the Support Services staff in accordance administrative procedures.

**~~MAGNET ADMISSIONS REVIEW COMMITTEE~~**

~~Except for the gifted/talented programs, the Magnet Admissions Review Committee (MARC) reviews student documents to determine student eligibility based on criteria. Students meeting criteria will be eligible for the selection process or lottery (Lexington Traditional Magnet School ONLY).~~

~~The MARC is composed of the following members:~~

- ~~• School Chief or Designee~~
- ~~• Principal or Designee~~
- ~~• Guidance Counselors/School Representative from participating schools~~
- ~~• Language Arts Content Specialists~~
- ~~• Special Education Specialist~~
- ~~• Content Area Specialist~~

**Magnet Lottery**

Lotteries are used as part of the magnet selection process for Magnet Schools/Programs and shall be conducted in accordance with administrative procedures.

Magnet school program offers for available slots shall be made by January 31 of each school year.

~~Placement after January 31 of the school calendar for magnet programs shall be considered by the School Chief in conjunction with the school principal(s) and the Associate Director for Federal, State, and Magnet Programs when appropriate.~~

**District-Wide Magnet Schools/Programs and  
Gifted/Talented Programs Enrollment****STUDENT ENROLLMENT STATUS**

An attendance area student who moves out of the magnet school/program attendance area may remain and complete the magnet school/program.

A student who withdraws from a District magnet program during a school year and returns to the District during the same school year may be permitted to re-enroll in the program pending space availability and evaluation of staff/school personnel.

A magnet or gifted student who withdraws from the District during a school year and who returns to the District during the same school year may be permitted to re-enroll in the program pending space availability and evaluation of staff/school personnel.

If any student wishes to leave the magnet program or gifted/talented program mid-year, the Associate Director for Federal, State, and Magnet Programs shall make the final decision in consultation with parents and school principals. The Office of Federal, State, and Magnet Schools shall require an exit form process for each program/school to gather data to support program needs and evaluation.

Newly enrolled students into the District who enter during the school year must wait and apply for a gifted or magnet program the following application period. Magnet schools/programs with specific criteria will consult with the School Chief and the Associate Director for Federal, State, and Magnet Programs to determine available space. If space is available and no other students on a waiting list are eligible, the school may petition the District to implement a criterion review process to offer placement to newly enrolled students outside their attendance area.

**GIFTED/TALENTED SCHOOL/PROGRAM**

A gifted/talented school/program means a specialized school program designed to serve formally identified gifted and talented students in grades 4-12 in specific academic areas (such as science and math, language arts, or social studies) or specific areas of giftedness (such as creativity, leadership, or the visual and performing arts) and takes only students who meet the criteria as formally identified gifted students according to 704 KAR 3:285.

Gifted and Talented programs within schools (Math, Science, and Technology Center at Paul L. Dunbar High School; School for the Creative and Performing Arts [SCAPA] at Bluegrass and Lafayette High School, and the Liberal Arts Academy at Henry Clay High School) do not have attendance areas.

The Gifted and Talented Accelerated Elementary and Middle Feeder Schools are bound by feeder systems based upon the student's primary home address and the elementary school for which he/she is slated to attend.

A gifted student who withdraws from the District during a school year and who returns to the District during the same school year may be permitted to re-enroll in the program pending space availability.

If any student wishes to leave the gifted/talented program mid-year, the Chief Academic Officer shall make the final decision in consultation with parents and school principals. The Academic Services Office shall require an exit form process for each program/school to gather data to support program needs and evaluation.

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**District-Wide Magnet Schools/Programs and  
Gifted/Talented Programs Enrollment**

**Gifted/Talented School/Program (continued)**

Newly enrolled students into the District who enter after the application window closes must wait and apply for a gifted program the following application period. In the event space is available in the program of interest, parents may apply through the late application process.

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**SELECTION PROCESS FOR MAGNET-SELECTED STUDENTS****THE SELECTION PROCESS FOR MAGNET-SELECTED STUDENTS SHALL BE AS FOLLOWS:****Magnet School Application and Lottery**

Dixie Individually Prescribed Education Magnet

Maxwell Spanish Immersion Magnet (K-P1)

International Baccalaureate Program at Tates Creek High School

**Magnet Schools with Criteria: Application, Meet Criteria and Lottery**

Maxwell Spanish Immersion Magnet (Grades 2-5)

Bryan Station Middle School (Spanish Immersion Program)

Lexington Traditional Magnet School Program

Bryan Station High School (Spanish Immersion Program)

Fredrick Douglass Biomedical Magnet Program

Tates Creek High School International Baccalaureate Program

**Entrance Criteria****ENTRANCE CRITERIA FOR MAGNET SCHOOLS/PROGRAMS SHALL NOT APPLY TO ATTENDANCE AREA STUDENTS.****Gifted/Talented School/Programs**

Gifted/Talented program applicants must meet the gifted education criteria outlined in 08.132 AP.1/Gifted and Talented Students and in the state regulation 704 KAR 3:285.

- Elementary Gifted Accelerated Program Grades 4-5
- School for the Creative and Performing Arts Grades 4-8
- School for the Creative and Performing Arts Grades 9-12
- Liberal Arts Academy Grades 9-12
- Middle School Accelerated Cluster Program Grades 6-8
- Math, Science, and Technology Center Grades 9-12



STUDENTS

09.112  
(CONTINUED)

**District-Wide Magnet Schools/Programs and  
Gifted/Talented Programs Enrollment**

**MAGNET AND GIFTED APPEALS AND GRIEVANCES**

The process to appeal decisions related to magnet schools or gifted/talented programs shall be addressed in administrative procedures 08.132 AP.1/Gifted and Talented Students and 09.112 AP.1/Gifted/Talented and Magnet School/Program Procedures Gifted/Talented and Magnet School/Program Procedures.

**RELATED POLICY:**

09.11

**RELATED PROCEDURES:**

08.132 AP.1; 09.112 AP.1

## 2021 Policy Update (#44) Checklist

**District: Fayette County Public Schools**

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

Policy Number	Adopt as Written	Adopt with Modification*	Adoption Date	Order Number	Keep Current Policy	Rescind Policy
01.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
01.21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
01.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
03.113	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
03.14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
03.162	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
03.175	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
03.212	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
03.24	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
03.262	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
04.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
04.311	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
04.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
04.91	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
06.221	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
06.23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
06.342	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.113	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

Policy Number	Adopt as Written	Adopt with Modification*	Adoption Date	Order Number	Keep Current Policy	Rescind Policy
09.2241	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
09.42811	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
09.43	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
03.122	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
03.1232	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
03.222	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
03.28	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
08.11	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
08.132	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
08.221	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
09.112	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>

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

\_\_\_\_\_  
Board Chair's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Date

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

**Executive Summary  
Fayette County Public Schools Board Meeting  
Agenda Item**

**MEETING: Planning**

**DATE: 6/8/2020**

**TOPIC: Annual KSBA Procedure Updates**

**PREPARED BY: Shelley Chatfield**

**Recommended Action on: 6/8/2020  
Informational Item**

**Superintendent Prior Approval: No**

**Recommendation/Motion: A motion is in order to review procedure updates.**

**Background/Rationale: Procedure updates must be brought to the Board for review.**

**Policy: 01.11**

**Fiscal Impact: N/A**

**Attachments(s): Procedure Updates**

**AN EQUAL OPPORTUNITY SCHOOL DISTRICT**

Board of Education: Stephanie Spires, Chair • Raymond Daniels, Vice Chair • Daryl Love • Christy Morris • Tyler Murphy

Superintendent Emmanuel Caulk

701 East Main Street, Lexington, Kentucky 40502 • Phone: 859.381.4100 • [www.fcps.net](http://www.fcps.net)

**Mailing Address:** 1126 Russell Cave Rd., Lexington, Kentucky 40505



EXPLANATION: SB 158 AMENDS KRS 160.1594 TO PROVIDE THAT CHARTER AUTHORIZER TRAINING SHALL NOT BE REQUIRED OF ANY BOARD MEMBER UNTIL A CHARTER APPLICATION IS SUBMITTED TO THE BOARD, AND SETS THE REQUIREMENT AT SIX (6) HOURS.  
FINANCIAL IMPLICATIONS: FEWER HOURS REQUIRED MAY REDUCE TRAINING COSTS

POWERS AND DUTIES OF BOARD OF EDUCATION

01.3 AP.2

**Board Vacancy Forms**

**FORM TO PROVIDE NOTICE THAT A VACANCY EXISTS:**

Date: \_\_\_\_\_

To Whom it May Concern:

A vacancy exists on the \_\_\_\_\_ Board of Education, as of \_\_\_\_\_,<sup>1</sup> in the seat [Division # \_\_\_\_ (*for county school systems*) or the District at large (*for independent school systems*)] formerly held by \_\_\_\_\_. The unexpired term for this seat is set to end on \_\_\_\_\_. The Board will proceed to appoint an individual to fill this seat for the unexpired term pursuant to KRS 160.190 and Board Policy 01.3.

Sincerely,

\_\_\_\_\_  
Superintendent/Board Secretary

cc: Secretary of State, State Capitol, 700 Capital Ave., Room #152, Frankfort, KY 40601  
\_\_\_\_\_ County Clerk  
Commissioner of Education, Kentucky Department of Education, 300 Sower Blvd.,  
Frankfort, KY 40601  
Director of Board Team Development, KSBA, 260 Democrat Dr., Frankfort, KY 40601

**REFERENCE:**

<sup>1</sup>OAG 81-316

**Board Vacancy Forms****SAMPLE NEWSPAPER ADVERTISEMENT ANNOUNCING A BOARD VACANCY****NOTICE OF VACANT \_\_\_\_\_ BOARD OF EDUCATION SEAT**

The \_\_\_\_\_ Board of Education ("Board") is seeking applications for appointment to fill a vacancy on the Board representing seat [Division # \_\_\_\_ (*for county school systems*) or the District at large (*for independent school systems*)]. This appointment will be effective until the November \_\_\_\_ regular election (use if the next November regular election is scheduled more than one [1] year prior to end of the remaining term) or the end of the term in \_\_\_\_ (use if the next November regular election is scheduled one [1] year or less prior to end of remaining term).

Responsibilities include: setting policy to govern the District; hiring/evaluating the Superintendent; and levying taxes and adopting the District budget. Board members must:

- Be at least 24 years old and a Kentucky citizen for the last three years;
- Be a registered voter in the particular District of the vacancy;
- Have completed the 12th grade or have a GED certificate;
- Meet all other legal qualifications (KRS 160.180); and
- Complete required annual in-service training.

Applications are available at \_\_\_\_\_ or online at \_\_\_\_\_. Mail applications to: Superintendent, ATTN: Board Vacancy, \_\_\_\_\_, \_\_\_\_\_, KY \_\_\_\_\_.

**Board Vacancy Forms**

**FORM TO PROVIDE NOTICE THAT VACANCY HAS BEEN FILLED BY THE BOARD:**

Date: \_\_\_\_\_

To Whom it May Concern:

Pursuant to KRS 160.190, and Board Policy 01.3, the \_\_\_\_\_ Board of Education, by vote of the Board on \_\_\_\_\_, has appointed \_\_\_\_\_ to fill the vacancy created on \_\_\_\_\_ in the seat [Division # \_\_\_\_ (*for county school systems*) or the District at large (*for independent school systems*)] formerly held by \_\_\_\_\_.

The appointment is effective immediately. \_\_\_\_\_'s address is \_\_\_\_\_

and email address is \_\_\_\_\_.

The term for this appointment will end on \_\_\_\_\_.

Sincerely,

\_\_\_\_\_  
Superintendent/Board Secretary

cc: Secretary of State, State Capitol, 700 Capital Ave., Room #152, Frankfort, KY 40601  
\_\_\_\_\_  
County Clerk  
Commissioner of Education, Kentucky Department of Education, 300 Sower Blvd.,  
Frankfort, KY 40601  
Director of Board Team Development, KSBA, 260 Democrat Dr., Frankfort, KY 40601

**Board Vacancy Forms****FORM LETTER TO NEWLY APPOINTED MEMBER, ON DISTRICT LETTERHEAD:**

Date: \_\_\_\_\_

Mr./Ms. \_\_\_\_\_

\_\_\_\_\_, KY \_\_\_\_\_

Dear Mr./Ms. \_\_\_\_\_:

Pursuant to KRS 160.190, and Board Policy 01.3, the \_\_\_\_\_ Board of Education, by vote of the Board on \_\_\_\_\_, has appointed you to fill the vacancy created on \_\_\_\_\_ in the seat [Division # \_\_\_\_ (*for county school systems*) or the District at large (*for independent school systems*) formerly held by \_\_\_\_\_. The appointment is effective immediately. Upon being duly sworn in, you may assume the duties of the office.

The term of this appointment is set to end \_\_\_\_\_. Pursuant to KRS 160.190, this seat will be open to election in the November \_\_\_\_\_ general election. The \_\_\_\_\_ County Clerk should be consulted for election and candidacy filing information regarding this seat.

All new local Board of Education members must receive a minimum of twelve (12) hours of in-service training annually, per KRS 160.180 and 702 KAR 1:115, on a calendar year basis. These hours shall include certain mandated topics of ethics, finance, and Superintendent evaluation, as well as on various other topics such as Board member roles and responsibilities, and the Board's role in student achievement. Additionally, when the Board, or a collaborative of local school boards including the Board, receives a charter school application, any member of the Board or boards who has not received charter authorization training within twelve (12) months immediately preceding the date the application was received shall receive six (6) hours of in-service training prior to evaluating the charter application~~per 701 KAR 8:020, local Board members are required to complete twelve (12) hours of in-service training annually in their capacity as charter school authorizers.~~ This requirement is separate from, and in addition to, the training required by KRS 160.180, ~~but certain hours may count towards both requirements.~~ Depending on the date of appointment, special provisions may apply.

The Kentucky School Boards Association (KSBA) provides local Board member in-service training, and maintains the legal records relating to required Board member training completion. KSBA makes efforts to offer training courses that will meet legal requirements for both general training and charter authorizer training. KSBA will contact you soon to begin scheduling training for the current calendar year. You may contact KSBA by calling 1-800-372-2962.

Sincerely,

\_\_\_\_\_  
Superintendent/Board Secretary

cc: Secretary of State, State Capitol, 700 Capital Ave., Room #152, Frankfort, KY 40601

\_\_\_\_\_  
County ClerkCommissioner of Education, Kentucky Department of Education, 300 Sower Blvd.,  
Frankfort, KY 40601

Director of Board Team Development, KSBA, 260 Democrat Dr., Frankfort, KY 40601



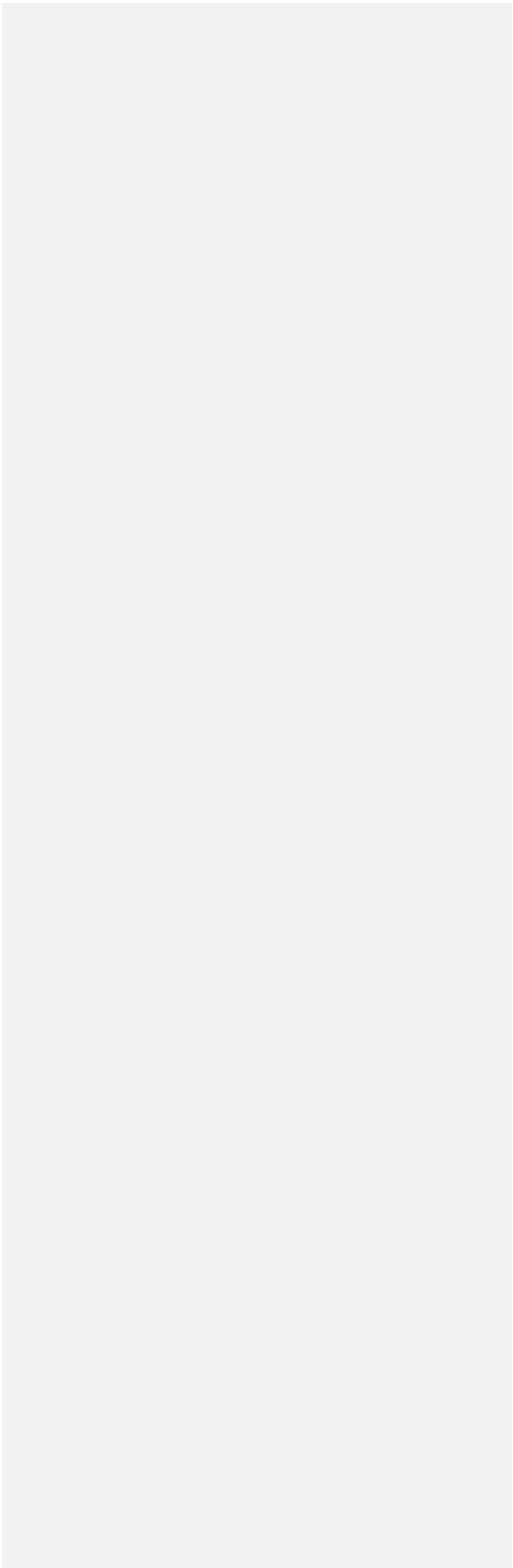
POWERS AND DUTIES OF BOARD OF EDUCATION

01.3 AP.2  
(CONTINUED)

**Board Vacancy Forms**

**RELATED PROCEDURE:**

01.3 AP.21



EXPLANATION: THIS CHANGE CLARIFIES THE QUESTION RELATING TO A POTENTIAL CANDIDATE'S EMPLOYMENT STATUS WITH THE SCHOOL DISTRICT AND MODIFIES A QUESTION ABOUT LONG RANGE BOARD GOALS TO REFLECT THAT APPOINTEES WILL SERVE LESS THAN FOUR (4) YEARS.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

## POWERS AND DUTIES OF BOARD OF EDUCATION

01.3 AP.21

### Application for Board Vacancy

Name of School District: _____			
[Division # ____ (for county school systems) or the District at large (for independent school systems)]			
Name: _____		Birthdate: _____	
Last	First	MI	
Address: _____			
Street or Box #	State	Zip Code	
Telephone: _____			
Business	Home	Cell	
Email Address: _____			

1. Have you been a citizen of Kentucky for a minimum of at least the last three (3) years? ☐ Yes ☐ No
2. Are you registered to vote in the Division (in the case of a county school District) or District (in the case of an independent school District) you wish to serve? ☐ Yes ☐ No
3. Are you an officer of, or employed by, any city, county, consolidated local government, or other municipality? ☐ Yes ☐ No  
If yes, please identify. \_\_\_\_\_
4. Does the School District~~city or county Board~~ where you reside presently employ you? ☐ Yes ☐ No
5. Do you have any relatives employed by the District? ☐ Yes ☐ No  
If yes, please indicate their relationship to you:  
☐ Brother ☐ Sister ☐ Husband ☐ Wife ☐ Son ☐ Daughter ☐ Father ☐ Mother  
☐ Other \_\_\_\_\_
6. Have you ever been a member of any local Board of Education in Kentucky? ☐ Yes ☐ No  
If so, which District \_\_\_\_\_ and when \_\_\_\_\_?
7. Do you currently hold any elective federal, state, county, or city office? ☐ Yes ☐ No  
If yes, please identify. \_\_\_\_\_
8. Do you own or are you a stockholder in a business involved in sales or other contracts with the Board or with individual schools of the District? ☐ Yes ☐ No  
If yes, please identify. \_\_\_\_\_
9. Do you work for a company that provides any goods or services to the District or with the individual schools of the District? Do you receive any commissions or other benefits as a result of any contracts or business with the District? ☐ Yes ☐ No  
If yes, please describe. \_\_\_\_\_
10. Have you ever been fined or convicted for violation of any law? Are you now facing any charges for any violation of law? ☐ Yes ☐ No  
If yes, please describe. \_\_\_\_\_

**Application for Board Vacancy**

11. Do you serve on any county, city, or joint agency government boards? ☐ Yes ☐ No  
If yes, please describe. \_\_\_\_\_
12. Do you currently hold a leadership position with any organization that provides financial support or raises funds in the name of the District, a school in the District, or students of the District? ☐ Yes ☐ No
13. Have you completed at least the twelfth (12<sup>th</sup>) grade or been issued a High School Equivalency Diploma? ☐ Yes ☐ No
14. Please circle the highest level of formal education you have completed:

GRADE SCHOOL	HIGH SCHOOL	COLLEGE	GRADUATE SCHOOL
1 2 3 4 5 6 7 8	9 10 11 12	1 2 3 4	1 2 3 4

**Note: Application must include a transcript evidencing completion of the twelfth (12<sup>th</sup>) grade, or, if appropriate, the results of a twelfth (12<sup>th</sup>) grade equivalency examination. ~~A diploma is not acceptable.~~**

High School Attended	Address	Dates Attended/Graduated
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College/University Attended	Address	Dates Attended/Degree
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Graduate Schools Attended	Address	Dates Attended/Degree
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15. List schools or school related activities in which you are currently involved or with which you have had previous involvement: \_\_\_\_\_

16. Work Experience (Please provide employment history and attach current resume.)

a.	Current Employer	Address
	Date of Employment	Duties
b.	Previous Employer	Address
	Date of Employment	Duties
c.	Previous Employer	Address
	Date of Employment	Duties

**Application for Board Vacancy**

17. Please describe why you are interested in serving on the local Board of Education:

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18. Please describe the benefits that you believe strong public schools bring to a community:

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**Application for Board Vacancy**

19. Please describe one (1) goal or objective that you think the local Board of Education should seek to complete during your service on the Board in the next four (4) years:

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**Note: Board members must complete annual in-service training as required by law.**

This application constitutes my letter of intent to seek appointment to the Board under KRS 160.190, and I hereby affirm that to the best of my knowledge the information being submitted on this application and any required attachments thereto is accurate and that I am eligible to be appointed to the Board under law.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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**Application for Board Vacancy**

**COUNTY CLERK'S CERTIFICATION**

**RESIDENCE AND VOTER REGISTRATION FOR SCHOOL BOARD APPOINTMENT**

COUNTY CLERK: Please complete this form as it applies to the legal residence status of the applicant for school board appointment.

\_\_\_\_\_ who resides at \_\_\_\_\_  
Name Address

is a resident and registered voter in \_\_\_\_\_ School District  
[Division # \_\_\_\_ (*for county school systems*) or the District at large (*for independent school systems*).]

Certified by: \_\_\_\_\_

\_\_\_\_\_ County Clerk's Office Date: \_\_\_\_\_

NOTE: This form must be completed by the County Clerk and returned to Central Office along with the other four (4) pages of the application.

**RELATED PROCEDURE:**

01.3 AP.2

EXPLANATION: SB 79 AMENDS KRS 160.380 REPLACING "SUBSTANTIATED" FINDING OF CHILD ABUSE OR NEGLECT WITH "ADMINISTRATIVE" FINDING OF CHILD ABUSE OR NEGLECT.  
FINANCIAL IMPLICATIONS: COST OF PRINTING NEW APPLICATIONS AND STAFF TIME TO TRACK THE STATUS IF REPORT INDICATES SUBSTANTIATED FINDING IS ON APPEAL

PERSONNEL

03.121 AP.22

- CERTIFIED PERSONNEL -

**Certified New Hire Paperwork Checklist**

LAST NAME \_\_\_\_\_ FIRST NAME \_\_\_\_\_  
SSN# \_\_\_\_\_

STREET ADDRESS \_\_\_\_\_ APT# \_\_\_\_\_ CITY \_\_\_\_\_ STATE \_\_\_\_\_

BIRTH DATE \_\_\_\_\_ GENDER \_\_\_\_ (M) \_\_\_\_ (F) ETHNICITY \_\_\_\_\_

LOCATION: \_\_\_\_\_ POSITION: \_\_\_\_\_ RETIREE Y / N.

**HUMAN RESOURCES STAFF WILL VERIFY RECEIPT OF THE ITEMS BELOW:**

Teaching Certificate: \_\_\_\_ Attached \_\_\_\_ On File \_\_\_\_ Pending \_\_\_\_ Ordered  
Bachelor's Degree Transcripts: \_\_\_\_ Attached \_\_\_\_ On File \_\_\_\_ Pending/Requested  
Master's Degree Transcripts: \_\_\_\_ Attached \_\_\_\_ On File \_\_\_\_ Pending/Requested

**PAPERS IN NEW HIRE FOLDER:**

\_\_\_\_ Start Date Verification  
\_\_\_\_ Job Description  
\_\_\_\_ I-9 ( \_\_\_\_ Driver's License \_\_\_\_ Social Security Card \_\_\_\_ Other)  
\_\_\_\_ Education Verification Form  
\_\_\_\_ Previous Experience Summary  
\_\_\_\_ Verification of Previous Teaching Experience Forms (How many? \_\_\_\_)  
\_\_\_\_ Benefits Acknowledgement Form  
\_\_\_\_ Letter from Cabinet for Health and Family Services stating that there are no  
~~administrative~~ findings ~~or of substantiated~~ child abuse or neglect on record  
(applicants hired on or after April 4, 2018)

Physical Examination Form \_\_\_\_ On File \_\_\_\_ Received

**ELECTRONIC DOCUMENTS:**

\_\_\_\_ New Employee Agreement  
\_\_\_\_ Federal SSA 1945 (Social Security Statement)  
\_\_\_\_ W-4 \_\_\_\_ K-4  
\_\_\_\_ Disability Notice  
\_\_\_\_ Direct Deposit Form and voided check  
\_\_\_\_ W2 Electronic Enrollment Form (Elected to receive via email Y / N )  
Criminal Background Check \_\_\_\_ On File \_\_\_\_ Date Completed \_\_\_\_ Received

**RETIREES ONLY:**

\_\_\_\_ DWT (\$ \_\_\_\_\_) \_\_\_\_ Notification of Working as a Certified Retiree Letter

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EXPLANATION: SB 8 AMENDS KRS 158.070 TO CHANGE SUICIDE PREVENTION TRAINING FROM EVERY OTHER YEAR TO EVERY YEAR.  
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

## PERSONNEL

03.19 AP.23

### District Training Requirements

SCHOOL YEAR:

This form may be used to track completion of local and state employee training requirements that apply across the District and maintain a record for the information of the Superintendent and Board.

TOPIC	LEGAL CITATION	RELATED POLICY	EMPLOYEES OR OTHERS AS DESIGNATED			DATE COMPLETED
			CERTIFIED	ALL	DESIGNATED	
District planning committee members.		01.111			✓	
Board member training hours	KRS 160.180; 702 KAR 1:115; 701 KAR 8:020	01.83			✓	
Certified Evaluation Training	KRS 156.557; 704 KAR 3:370	02.14/03.18	✓		✓	
Superintendent training program to be completed within two (2) years of taking office	KRS 160.350	02.12			✓	
Council member training required for Principal selection	KRS 160.345	02.4244			✓	
Supervisors shall receive appropriate training to equip them to meet the standards of Personnel Management		02.3			✓	
<del>Effective January 1, 2020, all</del> All School Resource Officers (SROs) shall successfully complete forty (40) hours of annual in service training that has been certified or recognized by the Kentucky Law Enforcement Council for SROs.	KRS 158.4414	02.31			✓	
Council member training hours.	KRS 160.345	02.431			✓	
Asbestos Containing Building Material (ACBM), Lockout/Tagout and personal protective equipment (PPE) training for designated employees.	40 C.F.R. Part 763 401 KAR 58:010 803 KAR 2:308 OSHA 29 C.F.R. 1910.132 29 C.F.R. 1910.147 29 C.F.R. 1910.1200	03.14/03.24			✓	
Bloodborne pathogens	OSHA 29 C.F.R. 1910.1030	03.14/03.24		✓		
Behaviors prohibited/required reporting of harassment/discrimination.	34 C.F.R. 106.1-106.71, U.S. Department of Education Office for Civil Rights Guidance	03.162/03.262		✓		
Training for Supervisors of Student Teachers	16 KAR 5:040				✓	



**District Training Requirements**

TOPIC	LEGAL CITATION	RELATED POLICY	EMPLOYEES OR OTHERS AS DESIGNATED			DATE COMPLETED
			CERTIFIED	ALL	DESIGNATED	
Orientation materials for volunteers	KRS 161.048	03.6			✓	
Teacher professional development/learning	KRS 156.095	03.19	✓			
Instructional leader training	KRS 156.101	03.1912			✓	
The Superintendent shall develop and implement a program for continuing training for selected classified personnel.		03.29			✓	
Training of the instructional teachers' aide with the certified employee to whom s/he is assigned	KRS 161.044	03.5			✓	
Integrated Pest Management (7a) Certification	302 KAR 29:060	05.11			✓	
Training for designated personnel on use and management of equipment		05.4			✓	
If District owns automated external defibrillator (AEDs), training on use of such	KRS 311.667	05.4			✓	
School Safety Coordinator (SSC) training program developed by the Kentucky Center for School Safety (KCSS)	KRS 158.4412	05.4			✓	
School Principal training on procedures for completion of the required school security risk assessment.						
Fire drill procedure system.	KRS 158.162	05.41		✓		
Lockdown drill procedure system.	KRS 158.162	05.411		✓		
	KRS 158.164					
Active Shooter Situations	KRS 156.095	03.19/03.29			✓	
Severe Weather/Tornado drill procedure system.	KRS 158.162	05.42		✓		
	KRS 158.163					
Earthquake drill procedure system.	KRS 158.163	05.47		✓		
Annual in-service school bus driver training	702 KAR 5:030	06.23			✓	
Career Tech – If funds available, High School teachers to receive training regarding embedding reading, math, and science in career tech courses.	KRS 158.818				✓	
Committee for Mathematics Achievement – training for teachers based on available funds.	KRS 158.832		✓			
KDE to provide or facilitate statewide training for teachers and administrators regarding content standards, integrating performance assessments, communication and higher order thinking.	KRS 158.6453 (SB 1)		✓			

PERSONNEL

03.19 AP.23  
(CONTINUED)

**District Training Requirements**

TOPIC	LEGAL CITATION	RELATED POLICY	EMPLOYEES OR OTHERS AS DESIGNATED			DATE COMPLETED
			CERTIFIED	ALL	DESIGNATED	
Grants regarding training for state-funded community education directors	KRS 160.156				✓	
Local Board to develop and implement orientation program for adjunct instructors	KRS 161.046				✓	
Designated training for School Nutrition Program Directors and food service personnel	702 KAR 6:045 KRS 158.852 7 C.F.R. §210.31 704 KAR 3:285	07.1 07.16			✓	
Teachers of gifted/talented students required training on identifying and working with gifted/talented students. All other personnel working with gifted students shall be prepared through appropriate professional development to address the individual needs, interests, and abilities of the students.		08.132	✓		✓	
KDE to provide training to address the characteristics and instructional needs of students at risk of school failure and most likely to drop out of school	KRS 156.095	08.141	✓		✓	
Student training on appropriate online behavior on social networking sites and cyberbullying awareness and response	47 U.S.C. 254/Children's Internet Protection Act; 47 C.F.R. 54.520 34 C.F.R. 300.623	08.2323			✓	
Confidentiality of student record information		09.14		✓		
Student suicide prevention training: Minimum of one (1) hour in-person, live stream, or via video recording every <del>one</del> year including the recognition of signs and symptoms of possible mental illness. New hires during off year to receive suicide prevention materials to review. [Employees with job duties requiring direct contact with students in grades six (6) through twelve (12).]	KRS 156.095, KRS 158.070	09.22			✓	
Training on employee reports of criminal activity	KRS 158.148, KRS 158.154, KRS 158.155, KRS 158.156, KRS 620.030	09.2211		✓		
Personnel training on restraint and seclusion and positive behavioral supports	704 KAR 7:160	09.2212		✓	✓	

## PERSONNEL

03.19 AP.23  
(CONTINUED)**District Training Requirements**

TOPIC	LEGAL CITATION	RELATED POLICY	EMPLOYEES OR OTHERS AS DESIGNATED			DATE COMPLETED
			CERTIFIED	ALL	DESIGNATED	
Personnel training child abuse and neglect prevention, recognition, and reporting	KRS 156.095	09.227	✓		✓	
Initial/follow-up training for coaches of interscholastic athletic activities or sports	KRS 160.445, KRS 161.166, KRS 161.185, 702 KAR 7:065	03.1161 03.2141 09.311			✓	
Training for school personnel authorized to give medication	KRS 158.838 KRS 156.502 702 KAR 1:160	09.22 09.224 09.2241			✓	
At least one (1) hour of self-study review of seizure disorder materials required for all principals, guidance counselors, and teachers by July 1, 2019, and for all principals, guidance counselors, and teachers hired after July 1, 2019.	KRS 158.070	09.22			✓	
Age appropriate training for students during the first month of school on behaviors prohibited/required reporting of harassment/discrimination	34 C.F.R. 106.1-106.71, U.S. Department of Education Office for Civil Rights Guidance	09.42811			✓	
KDE shall provide technical assistance and training for Response to Intervention upon District request.	KRS 158.305				✓	
Training to build capacity of staff and administrators to deliver high-quality services and programming in the District's Alternative Education Program	704 KAR 19:002	09.4341			✓	
Student discipline code	KRS 158.148, KRS 158.156, KRS 158.444, KRS 525.070, KRS 525.080	09.438		✓		
Intervention and response training on responding to instances of incivility.		10.21		✓		

**THIS IS NOT AN EXHAUSTIVE LIST – CONSULT OSHA/ADA AND BOARD POLICIES FOR OTHER TRAINING REQUIREMENTS.**For training provided in person, participants should sign in at the end of the meeting to document their attendance. The sign-in sheet shall be maintained in paper or electronic format as required by the Kentucky Records Retention/Public School District Schedule.

EXPLANATION: FEDERAL MOTOR CARRIER SAFETY ADMINISTRATION (FMCSA) REGULATIONS REQUIRE THAT AS OF JANUARY 6, 2020 DISTRICTS ARE TO COMPLY WITH FEDERAL BUS DRIVER "CLEARINGHOUSE" RULES REQUIRING CHECKS ON APPLICANTS, ANNUAL CHECKS ON CURRENT DRIVERS, INFORMING DRIVERS OF REPORTABLE CONDUCT, AND REPORTING OF DISQUALIFYING INCIDENTS TO THE FMCSA DATABASE.  
FINANCIAL IMPLICATIONS: COST OF CLEARINGHOUSE CHECKS

PERSONNEL

03.21 AP.254

### **Driving Record Violations and Personnel Actions**

#### **NEW/RETURNING BUS DRIVERS**

The District shall perform a driving history check on school bus drivers prior to initial employment and after a break in service (excluding summers). Decisions to employ or re-employ an individual shall be contingent on receipt of records revealing no driving history convictions that would, as determined by the Superintendent, affect the individual's ability to perform the job. Driver applicants and current drivers are subject to checks of the Federal Motor Carrier Safety Administration Clearinghouse (FMCSA) and related rules as described in Policy 06.221.

A person shall not be employed as a school bus driver if convicted within the past five (5) years of driving a motor vehicle under the influence or driving while intoxicated ~~of alcohol or any illegal drug.~~

#### **CURRENT EMPLOYEES**

Current bus drivers shall undergo driving records checks at intervals determined by Board policy. Those whose driving record checks reveal the following violations ~~are~~ may be subject to appropriate disciplinary action, up to and including, termination/nonrenewal.

1. Speeding/major - speeding more than sixteen (16) miles per hour faster than the speed limit within the last two (2) years;
2. Speeding/minor – speeding less than sixteen (16) miles faster than the speed limit more than once within the last two (2) years;
3. Collision resulting in a citation being issued to applicant for being at fault;
4. Under the influence of alcohol or any illegal drugs while on duty or with remaining driving responsibilities that same day;
5. Revocation of driver's license;
6. Conviction for DUI/DWI;
7. Conviction for reckless driving;
8. Citation for any moving motor vehicle violation including that includes either ~~including that includes either~~ DUI/DWI and reckless driving;  
~~(A minor motor vehicle violation such as failing to make a full stop at a traffic signal need not be reported to the Superintendent.)~~
9. Citation for violation of state or local law governing motor vehicle traffic control other than a parking violation;
- 9-10. Conviction for a felony sex crime or as a violent offender as defined in KRS 17.165;



**Driving Record Violations and Personnel Actions****CURRENT EMPLOYEES (CONTINUED)**

~~10.11~~ Failure to notify the Superintendent if the classified employee has been found by the Cabinet for Health and Family Services to have abused or neglected a child, and if the employee has waived the right to appeal such a substantiated finding or the finding has been upheld upon appeal; or

~~11.12~~ Other criminal or moving vehicle violation, as determined by Superintendent/designee to bear a reasonable relationship to the ability of the individual to perform the job.

**NOTE:** 702 KAR 5:080 requires bus drivers to report to the Superintendent/designee any violations falling under points five through ~~nineteen~~ (5-98) above.

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EXPLANATION: SB 79 AMENDS KRS 160.380 REPLACING "SUBSTANTIATED" FINDING OF CHILD ABUSE OR NEGLECT WITH "ADMINISTRATIVE" FINDING OF CHILD ABUSE OR NEGLECT.  
FINANCIAL IMPLICATIONS: COST OF PRINTING NEW APPLICATIONS AND STAFF TIME TO TRACK THE STATUS IF REPORT INDICATES SUBSTANTIATED FINDING IS ON APPEAL

PERSONNEL

03.221 AP.22

- CLASSIFIED PERSONNEL -

**Classified Personnel File Checklist**

LAST NAME \_\_\_\_\_ FIRST NAME \_\_\_\_\_ SSN# \_\_\_\_\_  
STREET ADDRESS \_\_\_\_\_ APT# \_\_\_\_\_ CITY \_\_\_\_\_ STATE \_\_\_\_\_  
BIRTH DATE \_\_\_\_\_ GENDER \_\_\_\_\_ (M) \_\_\_\_\_ (F) ETHNICITY \_\_\_\_\_  
LOCATION: \_\_\_\_\_ POSITION: \_\_\_\_\_ RETIREE Y / N.

---

**HUMAN RESOURCES STAFF WILL VERIFY RECEIPT OF THE ITEMS BELOW:**

---

\_\_\_\_ FINGERPRINTS \_\_\_\_ MONEY ORDER \_\_\_\_ CHECK  
\_\_\_\_ H.S. DIPLOMA \_\_\_\_ HIGH SCHOOL EQUIVALENCY DIPLOMA \_\_\_\_ COLLEGE TRANSCRIPT  
\_\_\_\_ JOB DESCRIPTION  
\_\_\_\_ OFFICIAL START DATE FORM  
\_\_\_\_ NEW EMPLOYEE AGREEMENT (*COMPLETED ONLINE?* Yes \_\_\_\_ No \_\_\_\_)  
\_\_\_\_ DISABILITIES ACT FORM (*COMPLETED ONLINE?* Yes \_\_\_\_ No \_\_\_\_)  
\_\_\_\_ I-9: \_\_\_\_ DRIVERS LICENSE \_\_\_\_ SOCIAL SECURITY CARD OR BIRTH CERTIFICATE  
\_\_\_\_ W4 & K4 TAX FORMS (*COMPLETED ONLINE?* Yes \_\_\_\_ No \_\_\_\_)  
\_\_\_\_ DIRECT DEPOSIT ENROLLMENT FORM (*COMPLETED ONLINE?* Yes \_\_\_\_ No \_\_\_\_)  
\_\_\_\_ PHYSICAL EXAMINATION W/ TB ASSESSMENT (*On File* \_\_\_\_ *Received* \_\_\_\_)  
\_\_\_\_ W2 ELECTRONIC ENROLLMENT FORM (*COMPLETED ONLINE?* Yes \_\_\_\_ No \_\_\_\_)  
    \* Elected to Receive W2: Electronic Form \_\_\_\_ Paper \_\_\_\_ (please select which option was chosen)  
\_\_\_\_ EMPLOYEE BENEFITS ACKNOWLEDGEMENT FORM  
\_\_\_\_ FINGERPRINTS \_\_\_\_ MONEY ORDER \_\_\_\_ CHECK  
\_\_\_\_ LETTER FROM CABINET FOR HEALTH AND FAMILY SERVICES: Applicants (hired on or after April 4, 2018) must provide a letter from the Cabinet for Health and Family Services stating there are no administrative findings of substantiated child abuse or neglect on record.  
\_\_\_\_ EDUCATION/EXPERIENCE VERIFICATION SUMMARY SHEET  
\_\_\_\_ EXPERIENCE VERIFICATION FORM(S):  
    HOW MANY \_\_\_\_\_ DATE SENT FOR PROCESSING: \_\_\_\_\_  
\_\_\_\_ KRS FORM 6751-RETIREE'S RETURNING TO WORK (IF APPLICABLE)  
\_\_\_\_ FOOD HANDLERS CARD (FOOD SERVICE ONLY)

*HR Use Only: Contract Sent? \_\_\_\_\_ (Date and Initial)*

EXPLANATION: NEW FEDERAL MOTOR CARRIER SAFETY ADMINISTRATION (FMCSA) REGULATIONS FOR ALL CDL OPERATORS CALL FOR CONSENTS FROM DRIVERS SO THAT DISTRICTS CAN CONDUCT REQUIRED SEARCHES OF THE CLEARINGHOUSE DATABASE. THIS AP COVERS WRITTEN CONSENT FOR A "LIMITED" INQUIRY AND POSSIBLE CONSEQUENCES OF REFUSAL TO CONSENT TO INQUIRIES MANDATED BY THE CLEARINGHOUSE REGULATION. FINANCIAL IMPLICATIONS: COST OF CLEARINGHOUSE CHECKS

TRANSPORTATION

06.221 AP.2

**Drug and Alcohol Testing Notification and General Consent**  
**NOTIFICATION AND GENERAL CONSENT FOR LIMITED QUERIES OF THE**  
**FEDERAL MOTOR CARRIER SAFETY ADMINISTRATION (FMCSA)**  
**DRUG AND ALCOHOL CLEARINGHOUSE**

**NOTIFICATION**

The Commercial Driver's License (CDL) Drug & Alcohol Clearinghouse is a federal database containing information about CDL drivers who have violated the Federal Motor Carrier Safety Administration's (FMCSA's) drug or alcohol regulations in 49 CFR Part 382. Whether you have committed a violation or not, the District or the District's Consortium/Third Party Administer (C/TPA) (as applicable) is required to check whether the Clearinghouse has any information about you at the time of employment and annually. When conducting an annual inquiry, the District or C/TPA will request a "limited" report that only indicates whether the Clearinghouse has any information about you. Before the District or C/TPA can request a limited report, your written authorization is required, per 49 CFR 382.701(b). If a limited query reveals that the Clearinghouse has information about you, you will then be asked to log in to the Clearinghouse website within twenty-four (24) hours to grant electronic consent to obtain your full Clearinghouse record. FMCSA will not disclose detailed information without first obtaining additional specific consent from you.

**CONSENT AND ACKNOWLEDGEMENT**

I, \_\_\_\_\_, hereby provide consent to the District  
(Employee Name - please print)

and the District's Consortium/Third Party Administer (C/TPA) to conduct pre-hiring and annual limited queries of the FMCSA Commercial Driver's License Drug and Alcohol Clearinghouse to determine whether drug or alcohol violation information about me exists in the Clearinghouse. This consent permits an unlimited number of such queries. My consent is valid from the date shown below until my employment with the District terminates or until I am no longer subject to the drug and alcohol testing rules in 49 CFR Part 382 for the District.

I understand that if I refuse to provide consent to conduct a limited query, or if I refuse to consent to a full query if requested by the District following a limited query, then the District must prohibit me from performing safety-sensitive functions, including driving a commercial motor vehicle, as required by FMCSA's drug and alcohol program regulations. I also understand that failure to provide cooperation to allow checking of the database as required by law may be grounds for personnel action based on loss of or legal inability to utilize licensure or certification required for the position.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

**RELATED POLICY:**

03.27

**Bus Driver Alcohol/Drug Testing****SPLIT SAMPLE TESTING**

Controlled substance tests shall follow split sample procedures. Under this provision, a driver whose urine sample has tested positive for a controlled substance has the option (within 72 hours of being notified by the Medical Review Officer) of having the other portion of the split sample tested at another laboratory. If the second portion of the sample also tests positive, then the driver is subject to the sanctions contained in Board policy. If the second portion produces a negative result, or for any reason the second portion is not available, the test is considered negative, and no sanctions shall be imposed.

**PRE-EMPLOYMENT ALCOHOL AND DRUG TESTING**

Prior to the first time a driver performs safety-sensitive functions (such as time spent driving a vehicle, inspecting a vehicle, loading a vehicle, or a pre-employment road test), the driver must submit to testing for alcohol and controlled substances.

No driver shall perform a safety-sensitive function unless his/her result of the breath alcohol test indicates a blood alcohol level of less than 0.02 and he/she has received a controlled substance test result from the Medical Review Officer (MRO) indicating a verified negative result.

**POST-ACCIDENT ALCOHOL AND DRUG TESTING**

As soon as practical, following an accident involving a commercial motor vehicle, each surviving driver(s) shall be tested for alcohol and controlled substances when:

1. The accident involved a fatality;
2. The driver received a citation under state or local law for a moving traffic violation arising from the accident.
3. A driver or passenger had to receive emergency medical attention away from the accident scene; or
4. A vehicle had to be towed away from the accident scene.

**DRIVER'S RESPONSIBILITY**

A driver who is subject to post-accident testing must remain available for testing or the District may consider the driver to have refused to submit to testing. The driver subject to post-accident testing must refrain from consuming alcohol for eight (8) hours following the accident, or until he/she submits to an alcohol test, whichever comes first.

**DISTRICT'S RESPONSIBILITY**

The Director of Transportation shall provide drivers with necessary post-accident information, procedures and instructions, prior to the driver operating a commercial motor vehicle, so that drivers will be able to comply with the requirements of this rule.



**Bus Driver Alcohol/Drug Testing****RANDOM ALCOHOL TESTING**

Random alcohol testing shall be conducted in accordance with the requirements listed below:

1. The District shall use a scientific method, such as a random number table matched with the driver's social security number.
2. Random alcohol testing shall be administered at a minimum annual rate of 25 percent of the average number of drivers and safety sensitive transportation positions as of the date specified in the regulations.
3. Random alcohol tests shall be unannounced and spread reasonably throughout the calendar year.
4. Persons selected for random alcohol tests shall proceed immediately to the testing site upon notification of being selected.
5. The employee shall be tested for alcohol only while the employee is performing safety-sensitive functions, immediately prior to performing, or immediately after performing, a safety-sensitive functions.

In the event a person who is selected for a random alcohol test is on vacation or an extended medical absence, the Superintendent can either select another person for testing or keep the original selection confidential until the person returns.

**METHODS OF ALCOHOL**

Alcohol tests shall consist of a screening test, and if that test shows a positive reading of 0.02 or greater, a confirmation test shall be administered. The confirmation test shall be administered within 20 minutes of a positive screening.

**RANDOM DRUG TESTING**

Random controlled substance testing shall be conducted in accordance with the requirements as listed below:

1. A scientifically valid method, such as a random number table which is matched with the driver's social security number, shall be used.
2. Random controlled substance testing shall be administered at a minimum annual rate of 50 percent of the average number of driver positions.
3. Random controlled substance tests shall be unannounced and spread reasonably throughout the calendar year.
4. Drivers selected for random controlled substance tests shall proceed immediately to the testing site upon notification of being selected.
5. In the event a person who is selected for random controlled substance tests is on vacation or an extended medical absence, the Superintendent can either select another driver for testing or keep the original selection confidential until the driver returns.

**Bus Driver Alcohol/Drug Testing****BUS CONTRACTORS**

Bus contractors shall be subject to, and participate in, the District's drug and alcohol testing program. All contract drivers shall be included in the District's random testing pool.

**ALCOHOL AND DRUG TESTING RATE**

The FHWA Administrator may decide to increase or decrease the minimum annual percentage rate for random controlled substance testing based on the reported violation rate for the entire industry. Each year the FHWA Administrator will publish in the Federal Register the minimum annual percentage rate for random alcohol and controlled substance testing of drivers. The new rates will become applicable on January 1 of the following year.

**REASONABLE SUSPICION TESTING**

The driver shall be required to submit to an alcohol or controlled substance test when the District has reasonable suspicion to believe the driver has violated the alcohol or controlled substance prohibitions.

"Reasonable suspicion" is the belief that the driver has violated the alcohol or controlled substance prohibitions, based on specific, contemporaneous, articulate observations concerning the appearance, behavior, speech or body odors of the person."

**SUPERVISOR TRAINING**

The required observations for alcohol and/or controlled substance reasonable suspicion testing shall be made by a supervisor or District official trained in accordance with the requirements listed below:

1. Persons designated to determine whether reasonable suspicion exists to require a driver to undergo alcohol or controlled substance testing shall receive at least 60 minutes of training on alcohol misuse and at least 60 minutes of training on controlled substance use.
2. The training shall cover the physical, behavioral, speech, and performance indicators of probable alcohol misuse and use of controlled substances.
3. The training shall be a total of 120 minutes.

**ALCOHOL**

Alcohol testing is authorized only if the observations are made during, just before, or just after the period of the work day the driver is required to be in compliance.

If a reasonable suspicion alcohol test is not administered within two (2) hours following the observations, the District shall prepare and maintain on file a record stating the reasons the alcohol test was not administered promptly. If the test is not administered within eight (8) hours the District shall cease attempts to administer the test and shall prepare and maintain the record listed above.

Only one (1) supervisor or District official is required to make the observations necessary to require the controlled substance or alcohol test. The supervisor who makes the determination that reasonable suspicion exists to conduct an alcohol test shall not conduct the alcohol test.

**Bus Driver Alcohol/Drug Testing****RECORDS**

A written record shall be made of the observations leading to an alcohol and/or controlled substance test and shall be signed by the supervisor or District official who made the observations within 24 hours of observation or before results are released, whichever is earlier.

NOTE - The mere possession of alcohol does not constitute a need for reasonable suspicion testing which must be based on observations concerning the driver's appearance, behavior, speech, or body odor.

**RETENTION OF RECORDS**

Records shall be maintained in a secure location with controlled access.

**REQUIRED PERIOD OF RETENTION**

<u>DOCUMENT TO BE MAINTAINED</u>	<u>TIME PERIOD</u>
Alcohol test results indicating a breath alcohol concentration of 0.02 or greater	5 years
Verified positive controlled substance test results	5 years
Refusals to submit to required alcohol or controlled substance test	5 years
Required calibration of Evidential Breath Testing Devices (EBTS)	5 years
Substance Abuse Professional's (SAP's) evaluations and referrals	5 years
Annual calendar year summary	5 years
Records related to the collection process (except calibration) and required training	2 years
Negative and canceled controlled substance test results	1 year
Alcohol test results indicating a breath alcohol concentration less than 0.02	1 year

**TYPES OF RECORDS TO BE MAINTAINED**

1. Records related to the collection process shall include:

- ☐ collection logbooks (if used)
- ☐ documents related to the random selection process
- ☐ calibration documentation of EBTs
- ☐ documentation of Breath Alcohol Technician (BAT) training
- ☐ documentation of reasoning for reasonable suspicion testing
- ☐ documentation of reasoning for post-accident testing
- ☐ documents verifying a medical explanation for the inability to provide adequate breath or urine for testing
- ☐ consolidated annual calendar year summaries

**Bus Driver Alcohol/Drug Testing****TYPES OF RECORDS TO BE MAINTAINED (CONTINUED)**

2. Records related to the person's test results shall include:
  - ☐ the District's copy of the alcohol test form, including results
  - ☐ the District's copy of the drug test chain of custody and control form
  - ☐ documents sent to the District by the Medical Review Officer
  - ☐ documentation of any person's refusal to submit to a required alcohol or controlled substance test
  - ☐ documents provided by a person to dispute results of test
3. Documentation of any other violations of controlled substance use or alcohol misuse rules shall include.
4. Records related to evaluations and training shall include:
  - ☐ records pertaining to substance abuse professionals (SAPs) determination of person's need for assistance
  - ☐ records concerning a person's compliance with SAPs recommendations
5. Records related to education and training shall include:
  - ☐ materials on drug and alcohol awareness, including a copy of the District's policy on drug use and alcohol misuse
  - ☐ documentation of compliance with requirements to provide persons with educational material, including person's signed receipt of materials
  - ☐ documentation of supervisor training
  - ☐ certification that training conducted under this rule complies with all requirements of the rule
6. Records related to drug testing shall include:
  - ☐ agreements with collection site facilities, laboratories, Medical Review Officers, and consortia
  - ☐ names and positions of officials and their roles in the person's alcohol and controlled substance testing program
  - ☐ monthly statistical summaries of urinalysis (40.29 (g)(6))
  - ☐ the District's drug testing policy and procedures

**LOCATION OF RECORDS**

All required records shall be maintained in a secure location with limited access. Records shall be made available for inspection at IAKSS within two (2) business days after a request has been made by an authorized representative of the Federal Highway Administration.



**Bus Driver Alcohol/Drug Testing****ANNUAL CALENDAR YEAR SUMMARY**

The Director of Transportation shall prepare and maintain an annual calendar year summary of the results of its alcohol and controlled substance testing programs. The annual summary shall be completed by February 15 of each year, covering the previous calendar year.

**NOTIFICATION OF MEDICAL REVIEW**

The Medical Review Officer, a licensed physician Officer (Medical Doctor or Doctor of Osteopathy), is responsible for receiving laboratory results generated by a District's drug testing program. The MRO shall have knowledge of substance abuse disorders and have appropriate medical training to interpret and evaluate an individual's confirmed positive test result, together with his/her medical history and any other relevant biomedical information.

**NOTIFICATION TO DISTRICT**

The MRO may report controlled substance test results to the District by any means of communication; however, a signed, written notification must be forwarded within three (3) business days of the completion of the MRO'S evaluation.

The MRO must report to the District the following:

1. that the controlled substance test being reported was in accordance with 49 CFR Part 40;
2. the name of the individual for whom the test results are being reported;
3. the type of test indicated on the custody and control form (random, pre-employment, etc.);
4. the date and location of the test collection;
5. the identification of the persons or entities performing the collection and analysis of the specimens and serving as the MRO for the specific test;
6. the verified results of the controlled substance test (positive or negative) and, if positive, the identity of the controlled substance(s) for which the test was verified positive; and
7. that the MRO has made every reasonable attempt to contact the driver or person performing a safety sensitive service.

**NOTIFICATION TO EMPLOYEE**

Prior to verifying a "positive" result, the MRO shall make every reasonable effort to contact the employee (confidentially) and afford him/her the opportunity to discuss the test result. If after making all reasonable efforts and documenting them, the MRO is unable to reach the employee directly, the MRO shall contact a designated District official who shall direct the employee to contact the MRO as soon as possible (within 24 hours).

Under split-sample collection procedures, the employee has 72 hours following notification of a positive result to request that the secondary sample be analyzed. In the event a split-sample was not taken or was of inadequate quantity, the original test would be voided, and the employee would not be subject to a retest.

**Bus Driver Alcohol/Drug Testing****NOTIFICATION TO EMPLOYEE (CONTINUED)**

While the primary sample is tested at specific thresholds for each controlled substance, the secondary (split) sample is analyzed only for the presence of controlled substances. If a negative result is reached on the secondary test, the original test results shall be disregarded.

**CONFIDENTIALITY**

Without a specific, written authorization from the tested employee, the MRO shall not release the individual controlled substance test results of any employee to any person, other than to the authorized representatives of the District and Federal, State, or local officials with regulatory authority over the controlled substance testing program.

**DISTRIBUTION OF POLICY AND PROCEDURE**

A copy of the District's policy and procedures and materials explaining alcohol and drug testing regulations shall be distributed to each affected employee (who shall sign for receipt of the documents), prior to the start of alcohol and controlled substance testing. The materials required to be made available to drivers shall include, as a minimum, detailed discussion of the following:

1. the identity of the person designated by the District to answer driver questions about the materials;
2. which drivers are subject to the alcohol misuse and controlled substance requirements;
3. explanation of what constitutes a safety-sensitive function, so as to make clear what period of the work day the driver is required to be in compliance;
4. specific information concerning employee conduct that is prohibited;
5. the circumstances under which an employee will be tested for alcohol and/or controlled substances;
6. the procedures that will be used to test for the presence of alcohol and controlled substances;
7. the requirement that an employee submits to alcohol and controlled substance testing;
8. an explanation of what constitutes a refusal to submit to an alcohol and controlled substance test;
9. the consequences for employees found to have violated the prohibitions of this rule, including the immediate removal of the employee from safety-sensitive functions;
10. the consequences for employees found to have an alcohol concentration level above 0.02 percent; and
11. information concerning the effects of alcohol and controlled substance use on a individual's health, work, and personal life; signs and symptoms of an alcohol or controlled substance problem and available methods of intervening when an alcohol or a controlled substance problem is suspected, including confrontation, referral to an employee assistance program and/or referral to management.

EXPLANATION: HB 312 AMENDS KRS 159.170 AND KRS 158.140 TO ADDRESS SHARING EDUCATIONAL RECORDS INFORMATION RELATING TO CHILDREN PLACED IN FOSTER CARE BETWEEN THE CABINET, OTHER AGENCIES SERVING THE CHILD AT THE BEHEST OF THE CABINET, AND SCHOOL DISTRICTS "IN ACCORDANCE WITH" FERPA. CONSISTENT WITH THE "UNINTERRUPTED SCHOLARS ACT" WHICH AMENDED FERPA IN 2013 TO ALLOW SHARING OF EDUCATIONAL RECORDS WITH REPRESENTATIVES OF STATE WELFARE AGENCIES HAVING ACCESS TO THE AGENCY CASE PLAN AND RESPONSIBLE FOR CARING FOR SUCH CHILDREN, THIS UPDATE MODIFIES THE SUBJECT FORM WITH THE AIM OF OBTAINING CONFIRMATION FROM THE CABINET THAT CHILD PLACING OR CHILD CARE AGENCY/REPRESENTATIVES QUALIFY FOR ACCESS TO EDUCATIONAL RECORDS INFORMATION AS REPRESENTATIVES OF THE CABINET IN THE EVENT SUCH ACCESS IS NEEDED IN CONNECTION WITH PROPER TRANSFER, ENROLLMENT AND EDUCATIONAL PLACEMENT.

FINANCIAL IMPLICATIONS: NONE ANTICIPATED

STUDENTS

09.14 AP.232

### **Release of Records to State Child Welfare Agency**

In order to facilitate the proper transfer, enrollment and educational placement of a child placed in foster care, authorized representatives of a child welfare agency (Cabinet for Health and Family Services) who must be authorized to access the child's case plan may be granted access to student records without parental consent if such agency presents to the District an official court order placing the student whose records are requested under the care and protection of said agency. This form provides access to student records that may be granted on a confidential basis to a child-caring facility or child-placing agency case manager for the same purposes where Cabinet officials with authorized access as stated above certify in writing that such persons or entities are acting in a representative capacity for the Cabinet, are responsible for care of the child, and are authorized to access the child's case plan. Any persons/agencies receiving access to education records as provided above are prohibited by federal law from releasing a child's education records to any individual or entity, except those engaged in addressing the child's educational needs. All applicable information in the below form must be provided/completed.

~~School district administrators may authorize release of protected student education record information to authorized representatives of a Kentucky state child welfare agency if such agency presents to the District an official court order placing the student whose records are requested under the care and protection of said agency. The state welfare agency representative receiving such records must be authorized to access the child's case plan. All information in the below form must be provided/completed.~~

On behalf of the \_\_\_\_\_ (agency), I am requesting access to and/or release of information in the educational records of the following student enrolled in the District:

\_\_\_\_\_  
*Name of Student*

\_\_\_\_\_  
*School*

#### **SPECIFIC INFORMATION REQUESTED**

☐ All cumulative records

☐ Grade records only

☐ Attendance record only

☐ Standardized test data only

☐ Other: \_\_\_\_\_

I understand that I and my agency are prohibited by federal law from releasing a child's education records to any individual or entity, except for those at my agency engaged in addressing that child's educational needs.

I also understand that if the United States Department of Education determines that a third party outside the educational agency or institution discloses educational record information in violation of the law, the educational agency or institution may not allow that third party access to personally identifiable information from education records for at least five (5) years.

By virtue of my signature, I certify:

- I am a representative/caseworker for the following state child welfare agency: \_\_\_\_\_;
- This agency is responsible under state law for care and protection of the student as provided in the court order referenced below;
- A case plan for the student has been established or is in process for the student; and
- As representative/caseworker I have the right to access such case plan.

#### **CONTACT INFORMATION**

\_\_\_\_\_  
*Signature of Requesting Individual*

\_\_\_\_\_  
*Title*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Telephone Number*

\_\_\_\_\_  
*Email Address*

STUDENTS

09.14 AP.232  
(CONTINUED)

**Release of Records to State Child Welfare Agency**

**CERTIFICATION REGARDING CHILD CARING OR PLACING AGENCIES (IF APPLICABLE)**

On behalf of the Cabinet, I additionally confirm that the following individuals/agencies are serving the child as representatives of the Cabinet, are responsible for the care of the child, are authorized to access the child's agency case plan and that access to educational records as checked above is necessary in order to facilitate the transfer, enrollment and educational placement of the child.

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Signature: \_\_\_\_\_  
(on behalf of the Kentucky Cabinet for Health and Family Services)

Date: \_\_\_\_\_

Contact Information: \_\_\_\_\_

\_\_\_\_\_  
Telephone/Address/Email Address

☐ Child-caring facility \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Contact Information: \_\_\_\_\_

\_\_\_\_\_  
Telephone/Address/Email Address

☐ Child placing facility case manager \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Contact Information: \_\_\_\_\_

\_\_\_\_\_  
Telephone/Address/Email Address

Persons/agencies receiving access to education records as signing above acknowledge they are prohibited by federal law from releasing a child's education records to any individual or entity, except those engaged in addressing the child's educational need and that if the United States Department of Education determines that a third party outside the educational agency or institution discloses educational record information in violation of the law, the educational agency or institution may not allow that third party access to personally identifiable information from education records for at least five (5) years.

**(THE SECTION BELOW TO BE COMPLETED BY DISTRICT RECORDS  
CUSTODIAN/DESIGNEE)**

- ☐ The District has an attested or certified original court order placing the student whose records are released under the care and protection of the requesting agency, which order is still in effect.
- ☐ The requesting individual presented appropriate credentials and identification.
- ☐ Payment has been made for any copies requested.

The requesting individual was notified of the following on \_\_\_\_\_ (date):

- The request was ☐ approved ☐ not approved.
- If approved, the records will be available on \_\_\_\_\_ (date).

\_\_\_\_\_  
Signature of Records Custodian/Designee

\_\_\_\_\_  
Date

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LEGAL: SB 72 AMENDS KRS 620.030 TO ADD A VICTIM OF FEMALE GENITAL MUTILATION TO REQUIRED REPORTING.  
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

STUDENTS

09.227 AP.1

### **Child Abuse/Neglect/Dependency**

#### **MAKING AN ORAL REPORT**

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

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

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



EXPLANATION: REQUIREMENTS FOR BOOSTER CLUBS HAVE BEEN UPDATED IN THE ACCOUNTING PROCEDURES FOR KENTUCKY SCHOOL ACTIVITY FUNDS (REDBOOK) ISSUED BY THE KENTUCKY DEPARTMENT OF EDUCATION, WHICH WENT INTO EFFECT AUGUST 2019.  
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

STUDENTS

09.33 AP.2

### **Booster Club Agreement**

This Agreement is entered into by and between the Fayette County Board of Education (hereafter referred to as “Board”) and an entity known as \_\_\_\_\_ (hereafter referred to as the “Booster Club”). Through this Agreement, the parties intend to set forth the Terms and Conditions under which the Booster Club may operate and associate with students, teachers, coaches and school administrators at \_\_\_\_\_ School.

#### **TERMS AND CONDITIONS**

1. The Booster Club acknowledges that the Board is responsible for the promotion of education and the general health and welfare of all students attending the Fayette County Public Schools. In addition, the Booster Club acknowledges that the Board has control and management of all school funds and all public school property in its district and may use its funds and property to promote public education (KRS 160.290). ~~No dues, fees, or charges shall be assessed to students or parents (exception for PTA/PTO membership fees). All such fees charged to students and/or parents related to students must have prior approval by the Board.~~
2. The Booster Club acknowledges that its activities may affect compliance with Title IX of the Educational Amendments of 1972 (Title 20, U.S.C. §§ 1681-1687, et seq.) by \_\_\_\_\_ School and the Board. Likewise, any athletic Booster Club acknowledges that, as a condition of membership in the Kentucky High School Athletic Association, representatives of \_\_\_\_\_ School and the Board must verify that the school complies with Title IX (702 KAR 7:065, Section 2[13]). Accordingly, any Booster Club agrees to provide all information requested by \_\_\_\_\_ School, the Board, or the Kentucky High School Athletic Association for purposes of determining Title IX compliance. All Booster Clubs further agree to refrain from engaging in any activity which, in the opinion of the Principal or athletic director of \_\_\_\_\_ School, District Athletic Director or the Superintendent of the Fayette County Public Schools, adversely affect the school’s or the Board’s ability to comply with Title IX.
3. The Booster Club shall, on or before September 15 of each year, designate a representative for purposes of communicating with and providing true and accurate information to the Board and \_\_\_\_\_ School.
4. Upon request of the Principal or athletic director of \_\_\_\_\_ School, District Athletic Director or upon request of the Superintendent of the Fayette County Public Schools, the Booster Club shall make available a full and complete list of its members.
5. In addition to complying with the requirements of Title 702 of the Kentucky Administrative Regulations, Chapter 3:130 (internal accounting), and all other relevant statutes and regulations, the Booster Club shall, upon the request of the Principal or athletic director of \_\_\_\_\_ School, or upon the request of the Superintendent or Board of the Fayette County Public Schools, provide a full and complete accounting of all moneys raised, as well as a full and complete accounting of all moneys expended. In addition, if requested to do so, the Booster Club shall also provide financial records, certified by the Booster Club president as true and accurate, concerning its activities.

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**Booster Club Agreement**

6. On or before September 15 of each year, the Booster Club shall advise the Principal and athletic director (if applicable) of \_\_\_\_\_ School of all fund raising activities planned for the upcoming year. To the extent the Booster Club seeks to engage in additional fund raising activities, it shall give at least \_\_\_\_\_ days notice of the intended activity.

7. The Principal and athletic director of \_\_\_\_\_ School and the District Athletic Director and Superintendent and Board of the Fayette County Public Schools expressly reserve the right to reject any fund raising activity for athletic Booster Clubs for any reason. The Principal of \_\_\_\_\_ School and the Superintendent, or Superintendent designee, and Board of the Fayette County Public Schools expressly reserve the right to reject any fund raising activity for any other Booster Clubs for any reason. The Booster Club agrees that it shall not engage in any fund raising activity which has not been approved or which has been rejected by the Principal or athletic director of \_\_\_\_\_ School or the Superintendent or Superintendent designee or Board of the Fayette County Public Schools.

8. By executing this document through its designated representative, all members, officers and representatives of the Booster Club agree to abide by the terms and conditions set forth below as well as those additional terms and conditions which may be required by the Board. The designated representative of the Booster Club represents and agrees that he/she will provide a copy of this Agreement to all members of the Booster Club.

\*\* \*\* \*

I hereby acknowledge that I am a representative of the \_\_\_\_\_ Booster Club and that I am authorized to act on its behalf. I further agree that this Booster Club and its members shall abide by the Terms and Conditions set forth above. I further agree to immediately report to the Principal and athletic director (if applicable) of \_\_\_\_\_ School and to the Superintendent of the Fayette County Public Schools any violation or breach of this agreement.

\_\_\_\_\_  
(Name of Booster Club)

BY: \_\_\_\_\_

TITLE: \_\_\_\_\_

STATE OF KENTUCKY  
COUNTY OF FAYETTE

Subscribed and sworn to before me on this the \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, by  
\_\_\_\_\_.

\_\_\_\_\_  
NOTARY PUBLIC

My commission expires: \_\_\_\_\_

EXPLANATION: SB 8 AMENDS KRS 508.078 TO CHANGE THE DEFINITION OF TERRORISTIC THREATENING. THIS UPDATE ALSO INCLUDES A MORE COMPLETE DESCRIPTION OF CRIMINAL/JUVENILE PENALTIES.

FINANCIAL IMPLICATIONS: COST OF PROVIDING NOTICE

STUDENTS

09.425 AP.22

### **Assault and Threats of Violence - Notice of Penalties and Provisions**

KRS 158.1559 requires written notice to all students, parents and guardians of students within ten (10) days of the first instructional day of the school of the provisions of KRS 508.078 (making it a crime to make the described threats against school-affiliated persons and persons lawfully on school property or against school operations). In compliance with this requirement, the text of KRS 508.078 is set forth below. ~~Please be advised that there are serious penalties for this second degree terroristic threatening offense. Potential penalties upon conviction of this Class D felony include a term of imprisonment of not less than one (1) year nor more than five (5) years and a fine of not less than one thousand (\$1,000) and not greater than ten thousand (\$10,000) as provided in KRS 532.060 and KRS 532.030, respectively. In addition, a court in a juvenile case dealing with charges based on bomb threats or other criminal threats that disrupt school operations may order the child or his parent(s) to make restitution (pay expenses) caused by the threat to parties such as the District or first responders (KRS 635.060).~~

#### **KRS 508.078 (TERRORISTIC THREATENING, SECOND DEGREE)**

1. A person is guilty of terroristic threatening in the second degree when, other than as provided in KRS 508.075, he or she intentionally:
  - a) With respect to any scheduled, publicly advertised event open to the public, any place of worship, or any school function, threatens to commit any act likely to result in death or serious physical injury to any person at a place of worship, or any student group, teacher, volunteer worker, or employee of a public or private elementary or secondary school, vocational school, or institution of postsecondary education, or to any other person reasonably expected to lawfully be on school property or at a school-sanctioned activity, if the threat is related to their employment by a school, or work or attendance at school, or a school function. A threat directed at a person or persons or at a school does not need to identify a specific person or persons or school in order for a violation ~~of this section~~ to occur;
  - b) Makes false statements by any means, including by electronic communication, indicating that an act likely to result in death or serious physical injury is occurring or will occur for the purpose of:
    1. Causing evacuation of a school building, school property, or school sanctioned activity;
    2. Causing cancellation of school classes or school sanctioned activity; or
    3. Creating fear of death or serious physical injury ~~serious bodily harm~~ among students, parents, or school personnel;
  - c) Makes false statements that he or she has placed a weapon of mass destruction at any location other than one specified in KRS 508.075; or
  - d) Without lawful authority places a counterfeit weapon of mass destruction at any location other than one specified in KRS 508.075.

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**Assault and Threats of Violence - Notice of Penalties and Provisions****KRS 508.078 (TERRORISTIC THREATENING, SECOND DEGREE) (CONTINUED)**

2. A counterfeit weapon of mass destruction is placed with lawful authority if it is placed as part of an official training exercise by a public servant, as defined in KRS 522.010.
3. A person is not guilty of commission of an offense under this section if he or she, innocently and believing the information to be true, communicates a threat made by another person to school personnel, a peace officer, a law enforcement agency, a public agency involved in emergency response, or a public safety answering point and identifies the person from whom the threat was communicated, if known.
4. Terroristic threatening in the second degree is a Class D felony.

5. Terroristic threatening in the second degree is a Class C felony when, in addition to the violations above, the person intentionally engages in substantial conduct required to prepare for or carry out the threatened act, including but not limited to gathering weapons, ammunition, body armor, vehicles, or materials required to manufacture a weapon of mass destruction.

**\*\*\*POTENTIAL PENALTIES UNDER KRS 532.060 AND KRS 534.030 UPON CONVICTION\*\*\***

Please be advised that there are serious penalties for this second degree terroristic threatening offense. Potential penalties for adults convicted of this offense include terms of imprisonment of not less than one (1) year nor more than five (5) (Class D felony) or not less than five (5) years nor more than ten (10) years (Class C felony) and a fine of not less than one thousand dollars (\$1,000) and not greater than ten thousand dollars (\$10,000) as provided in KRS 532.060 and KRS 532.030, respectively.

Juveniles face sanctions that may include fines up to five hundred dollars (\$500.00) (KRS 635.085); probation or supervision subject to court imposed conditions and graduated sanctions for violations (KRS 635.060); and more serious sanctions if they have prior adjudications or an offense is determined to involve a deadly weapon. In addition, a court in a juvenile case dealing with charges based on bomb threats or other criminal threats that disrupt school operations may order the child or his or her parent(s) to make restitution (pay expenses) caused by the threat to parties such as the District or first responders (KRS 635.060).

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PRINCIPAL'S SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

**Request to Examine and/or Copy District Records**

**NOTE:** When a document is submitted that provides information requested by this form, there is no need to require the applicant to complete this form.

**PUBLIC ACCESS**

~~Records of the Board, except those specifically exempted by statute, are open to public inspection at the Office of the Superintendent. Persons desiring to examine records that are not exempt from public disclosure may do so during regular working hours. Regular working hours shall be posted at the main entrance of IAKSS, as appropriate.~~

**Records exempted from public access include:**

1. Records of a personal nature where public disclosure is an invasion of personal privacy.
2. Records or information confidentially disclosed to the Board whose disclosure would permit an unfair advantage to competitors.
3. Records or negotiation of real estate transactions until such time as property has been acquired.
4. Test questions and scoring keys before an exam, examinations that are to be reused, and tests that are copyrighted.
5. Preliminary drafts and recommendations.
6. Student records that are prohibited from being released by the Family Educational Rights and Privacy Act and/or the Kentucky Family Education Rights and Privacy Act.
7. Any record, the disclosure of which would have a reasonable likelihood of threatening the public safety.
8. Emergency plan and diagram of a school.

~~For complete information, see the District's CONFIDENTIALITY HANDBOOK, which is available on the FCPS web site.~~

~~Records Custodian:~~ \_\_\_\_\_

**Records Requested By:**

Name (**MUST BE PRINTED**): \_\_\_\_\_

Address: \_\_\_\_\_

Date: \_\_\_\_\_ Phone #: \_\_\_\_\_

~~Are you the parent/guardian of a child enrolled in one of the District's schools?~~ ☐ Yes ☐ No

(CONTINUED)

I am requesting the following records be provided for my inspection:

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I would like to inspect the records by:

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☐ Email, sent to: \_\_\_\_\_

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☐ U.S. Mail, sent to: \_\_\_\_\_

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☐ I will come to the FCPS District office to review the documents.

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\_\_\_\_\_  
*Signature of Person Requesting Record(s)*

\_\_\_\_\_  
*Month/Day/Year*



| Please attach requests made by letter, ~~email~~, or FAX to this form.

**Request to Examine and/or Copy District Records**

Any fees associated with the cost of copying shall be collected at the time copies are made. Fees shall not exceed actual copying costs. Copying cost per page shall not exceed 10 cents for requested copies and postage may be charged if the requester does not pick up the copies.

Applicants requesting copies of public records for a commercial purpose (KRS 61.874) shall provide a certified statement to the District stating the commercial purpose for which the records shall be used and shall be required to enter into a contract with the District. The contract shall state the fee required by the District to produce copies to be used for a commercial purpose.

**NOTE:** Except when individuals designated by the Superintendent are reviewing records, an authorized employee shall provide appropriate supervision while records are being inspected.

**For Office Use Only**

Records Request received by _____	Date _____
Records Request referred to (if applicable) _____	Date _____
Records Request complied with by _____	Date _____
Records request <input type="checkbox"/> Approved <input type="checkbox"/> Not approved (explanation attached)	

EXPLANATION: SB 8 REVISES THE DEFINITION OF AN SRO.  
FINANCIAL IMPLICATIONS: NONE ANTICIPATED

## ADMINISTRATION

02.31 AP.1

### **School Resource Officers (SROs)**

#### **DEFINITION**

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

- (a)
  1. A sworn law enforcement officer; or
  2. A special law enforcement officer appointed pursuant to KRS 61.902; and
- (b) Employed:
  1. Through a contract between a local law enforcement agency and a school district;
  2. Through a contract as secondary employment for an officer, as defined in KRS 16.010, between the Department of Kentucky State Police and a school district; or
  3. Directly by a local Board of Education.<sup>1</sup>

#### **ROLES AND EXPECTATIONS**

This procedure describes the roles and expectations in addition to the matters covered in Policy 02.31, of SROs directly employed by the District as well as other school employees who work with SROs as follows.<sup>1</sup>

- An SRO, as assigned and coordinated with the Central Office administration or Principal, is expected to provide or assist with presentations, trainings, and instruction to students, faculty, administration, and school-related groups regarding law enforcement, safety, drug education and prevention, crime prevention and emergency preparedness, and laws intended to protect the safety and well-being of students, staff, and the community. An SRO is expected to develop appropriate, positive relationships to promote crime prevention, good citizenship, and healthy behaviors intended to prevent the need for disciplinary or law enforcement interventions.
- An SRO will not be responsible for enforcement or administration of discipline of students by other school staff, the Superintendent, school administration, or the Board, nor are SROs responsible for discipline of school employees. Other school employees are likewise not responsible for law enforcement functions or investigations and are not vested with criminal law enforcement authority.
- In furtherance of the promotion of school safety and security, and consistent with Policy 09.14 and corresponding procedures/notices under the Family Educational Rights and Privacy Act ("FERPA"), an SRO may access personally identifiable information ("PII") contained in student records in which s/he has a legitimate educational interest as a "school official." An SRO is expected to observe prohibitions on the redisclosure of PII to which s/he is permitted access unless a FERPA exception applies.

**School Resource Officers (SROs)****ROLES AND EXPECTATIONS (CONTINUED)**

- An SRO is expected to assist other school staff as needed in order to determine whether conduct implicates a criminal reporting standard under KRS 158.154; KRS 158.155, or KRS 158.156. After receiving assistance from an SRO regarding the conduct at issue, the staff person and SRO may jointly contact outside law enforcement where it is determined that such a report is required.<sup>1</sup>
- In the event an SRO is involved in an interview of a student or others, an SRO or other law enforcement officer is expected to determine within his/her discretion whether *Miranda* warnings are required and for administering such warnings.<sup>2</sup>
- An SRO is expected to consult and provide input as requested by the Superintendent, Principal, the District School Safety Coordinator and other school staff on school safety issues and requirements including, but not limited to, physical security measures, emergency planning, drills and trainings, school safety plans, security risk assessments, and threat assessment planning and implementation.
- An SRO is expected to serve as a liaison to outside law enforcement, first responders, the court system and other state and local agencies in coordination with and under the direction of the Principal or Superintendent/designee.
- An SRO is expected to solicit support and develop understanding of the SRO program, as requested by the Superintendent/designee. An SRO is expected to be available for conferences with students, parents, and faculty members in furtherance of the purposes of the SRO program.
- An SRO is expected to become familiar with community agencies and school-based resources, which offer assistance to youth and their families such as mental health and drug intervention and counseling services in order to make or assist with referrals to such resources when necessary.

**REFERENCES:**

<sup>1</sup>KRS 158.154; KRS 158.155; KRS 158.156

<sup>2</sup>N.C. vs. Commonwealth, Ky. 386 S.W.3d 852 (2013)

**RELATED POLICIES:**

09.14; 09.2211; 09.227; 09.422; 09.425; 09.4361

**Magnet and Gifted and Talented Allocations**

**Magnet School:** Maxwell Spanish Immersion Magnet

**Magnet Programs:** Dixie, Magnet, Bryan Station Middle Spanish Immersion and Bryan Station Senior Spanish Immersion, Lexington Traditional Magnet, Frederick Douglas High School – Biomedical Sciences, and Tates Creek High School International Baccalaureate Program.

**Gifted/Talented Programs:** Gifted Accelerated Program for Elementary and Middle Feeder Schools, SCAPA Bluegrass, SCAPA Lafayette, Henry Clay Liberal Arts Accelerated Cluster and MSTC at Paul Laurence Dunbar.

**International Baccalaureate Program:** Tates Creek Elementary and Middle Schools.

ELEMENTARY GIFTED AND TALENTED, MAGNET SCHOOLS AND PROGRAMS	
<b>Dixie Magnet</b> Primary 24:1 4 <sup>th</sup> Grade 28:1 5 <sup>th</sup> Grade 29:1	<b>Maxwell</b> Primary 24:1 4 <sup>th</sup> Grade 28:1 5 <sup>th</sup> Grade 29:1
Elementary Accelerated Cluster: 4 <sup>th</sup> Grade 28:1 5 <sup>th</sup> Grade 29:1	
MIDDLE SCHOOLS	
<b>Lexington Traditional Magnet</b> 6 <sup>th</sup> Grade 29:1 7 <sup>th</sup> -8 <sup>th</sup> Grade 31:1	<b>Bryan Station Middle</b> <b>Bryan Station's Spanish Immersion</b> 6 <sup>th</sup> Grade 29:1 7 <sup>th</sup> -8 <sup>th</sup> Grade 31:1 1 Spanish Immersion Facilitator shared with BSHS <u>(District Position)</u>
<b>Tates Creek Middle</b> Teachers Middle Accelerated Cluster program 6 <sup>th</sup> Grade 29:1 7 <sup>th</sup> -8 <sup>th</sup> Grade 31:1	<b>Winburn</b> Accelerated Cluster program 6 <sup>th</sup> Grade 29:1 7 <sup>th</sup> -8 <sup>th</sup> Grade 31:1
<b>SCAPA</b> Teachers/Consultants = 5.8 positions	



**Magnet and Gifted and Talented Allocations**

<b>HIGH SCHOOLS</b>	
<b>Bryan Station's Spanish Immersion</b> Staffed at 31:1 1 Spanish Immersion Facilitator shared with <u>BSMS (District Position)</u> <u>BSHS</u>	<b>Frederick Douglas High School</b> Biomedical Sciences Academy Program staffed at 31:1
<b>Henry Clay Liberal Arts Accelerated Academy</b> 1 G/T Facilitator (0.8 assigned to the school with 0.2 assigned to G/T IAKSS) .50 G/T Enrollment counted toward G/T staff and .50 G/T enrollment counted toward regular staff 0.2 Teacher for Program Enrichment Program staffed at 31:1	<b>Lafayette - SCAPA</b> SCAPA Teachers/Consultants = 4.4 positions 1 G/T Facilitator shared with SCAPA Bluegrass (0.8 assigned to the school with 0.2 assigned to G/T IAKSS)
<b>Paul Laurence Dunbar</b> 1 G/T Facilitator (0.8 assigned to the school with 0.2 assigned to G/T IAKSS) .50 G/T Enrollment counted toward G/T staff and .50 G/T enrollment counted toward regular staff 0.2 Teacher for Program Enrichment Program staffed at 31:1	
<b><u>International Baccalaureate Program</u></b>	
<u>Tates Creek Elementary</u> <u>Primary 24:1</u> <u>4<sup>th</sup> Grade 28:1</u> <u>5<sup>th</sup> Grade 29:1</u> <u>International Baccalaureate 0.5 IB Facilitator shared with TCM (District Position)</u>	<u>Tates Creek Middle</u> <u>6<sup>th</sup> Grade 29:1</u> <u>7<sup>th</sup>-8<sup>th</sup> Grade 31:1</u> <u>International Baccalaureate 0.5 IB Facilitator shared with TCE (District Position)</u>
<u>Tates Creek High School</u> <u>International Baccalaureate 1 IB Facilitator (District Position)</u>	

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EXPLANATION: SB 79 AMENDS KRS 160.380 REPLACING "SUBSTANTIATED" FINDING OF CHILD ABUSE OR NEGLECT WITH "ADMINISTRATIVE" FINDING OF CHILD ABUSE OR NEGLECT.

FINANCIAL IMPLICATIONS: COST OF PRINTING NEW APPLICATIONS

PERSONNEL

03.11 AP.1

- CERTIFIED PERSONNEL -

### **Hiring**

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

#### **RECRUITMENT**

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

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

#### **POSTING**

Vacancies shall be posted on the Kentucky Department of Education and District web sites.

#### **CERTIFIED VACANCIES**

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

#### **APPLICATIONS**

All applications for positions shall be made utilizing electronic forms furnished by the Department of Human Resources.

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

#### **CRIMINAL RECORD INQUIRY**

The District shall make appropriate inquiries with law enforcement agencies to ascertain if an applicant has a criminal record. The applicant shall submit with the application his/her check or money order in the required amount made payable to the "Fayette County Board of Education." To complete this requirement, the applicant recommended for hire shall be finger-printed by the Department of Human Resources.

#### **EEOC COMPLIANCE**

The Equal Employment Opportunity Commission recordkeeping regulations require the District to maintain records in chronological order of the name, address, sex and race of all persons who have applied for employment, including the dates on which such applications are made.

## **Hiring**

### **ELIGIBILITY VERIFICATION**

The United States Immigration and Naturalization Service (INS), Immigration Reform and Control Act of 1986, requires that eligibility for employment in the United States shall be verified. Accordingly, the applicant shall file with the Department of Human Resources the required documents for verification as specified by the INS. The applicant shall advise the Department of Human Resources, in advance, of the need to determine appropriate alternative documents if s/he is unable to provide the required documents.

### **SUPPORTING MATERIALS**

*Certification* - Certified personnel shall hold valid certification issued by the state of Kentucky and shall file the certificate with the Department of Human Resources. Individuals who are to complete the beginning teacher internship shall file a valid Confirmation of Employment/Statement of Eligibility.

The Department of Human Resources shall review the files of all certified employees appointed to positions and provide the appropriate administrator with a listing of any credentials that are incomplete.

*References* - Beginning teachers shall include in their list of references the names of their supervising or cooperating teacher and college coordinator of student teaching. Experienced personnel should include the name of their present principal and/or supervisor. The applicant shall provide specific and correct names, mailing addresses (including ZIP code), and email addresses for all references.

For other applicants, three (3) confidential references are required. The applicant shall provide specific and correct names, addresses (including ZIP code), and email addresses for all references.

### **EXPIRATION OF CERTIFICATION/LICENSURE**

When an employee's required certification/license has expired, the following process shall be implemented:

1. The employee will be notified in writing of the expired certificate/license and temporary placement and guidelines.
2. When an employee has allowed a certification/license to expire, the employee will be temporarily placed in a non-certificate/license required position for thirty (30) days to allow for follow up on renewal of the certificate/license.
3. When the period of thirty (30) days has lapsed and certificate/license has not been renewed/updated, the employee will be terminated.
4. The employee may reapply when the certificate/license has been renewed; however the District will be under no obligation to rehire the individual.
5. The employee's salary will be adjusted to the thirty (30) temporary placement job salary, and the District will be under no obligation to retroactively pay the individual once the certificate/licenses has been renewed/updated.

## **Hiring**

### **EXPIRATION OF CERTIFICATION/LICENSURE (CONTINUED)**

6. If the employee is able to renew/update the certificate/license before the thirty (30) day timeline, they will be placed in a position similar to the one previously held; however, there is no guarantee of placement in the same position or at the same location.

### **ADDITIONAL DOCUMENTS**

In the event employment is offered to the applicant, s/he shall submit the following additional required support documents/items or take the appropriate additional action, as specified:

Health Certificate - Prior to beginning work, employees are required to submit a health certificate. The certificate shall verify a completed medical examination within the ninety (90) day period immediately prior to the employment date.

ADA Form - The Special Notice to Disabled Individuals shall be available to employees who wish to volunteer information concerning any personal physical or mental disability in accordance with the Rehabilitation Act and Americans with Disabilities Act.

Tax Exemption Certificates - The W-4 (federal) and K-4 (Kentucky) tax exemption certificates shall be completed for income tax purposes.

Employment Eligibility Verification - The Form I-9 shall be completed for employment eligibility.

Job Description - New employees shall sign their job description, which shall delineate the general duties and responsibilities of the position. (Job descriptions shall not be considered all-inclusive descriptions of the job, but shall indicate the general parameters of the duties and responsibilities of the position.)

Letter from the Cabinet for Health and Family Services – stating there are no administrative findings of substantiated child abuse or neglect on record.

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### **SELECTION FACTORS**

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

1. Certification (when required for the position)
2. Educational background
3. Previous work experience
4. Recommendations
5. Results from required testing

### **HIRING OF RELATIVES OF THE PRINCIPAL/HIRING MANAGER**

The Superintendent shall not employ a relative of a member of the Board.

A relative of the Superintendent shall not be employed except as provided by KRS 160.380.

The Superintendent shall not employ a relative of any employee to work under the direct or indirect supervision of that employee. "Relative" means father, mother, brother, sister, husband, wife, son, daughter, aunt, uncle, (including subcategories of in-law, half and step relatives).

Exception to the above is substitute personnel.

### **Hiring**

#### **COMPLETION OF EMPLOYMENT PROCESS**

For SBDM schools, hiring shall follow statutory guidelines and the provisions of Policy 02.4244, and the Superintendent shall complete the hiring process. Decisions on It's About Kids Support Services and District-wide personnel shall be made by the Superintendent/designee. The Superintendent shall inform the Board of the appointment of all personnel.

#### **HIRING OF RETIRED PERSONNEL**

Re-employment on a full-time basis of persons previously retired from the District shall not be a standard practice. In an emergency situation, however, consideration and employment of retired personnel is acceptable, as long as it can be demonstrated that the individual is the best qualified person for a particular vacancy.

#### **SCREENING/INTERVIEW**

Interview teams, as appointed by the Superintendent/designee, shall determine those applicants to be interviewed in accordance with the needs of the school system.

The first phase of applicant screening for basic qualifications shall be conducted by the Department of Human Resources. Interview teams led by the school Principal, hiring manager, and/or the SBDM council, as appropriate under law, which include subject area specialists and principals, shall review and evaluate only those applicants who have successfully completed the credential screening by the Department of Human Resources.

The Division of Human Resources shall make available to the Principal and SBDM councils information regarding qualified applicants.

Applicants may be requested to provide additional information or to undergo further interviews regarding position-specific qualifications.

The Principal shall communicate the candidate selected for employment to the Department of Human Resources for validation and presentation to the Superintendent. In schools operating under SBDM, the Principal shall confer with the Council before submitting the selection.

The Department of Human Resources shall prepare and distribute necessary forms and instructions to all administrators responsible for interviewing and placement of District employees. However, the official offer of employee shall be made by the Division of Human Resources.

#### **USE OF CONSULTANTS**

Consultant contracts must be approved in accordance with Board policy 01.11.

Consultants are those individuals retained by the District via contract to provide services to the District or an individual school that present District staff are unable to provide. The kinds of assistance sought from consultants may include, but are not necessarily limited to, services such as: conducting fact-finding studies, surveys, and research; providing counsel and/or training in areas requiring special expertise; and, assisting the District with policy development and/or program recommendations.



**Hiring****USE OF CONSULTANTS (CONTINUED)**

Before entering into any agreement with a consultant, the District shall obtain from the consultant a written proposal that details, at a minimum, the following information regarding the consultant and services to be provided:

1. The qualifications held by the consultant, which offer proof of the individual's experience and expertise in the appropriate service area;
2. The specific measurable objectives to be accomplished;
3. The specific tasks to be performed;
4. The target dates for completion of tasks;
5. The method to be used to report results to the District and/or to deliver any "product," e.g., plans, recommendations, training, etc.; and;
6. Total costs.

Written contracts, based on the above proposal, shall be required in all cases where a consultant is employed by the District. Such contracts shall specify the full amount to be expended for the contracted services, including amounts for travel and related expenses.

Employees that have retired under the ~~Kentucky~~ Teachers' Retirement System (~~K~~TRS) may be used as consultants on a limited basis, but only in keeping with requirements of ~~K~~TRS.

**CONTRACT**

Personnel hired by the Superintendent shall be notified of their contractual obligations electronically. Electronic contracts must be signed and returned to the Department of Human Resources within thirty (30) days of receipt.

## **Student Fee Procedures**

### **SCHEDULE APPROVED ANNUALLY**

A schedule of fees charged to students shall be reviewed and approved annually by the Board. The approved schedule shall be published in student handbooks or other written notice, as appropriate.

### **NO CHILD DENIED**

Students will not be denied access to any educational program due to an inability to pay a fee, purchase school supplies, or rent or purchase instructional resources. This requirement shall apply to all school-planned activities.

### **FEE WAIVERS**

Principals shall determine those students who qualify for free school supplies and instructional resources as follows:

1. Principals shall use the guidelines of the free and reduced-price meal program to determine the inability of students to rent instructional resources, pay fees, and purchase necessary school supplies. \*
2. During the first week of school, the Principal shall send to the parents of each student the eligibility guidelines for free and reduced-price meals. The eligibility guidelines form shall include a statement that if the student qualifies for free or reduced-price meals, s/he also qualifies for free necessary school supplies.
3. Parents shall be informed that they must complete the required documentation to be eligible for exemption from payment of fees for necessary school supplies.

\*If a school or District participates in the Community Eligibility Provision (CEP) meal program, the Principal shall use the Household Income Form (HIF) to determine the inability of students to rent instructional resources, pay fees, and purchase necessary school supplies.

All students who qualify for free or reduced price meals shall be informed of fee waiver provisions. At the beginning of each school year, the Superintendent's designee shall provide Principals with written notices explaining this procedure to be distributed to all qualifying students.

Qualifying students shall receive a waiver for all mandatory charges, direct or indirect, which would otherwise be required for participation in the following school- sponsored courses, activities, programs, events or services:

1. Charges and deposits collected by a school for use of school property, including but not limited to, locks, towels, laboratory equipment and special workbooks;
2. Charges for field trips, any portion of which fall within the school day;
3. Charges or deposits for uniforms or equipment related to intramural sports, music, or fine arts programs;
4. Special supplies or fees required for particular class projects. The Board may choose to return such projects after completion or provide them to students at a nominal cost;
5. Graduation fees required for participation;
6. Special education fees;
7. School records fees;
8. School health service fees;
9. General activities fees;

**Student Fee Procedures****FEE WAIVERS (CONTINUED)**

10. Dual Credit tuition, and International Baccalaureate (IB) fees;
11. Vocational education fees; and
12. Any other fees not exempt under Board policy or procedure.

Students who do not qualify for a waiver may be charged a fee in these areas. Inability to pay, however, shall not exclude a student from participation in any school-sponsored activity.

The Principal shall notify the parent of students of approval or denial of fee waiver within five (5) school days after receipt of the application. Any denial shall explain specific grounds and permit appeal to the Principal to discuss the decision.

The Principal shall be responsible for maintaining records of the number of students eligible for fee waivers, those students requesting a waiver, those receiving a fee waiver, and copies of related documents used by the school.

Fee waiver funds may not be used for:

1. Activities or rental of property taking place or for exclusive use outside the normal six (6) hour school day (and any District extension of such) and having no impact upon graduation from or credit for any instructional course(s) included in or authorized by the Program of Studies for Kentucky Schools, Grades K-12; and
2. Costs for materials, equipment, or supplies beyond those necessary for full credit for instructional courses and essential for meeting student performance objectives.

In SBDM schools, councils shall provide free supplies and/or instructional resources from funds allocated to the school.

**DUAL CREDIT TUITION**

Dual credit allows junior and senior high school students to receive both high school and postsecondary credit at the same time for approved coursework. The District shall cover dual credit fees for up to two (2) classes per year for students eligible for free and reduced lunch after all Dual Credit Scholarship (KHEAA) opportunities have been exhausted. If a school participates in the Community Eligibility Provision (CEP) meal program, the Principal shall use the Household Income Form (HIF) to determine the inability of students to pay tuition for dual credit classes.

The District has collaborated with Kentucky public post-secondary institutions of higher education to expand opportunities to students participating in the Opportunity Middle College and The STEAM Academy. The District shall cover dual credit fees for up to ~~eight (8)~~<sup>four (4)</sup> classes ~~over a~~<sup>per</sup> two (2)-year period (Junior and Senior Year) for students eligible for free and reduced lunch after all Dual Credit Scholarship (KHEAA) opportunities have been exhausted. If a school participates in Community Eligibility Provision (CEP) meal program, the Principal shall use the Household Income Form (HIF) to determine the inability of students to pay tuition for dual credit classes.

**Student Fee Procedures****INTERNATIONAL BACCALAUREATE FEES**

The IB Diploma program is open to junior and seniors and allows students to participate in a rigorous college preparation program while providing students the opportunity to receive college credit. The District shall cover up to five (5) IB courses needed to obtain Full IB Diploma Program for students eligible for free and reduced lunch. If a school participates in Community Eligibility Provision (CEP) meal program, the Principal shall use the Household Income Form (HIF) to determine the inability of students to pay IB fees.

**ADVANCED PLACEMENT FEES**

The Advanced Placement program allows high school students the opportunity for college credit with a required standardized end-of-course exam. KRS 160.348 requires all AP examinations fees to be covered by KDE. Advanced Placement fees are required to be covered for all students qualifying for free and reduced lunch. In the event that KDE no longer provides funding, the District shall cover up to two (2) classes per year for eligible students. If a school participates in Community Eligibility Provision (CEP) meal program, the Principal shall use the Household Income Form (HIF) to determine the inability of students to pay exam fees for Advanced Placement.

**RELATED PROCEDURES:**

09.15 AP.2

09.15 AP.21

**Public Records Notice**

**To be posted at the main entrance of the IAKSS Office and of each school building, as appropriate.**

**RULES/REGULATIONS FOR INSPECTION**

Pursuant to KRS 61.870 to KRS 61.884, the public is notified that, as provided herein, the public records of the Fayette County Board of Education are open for inspection.

Public records may be inspected Monday through Friday, except holidays, during regular working hours as posted at the main entrance of the IAKSS Office and of each school building. Upon request, a designated District employee will furnish application forms for the inspection of the public records and, if required, s/he will be available to provide assistance in completing the application form. The official custodian may require:

- a) Written application, signed by the applicant and with his/her name printed legibly on the application, describing the records to be inspected; ~~and~~
- ~~a) b)~~ The written application shall be hand delivered, mailed, or sent via facsimile to the public agency;
- ~~b) Facsimile transmission of the written application; or~~
- ~~Email of the application.~~

Completed application forms should be submitted to Superintendent Emmanuel Caulk, the Board's official custodian of public records, by fax to (859)381-4149 or at one of the following addresses:

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**It's About Kids Support Services IAKSS Office**

701 E. Main Street  
Lexington, KY 40502

**Mailing Address**

1126 Russell Cave Road  
Lexington, KY 40505

An individual who applies to review public records shall be advised of the availability of the records requested and shall be notified in writing, within the time allotted by law ~~not later than three (3) working days~~ after receipt of an application for inspection, of any reason the records s/he requested are not available for public inspection.

Copies of written materials in the public records of this district shall be furnished to the person requesting them on payment of a fee of ten cents (.10) per page. Copies of nonwritten records (photographs, maps, material stored in computer files or libraries, etc.) shall be furnished to the person requesting them upon payment of a fee equal to the actual cost of producing copies of the requested records by the most economical process that is unlikely to damage or alter the records.

Applicants requesting copies of public records for a commercial purpose (KRS 61.874) shall provide a certified statement to the District stating the commercial purpose for which the records shall be used, and shall be required to enter into a contract with the District. The contract shall state the fee required by the District to produce copies to be used for a commercial purpose.

Persons who live outside the area and who wish to request copies of public records should contact the person listed above.

Designated Representative

Date





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FAYETTE COUNTY PUBLIC SCHOOLS

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**Executive Summary**  
**Fayette County Public Schools Board Meeting**  
**Agenda Item**

**MEETING: Planning**

**DATE: 6/14/2021**

**TOPIC: 2022-2023 Instructional Calendar – Review**

**PREPARED BY: Steve Hill**

**Recommended Action on: 6/14/2021**  
**Discussion Item**

**Superintendent Prior Approval: No**

**Recommendation/Motion: Review the 2022-2023 Instructional Calendar**

**Background/Rationale: In accordance with KRS 158.070, the FCPS Board of Education will review the draft instructional calendar for the 2022-2023 school year prior to final approval at the June 28<sup>th</sup> board meeting.**

**Policy: 08.3 & KRS 158.070**

**Fiscal Impact:** [Click here to enter text.](#)

**Attachments(s): 2020/2021 Final Amended Instructional Calendar**

**AN EQUAL OPPORTUNITY SCHOOL DISTRICT**

Board of Education: Tyler Murphy, Chair • Amy Green, Vice Chair • Tom Jones • Christy Morris • Stephanie Spires

Acting Superintendent Marlene Helm

450 Park Place, Lexington, Kentucky 40511 • Phone: 859.381.4100 • [www.fcps.net](http://www.fcps.net)

# 2022-2023

**DRAFT**

July 22						
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## Notes

CODE	DATE	EVENT	TOTAL
School Days	Aug 8	Staff Opening Day (PD 1 - Mandatory)	177
Holidays	Aug 9	Staff Work Day (Training 1 - Mandatory)	4
Staff Work Days	Aug 10	First Day for Students	4
Professional Development	Aug 19	Staff Work Day (Training 2 - Mandatory)	4
Non School Days	September 5	Labor Day	21
Possible Snow Make Up Days	October 6-7	Fall Break (PD 2 & 3 Flex)	11
	November 8	Election Day	
	November 23-25	Thanksgiving	
	December 19 - January 2	Winter Break	
	January 16	MLK Day	
	February 20	President's Day	
	March 16	KEA Day (Training 3-Flex)	
	April 3-7	Spring Break	
	May 16	Election Day	
	May 19	Last Day for Students	
	May 22	Staff Closing Day (Training 4 - Mandatory)	
	May 23	Flex PD Day (PD 4)	
	May 29	Memorial Day	
		11 Purposed Snow Days (2019-2020)	
		Approved by Fayette County Board of Ed. 00/00/000	
		March 18, 2022 will only be used as a makeup day if FCPS has missed 3 days prior to March 1, 2022.	



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FAYETTE COUNTY PUBLIC SCHOOLS

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**Executive Summary  
Fayette County Public Schools Board Meeting  
Agenda Item**

**MEETING: Planning**

**DATE: 6/2/2021**

**TOPIC: Early Childhood Calendar/Locations for 21-22**

**PREPARED BY: Whitney Stevenson**

**Recommended Action on: 6/14/2021  
Informational Item**

**Superintendent Prior Approval: No**

**Recommendation/Motion: Information only. No action needed.**

**Background/Rationale: The Preschool calendar varies from the district calendar. The 2021-2022 Preschool calendar reflects Preschool starting August 18<sup>th</sup> (with August 18<sup>th</sup>-24<sup>th</sup> as Jumpstart transition days), 12 Preschool Work Days placed throughout the year, and a family engagement day in February. The Preschool locations list provides details of where classrooms for the 21-22 school year will be located.**

**Policy:**

**Fiscal Impact: 0**

**Attachments(s): 2021-2022 Preschool Calendar and Locations list**

**AN EQUAL OPPORTUNITY SCHOOL DISTRICT**

Board of Education: Tyler Murphy, Chair • Amy Green, Vice Chair • Tom Jones • Christy Morris • Stephanie Spires

Acting Superintendent Marlene Helm

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**Fayette County Preschool Calendar  
2021-2022**

<b>August</b>	18	JumpStart Day for PM Session & Full Day (last names A-N)
	19	JumpStart Day for PM Session & Full Day (last names A-N)
	20	No classes for PreK-12
	23	JumpStart Day for AM Session & Full Day (last names M-Z)
	24	JumpStart Day for AM Session & Full Day (last names M-Z)
	25	ALL PRESCHOOL SESSIONS ATTEND
<b>September</b>	6	Holiday-Labor Day; Schools and Offices Closed
	23	No classes for Preschool Students
	24	No classes for Preschool Students
<b>October</b>	7-8	Fall Break
	28	No classes for Preschool Students
	29	No classes for Preschool Students
<b>November</b>	2	Election Day; No classes for PreK-12
	12	No classes for Preschool Students
	24-26	Thanksgiving Break; Schools and Offices Closed
<b>December</b>	20-Jan 3	Winter Break
<b>January</b>	4	Classes Resume
	17	Martin Luther King, Jr. Day; Schools and Offices Closed
	18	No classes for Preschool Students
<b>February</b>	7	Preschool Family Learning Day-No classes for Preschool Students
	21	President's Day; Schools and Offices Closed
<b>March</b>	7	No classes for Preschool Students
	8	No classes for Preschool Students
	18	No classes for PreK-12; Possible Weather Make-Up Day
	28-April 1	Spring Break
<b>April</b>	21	No classes for Preschool Students
	22	No classes for Preschool Students
<b>May</b>	13	No classes for Preschool Students
	16	No classes for Preschool Students
	17	Election Day; No classes for PreK-12
	24	Last Day of School (PreK-12 <sup>th</sup> grade)

Number of Instructional Days for Preschoolers: 160

## FCPS Preschool Classrooms 2021-2022

School	# of Rooms	Times
Arlington	2 (1 Full Day- HS Partnership)	7:35-2:35 7:35-10:25 & 11:45-2:35
BTWA	1	7:35-10:25 & 11:45-2:35
Breckinridge	2	7:35-10:25 & 11:45-2:35
Brenda Cowan	1	7:00-9:50 & 11:00-1:50
Cardinal Valley	1	7:35-10:25 & 11:45-2:35
Coventry Oak	1	7:35-10:25 & 11:45-2:35
Deep Springs	2	7:35-10:25 & 11:45-2:35
Dixie	1	7:35-10:25 & 11:45-2:35
Family Care	1	7:00-9:50 & 11:00-1:50
FC Preschool Center	3 (1 Full Day- HS Partnership)	7:00-1:50 7:00-9:50 & 11:00-1:50
Glendover	1	7:35-10:25 & 11:45-2:35
James Lane Allen	2	7:35-2:35



	(1 Full Day- HS Partnership)	7:35-10:25 & 11:45-2:35
Julius Marks	1	7:35-10:25 & 11:45-2:35
Lansdowne	1	7:35-10:25 & 11:45-2:35
Mary Todd	1	8:15-11:05 & 12:25-3:15
Meadowthorpe	1	7:35-10:25 & 11:45-2:35
Millcreek	3	7:00-9:50 & 11:00-1:50
Northern	1	8:15-11:05 & 12:25-3:15
Picadome	1	7:35-10:25 & 11:45-2:35
Russell Cave	1	7:35-10:25 & 11:45-2:35
Sandersville	1	7:35-10:25 & 11:45-2:35
Southern	1	7:35-10:25 & 11:45-2:35
Squires	1	7:35-10:25 & 11:45-2:35
Stonewall	1	7:00-9:50 & 11:00-1:50
Tates Creek	1	7:35-10:25 & 11:45-2:35
UK-ECL	.5	8:00-11:00

Wellington	1	7:35-10:25 & 11:45-2:35
WWB	2 (Both Full Day-HS Blended)	7:35-4:15 (Wed. at 2:25)
Yates	3	7:00-9:50 & 11:00-1:50

## FCPS Preschool Classrooms 2021-2022

School	# of Rooms	Times
Arlington	2 (1 Full Day- HS Partnership)	7:35-2:35 7:35-10:25 & 11:45-2:35
BTWA	1	7:35-10:25 & 11:45-2:35
Breckinridge	2	7:35-10:25 & 11:45-2:35
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Cardinal Valley	1	7:35-10:25 & 11:45-2:35
Coventry Oak	1	7:35-10:25 & 11:45-2:35
Deep Springs	2	7:35-10:25 & 11:45-2:35
Dixie	1	7:35-10:25 & 11:45-2:35
Family Care	1	7:00-9:50 & 11:00-1:50
FC Preschool Center	3 (1 Full Day- HS Partnership)	7:00-1:50 7:00-9:50 & 11:00-1:50
Glendover	1	7:35-10:25 & 11:45-2:35
James Lane Allen	2 (1 Full Day- HS Partnership)	7:35-2:35 7:35-10:25 & 11:45-2:35
Julius Marks	1	7:35-10:25 & 11:45-2:35
Lansdowne	1	7:35-10:25 & 11:45-2:35
Mary Todd	1	8:15-11:05 & 12:25-3:15
Meadowthorpe	1	7:35-10:25 & 11:45-2:35
Millcreek	3	7:00-9:50 & 11:00-1:50

Northern	1	8:15-11:05 & 12:25-3:15
Picadome	1	7:35-10:25 & 11:45-2:35
Russell Cave	1	7:35-10:25 & 11:45-2:35
Sandersville	1	7:35-10:25 & 11:45-2:35
Southern	1	7:35-10:25 & 11:45-2:35
Squires	1	7:35-10:25 & 11:45-2:35
Stonewall	1	7:00-9:50 & 11:00-1:50
Tates Creek	1	7:35-10:25 & 11:45-2:35
UK-ECL	.5	8:00-11:00
Wellington	1	7:35-10:25 & 11:45-2:35
WWB	2 (Both Full Day-HS Blended)	7:35-4:15 (Wed. at 2:25)
Yates	3	7:00-9:50 & 11:00-1:50

**Executive Summary  
Fayette County Public Schools Board Meeting  
Agenda Item**

**MEETING: Planning**

**DATE: 6/7/2021**

**TOPIC: Job Description**

**PREPARED BY: Jennifer Dyar**

**Recommended Action on: 6/28/2021**

**Action Item for Vote (REGULAR MEETING)**

**Superintendent Prior Approval: N/A**

**Recommendation/Motion: A motion is in order to approve the job descriptions of GT Education Coordinator and GT Education Instructional Specialist.**

**Background/Rationale: These job descriptions have been revised to reflect current duties as well as add measures of success and the world language component.**

**Policy: 01.11 (General Powers and Duties of the Board)**

**Fiscal Impact: \$0**

**Attachments(s): Job Description**

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## GIFTED AND TALENTED EDUCATION COORDINATOR

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<b>TITLE:</b>	Gifted and Talented Education Coordinator
<b>REPORTS TO:</b>	Superintendent or Designee
<b>SUPERVISES:</b>	N/A
<b>JOB FUNCTION:</b>	Oversee district gifted and talented education K-12; provide leadership and ensure district compliance with statutes and regulations for categories of general intellectual aptitude, specific academic ability, creativity, leadership, and visual and performing arts.

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### MEASURES OF SUCCESS:

- Increase in student achievement and growth:
  - State Standards expectations
  - District based assessments
  - Curriculum benchmark assessments
- Close achievement and opportunity gaps
- Improve learning, culture, and environment
- Increase student, family, and community engagement

---

### DUTIES AND RESPONSIBILITIES:

- Oversee the district gifted education operation
- Serve as liaison between the district and the state, as well as schools, families, and community
- Ensure internal compliance with state statutes and administrative regulations
- Administer and revise the gifted education program budget
- Complete and submit the district Gifted and Talented summative evaluation and year-end report annually to the Kentucky Department of Education
- Ensure internal compliance with district policies and procedures aligned with administrative regulation regarding informal selection and diagnosis in the primary program; formal identification and continuous diagnosis of a student in grades four (4) through twelve (12) are followed
- Ensure district gifted policy and procedures aligned with administrative regulation regarding the identification and determination of eligibility for services based on the student's individual needs, interests, and abilities of students displaying gifted and talented behaviors and characteristics are followed
- Establish district procedures and assist schools in implementation of individualized annual Gifted and Talented Student Service Plans
- Ensure the district system for diagnostic screening and identification of strengths and gifted behaviors and talents provides equal access for racial and ethnic minority children, disadvantaged children, and children with disabilities (KRS 157.200)
- Facilitate administration of the Gifted and Talented Accelerated Program
- Establish and facilitate grievance procedures through which parent, guardian, or student may resolve a concern regarding selection/identification and appropriate and adequate provision of

talent pool services or services address in a formally identified student's gifted and talented student services plan

- Establish and facilitate procedures for early entrance to kindergarten, grade one (1), and whole grade acceleration
- Administer and analyze required assessments regarding student data for screening and placement
- Maintain, distribute, and interpret multiple instruments for gifted and talented identification and placement through required assessments for diverse populations
- Support administration with district gifted and talented personnel, district gifted and talented accelerated program teachers and district gifted and talented facilitators
- Support data analysis for instructional decision making
- Support work placement of districtwide itinerant Gifted and Talented staff
- Establish and monitor procedures to obtain parental or guardian permission prior to the administration of individual tests for initial screening and evaluation
- Maintain district, school, and student confidential records
- Demonstrate the ability to communicate in more than one language or the willingness to learn to communicate in more than one language at the novice level of proficiency.
- Maintain positive work relationships
- Maintain regular attendance
- Perform other duties as assigned

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**PHYSICAL DEMANDS:**

- Work is performed while standing, sitting and/or walking
- Requires the ability to communicate effectively using speech, vision, and hearing
- Requires the use of hands for simple grasping and fine manipulations
- Requires bending, squatting, crawling, climbing, reaching
- Requires the ability to lift, carry, push or pull light weights

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**EDUCATION AND EXPERIENCE:**

- Master's Degree (required)
- At least three of successful experience teaching gifted and talented students (preferred)
- Extensive experience in tests/measurement and curriculum, instruction, and assessment (preferred)

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**LICENSES AND OTHER REQUIREMENTS:**

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**REQUIRED:**

- Valid Kentucky Teaching Certificate
- Endorsement in Gifted and Talented Education (16 KAR 4:010)
- Kentucky Consultant Endorsement (or the ability to receive such endorsement)

Original date: July 2012

Revision Date: June 2021

**GIFTED AND TALENTED EDUCATION INSTRUCTIONAL SPECIALIST**

<b>TITLE:</b>	Gifted and Talented Education Instructional Specialist
<b>REPORTS TO:</b>	Superintendent or Designee
<b>SUPERVISES:</b>	N/A
<b>JOB FUNCTION:</b>	Oversee district K-12 gifted and talented education with a focus on grades K-8; provide leadership and ensure proper district implementation and compliance with statues and regulations for categories of general intellectual, specific academic aptitude, creativity, leadership, and visual and performing arts

**MEASURES OF SUCCESS:**

- Increase in student achievement and growth:
  - State Standards expectations
  - District based assessments
  - Curriculum benchmark assessments
- Close achievement and opportunity gaps
- Improve learning, culture, and environment
- Increase student, family, and community engagement

**DUTIES AND RESPONSIBILITIES:**

- Ensure district gifted policy and procedures aligned with administrative regulation regarding informal selection and diagnosis in the primary program; formal identification and continuous diagnosis of a student in grades four (4) through twelve (12) are followed
- Ensure district gifted policy and procedures aligned with administrative regulation regarding the identification and determination of eligibility for services based on the student's individual needs, interests, and abilities of students displaying gifted and talented behaviors and characteristics are followed
- Assist schools with determination of appropriateness of level and type of services provided to a student and with the continuous assessment of appropriateness of services
- Ensure the district system for diagnostic screening and identification of strengths and gifted behaviors and talents provides equal access for racial and ethnic minority children, disadvantaged children, and children with disabilities (KRS 157.200)
- Assist personnel with district identification and diagnosis procedures for appropriate services based on a balanced multiple criteria approach
- Administer and analyze required assessments regarding student data for screening, identification, and placement
- Assist personnel with district procedure to obtain information related to the interests, needs, and abilities of an identified student from his parent or guardian for the use of determining appropriate services
- Assist personnel with student data analysis for the purpose of identification of eligibility for each category of giftedness

- Implement established procedures for early entrance to kindergarten, grade one, and whole grade acceleration
- Assist personnel with reporting to a parent or guardian the progress of his child related to the gifted and talented student services plan at least once each semester
- Maintain district, school, and student confidential records
- Serve as a district liaison to administrators, teachers, families, and community
- Support effective Gifted and Talented (GT) service delivery in schools
- Initiate, coordinate, and plan professional learning to maintain and improve instruction for gifted and talented students
- Deliver job-embedded professional learning and coaching
- Model best instructional practices to teachers of gifted and talented students
- Assist district and school leaders with instructional best practices for teaching gifted and talented students
- Develop curriculum guidelines and effective resources to support gifted and talented students
- Support work placement of district wide itinerant Gifted and Talented teachers
- Serve on state, community, and other professional committees
- Demonstrate the ability to communicate in more than one language or the willingness to communicate in more than one language at the novice level of proficiency
- Maintain positive work relationships
- Maintain regular attendance
- Perform other duties as assigned

---

#### **PHYSICAL DEMANDS:**

- Work is performed while standing, sitting and/or walking
- Requires the ability to communicate effectively using speech, vision, and hearing
- Requires the use of hands for simple grasping and fine manipulations
- Requires bending, squatting, crawling, climbing, reaching
- Requires the ability to lift, carry, push or pull light weights

---

#### **EDUCATION AND EXPERIENCE:**

- Master's Degree (required)
- At least three years of successful experience teaching Gifted and Talented Students (preferred)

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#### **LICENSES AND OTHER REQUIREMENTS:**

##### **REQUIRED:**

- Valid Kentucky Teaching Certificate
- Endorsement in Gifted and Talented Education (16 KAR 4:010)
- Kentucky Consultant Endorsement (or the ability to receive such endorsement)

Original date:

Revision date: 03/18/2021

**Executive Summary  
Fayette County Public Schools Board Meeting  
Agenda Item**

**MEETING: Planning**

**DATE: 6/7/2021**

**TOPIC: Job Description**

**PREPARED BY: Jennifer Dyar**

**Recommended Action on: 6/28/2021**

**Action Item for Vote (REGULAR MEETING)**

**Superintendent Prior Approval: N/A**

**Recommendation/Motion: A motion is in order to approve the job descriptions of District English Learners Program Liaison and Instructional Specialist for English Learners.**

**Background/Rationale: These job descriptions have been revised to reflect current duties as well as add measures of success and the world language component.**

**Policy: 01.11 (General Powers and Duties of the Board)**

**Fiscal Impact: \$0**

**Attachments(s): Job Description**

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Acting Superintendent Marlene Helm

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**District English Learners Program Liaison**

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<b>TITLE:</b>	District English Learners Program Liaison
<b>REPORTS TO:</b>	Superintendent or Designee
<b>SUPERVISES:</b>	Assigned Staff
<b>JOB FUNCTION:</b>	To improve language acquisition for English Learners and provide support schools and departments in the management of Title III, Immigrant, Migrant, and Refugee federal grants.

**MEASURES OF SUCCESS:**

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- Increase in student achievement and growth:
  - State Standards English Language Acquisition expectations
  - District based assessments
  - Curriculum benchmark assessments
- Close achievement and opportunity gaps
- Improve learning, culture, and environment
- Increase student, family and community engagement
- Increase the high school graduation rate and ensure every child graduates college and career-ready
- Annual audit results and monitoring visits by state and federal agencies indicate successful implementation of all federal legislation and state guidelines

**DUTIES AND RESPONSIBILITIES:**

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- Implement federal grant budgets and reports (e.g., Title III, Immigrant, Migrant, and Refugee)
- Monitor and ensure compliance with Title III, Part A –English Learner Acquisition, Language Enhancement, and Academic Achievement Act component
- Manage the Migrant Education Program
- Develop districtwide itinerant EL teacher work placement schedule
- Support Instructional Specialists for English Learners
- Support with district and school level reports and responsibilities (e.g., Standard Operating Procedures, data reports)
- Support Sheltered Instruction Observation Protocol (SIOP) building coaches
- Demonstrate the ability to communicate in more than one language or the willingness to learn to communicate in more than one language at the novice level of proficiency.
- Maintain regular attendance.
- Perform other duties as assigned

**PHYSICAL DEMANDS:**

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- Work is performed while standing, sitting and/or walking
- Requires the ability to communicate effectively using speech, vision, and hearing
- Requires the use of hands for simple grasping and fine manipulations
- Requires bending, squatting, crawling, climbing, reaching
- Requires the ability to lift, carry, push or pull light weights

**EDUCATION AND EXPERIENCE:**

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- Master's Degree and/or Rank 1
- 3 years successful experience managing federal grants
- Proven leadership capacity
- Ability to work well with
- and motivate others to perform at high levels
- Exemplary communication and organizational skills

**LICENSES AND OTHER REQUIREMENTS:**

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- Valid Kentucky Teaching Certificate (required)
- EL Endorsement K-12 (required)
- Supervisor of Instruction Certificate (preferred)

Original date:  
June 2021

**INSTRUCTIONAL SPECIALIST FOR ENGLISH LEARNERS**

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<b>TITLE:</b>	Instructional Specialist for English Learners
<b>REPORTS TO:</b>	Superintendent or Designee
<b>SUPERVISES:</b>	N/A
<b>JOB FUNCTION:</b>	Be knowledgeable in and model evidence-based effective practices in curriculum, instruction, assessment, and standards for English Learners. Recommend and provide professional learning opportunities that accelerate student learning in achieving targeted outcomes.

**MEASURES OF SUCCESS:**

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- Increase in student achievement and growth:
  - State Standards English Language Acquisition expectations
  - District based assessments
  - Curriculum benchmark assessments
- Close achievement and opportunity gaps
- Improve learning, culture, and environment
- Increase student, family and community engagement
- Increase the high school graduation rate and ensure every child graduates college and career-ready

**DUTIES AND RESPONSIBILITIES:**

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- Support effective English Learner (EL) service delivery in schools
- Initiate, coordinate, and plan professional learning to maintain and improve instruction for English Learners
- Provide observations and feedback for EL teachers to ensure quality instructional practices
- Deliver job-embedded professional learning and coaching
- Model best instructional practices to teachers of English Learners
- Assist district and school leaders with instructional best practices for teaching English Learners
- Develop curriculum guidelines and effective resources to support English Learners
- Support teachers with English Learner data management
- Ensure compliance with Title III, Part A –English Learner Acquisition, Language Enhancement, and Academic Achievement Act component
- Disseminate information pertaining to English Learner education to district and community stake-holders
- Support data analysis for instructional decision-making

- Support work placement of district wide itinerant English Learner teachers
- Serve on state, community, and other professional committees
- Demonstrate the ability to communicate in more than one language or the willingness to learn to communicate in more than one language at the novice level of proficiency.
- Maintain positive work relationships.
- Maintain regular attendance.
- Perform other duties as assigned

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#### **PHYSICAL DEMANDS:**

- Work is performed while standing, sitting and/or walking
- Requires the ability to communicate effectively using speech, vision, and hearing
- Requires the use of hands for simple grasping and fine manipulations
- Requires bending, squatting, crawling, climbing, reaching
- Requires the ability to lift, carry, push or pull light weights

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#### **EDUCATION AND EXPERIENCE:**

- Master's Degree and/or Rank 1
- Master level teacher with at least 3 years of successful teaching experience teaching English Learners

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#### **LICENSES AND OTHER REQUIREMENTS:**

##### **REQUIRED:**

- Valid Kentucky Teaching Certificate
- EL Endorsement K-12
- Consultant Endorsement (or the ability to receive such endorsement)

Original date:  
June 2021

**Executive Summary  
Fayette County Public Schools Board Meeting  
Agenda Item**

**MEETING: Planning**

**DATE: 6/7/2021**

**TOPIC: Job Description**

**PREPARED BY: Jennifer Dyar**

**Recommended Action on: 6/28/2021**

**Action Item for Vote (REGULAR MEETING)**

**Superintendent Prior Approval: N/A**

**Recommendation/Motion: A motion is in order to approve the job description of Dropout Prevention Specialist.**

**Background/Rationale: The job description was created to outline the focus of this current position to focus on strategies and support in the area of prevention of student dropout .**

**Policy: 01.11 (General Powers and Duties of the Board)**

**Fiscal Impact: \$0**

**Attachments(s): Job Description**

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DROPOUT PREVENTION SPECIALIST

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**TITLE:** DROPOUT PREVENTION SPECIALIST

**REPORTS TO:** Superintendent's Designee

**SUPERVISES:** N/A

**JOB FUNCTION:** Provide services, information and options for students and families regarding dropout interventions and to act as a liaison between the DPP Office and other school and district dropout prevention and intervention services.

**MEASURES OF SUCCESS:**

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- Increase in student achievement as evidenced by:
  - Student course completion
  - State Academic Standard expectations
  - Improvement of Student Support Services Data Points (Attendance, Out of Class Time including Suspension)
  - Curriculum benchmark assessments

**DUTIES AND RESPONSIBILITIES:**

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- Work collaboratively with high school student support staff on dropout prevention and intervention.
- Act as a liaison to high school McKinney Vento Students and high school seniors and services related to dropout prevention and intervention.
- Develop and maintain a strong knowledge base in areas related to dropout prevention and intervention.
- Keeps abreast of current research, trends, innovations, impacting dropout prevention and intervention.
- Provide education and information to McKinney Vento, high school juniors and seniors and families on dropout intervention services available across the district.
- Provide support and assistance with youth and their families to access dropout prevention and intervention services.
- Identify and monitor students at risk for dropping out of school.
- Document student and family contacts in Infinite Campus.
- Connect identified students with academic tutoring and other related community services.

**DROPOUT PREVENTION SPECIALIST**

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- Work collaboratively with school level student support professionals to insure the student's social emotional and mental wellness needs are being met.
  - Demonstrate the ability to communicate in more than one language or the willingness to learn to communicate in more than one language at the novice level of proficiency.
  - Maintains regular attendance.
  - Performs other duties as assigned.

**PHYSICAL DEMANDS:**

- 
- Work is performed while standing, sitting and/or walking
  - Requires the ability to communicate effectively using speech, vision and hearing
  - Requires the use of hands for simple grasping and fine manipulations
  - Requires bending, squatting, crawling, climbing, reaching
  - Requires the ability to lift, carry, push or pull light weights

**EDUCATION AND EXPERIENCE:**

- 
- Masters' Degree in related fields

**LICENSES AND OTHER REQUIREMENTS:**

- 
- School Counseling Certification, School Social Work Certification or School Psychology Certification

*Original Date: June 2021*

**Executive Summary  
Fayette County Public Schools Board Meeting  
Agenda Item**

**MEETING: Planning**

**DATE: 6/7/2021**

**TOPIC: Job Description**

**PREPARED BY: Jennifer Dyar**

**Recommended Action on: 6/28/2021**

**Action Item for Vote (REGULAR MEETING)**

**Superintendent Prior Approval: N/A**

**Recommendation/Motion: A motion is in order to approve the job description of Director of Grant Programming.**

**Background/Rationale: This job description has been created outline the duties of this position which will provide oversight and coordination for all the district's federal, state, and local grant programs with structures and strategies focusing on creating excellent student opportunities.**

**Policy: 01.11 (General Powers and Duties of the Board)**

**Fiscal Impact: \$120,000**

**Attachments(s): Job Description**

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## DIRECTOR OF GRANT PROGRAMMING

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<b>TITLE:</b>	Director of Grant Programming
<b>REPORTS TO:</b>	Superintendent or Designee
<b>SUPERVISES:</b>	Assigned Staff
<b>JOB FUNCTION:</b>	Provides oversight and coordination for all the district's federal, state, and local grant programs, design structures and strategies with a focus of creating excellent student opportunities, closing the achievement gap, and ensuring all programs meet the requirements of the grant's assurances.

### MEASURES OF SUCCESS:

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- Increase in student achievement and growth:
  - State Academic Standard expectations
  - District based assessments
  - Curriculum benchmark assessments
- Closing achievement and opportunity gaps
- Improve learning, culture, and environment
- Increase teacher knowledge of content, instructional, and assessment strategies
- Increase the high school graduation rate and ensure every child graduates college and career-ready

### PERFORMANCE RESPONSIBILITIES:

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1. Develop, direct and maintain systems and processes for the Office of Grant Programs
2. Provides summary reports and disseminates information to district and school staff regularly.
3. Works with district staff, school staff, and other agencies to implement federal, state, and local programs according to the guidelines of each program
4. Facilitates professional development and other activities to ensure effectiveness in district implementation of programs.
5. Develops, monitors, coordinates budgets for grants including quarterly reports and monitoring appropriate expenditures as well as making necessary budget revisions.

## **DIRECTOR OF GRANT PROGRAMMING**

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6. Assists in developing and updating local policies and procedures to comply with laws and regulations aligning with grant programs.
7. Develop and implement an accountability process necessary for data collection and monitoring the effectiveness and impact of grant programs.
8. Attends federal, state, and local training as provided by respective governing agencies to keep apprised of laws and regulations regarding state, federal, and local funding.
9. Supervises and evaluates personnel assigned to the Office.
10. Demonstrates the ability to communicate in more than one language or the willingness to learn to communicate in more than one language at the novice level of proficiency.
11. Performs other duties as assigned.

### **PHYSICAL DEMANDS:**

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- Work is performed while standing, sitting and/or walking
- Requires the ability to communicate effectively using speech, vision and hearing
- Requires the use of hands for simple grasping and fine manipulations
- Requires bending, squatting, crawling, climbing, reaching
- Requires the ability to lift, carry, push or pull light weights

### **KNOWLEDGE AND ABILITIES:**

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- Motivate and work cooperatively with a diverse group of people.
- Budget and use time efficiently.
- Manage human, physical, and fiscal resources.
- Plan conceptually and operationally.
- Use personal computers.

### **EDUCATION AND EXPERIENCE:**

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- Master's Degree and/or Rank 1
- Five (5) year's teaching experience and relevant administrative experience.



## **DIRECTOR OF CURRICULUM and INSTRUCTION**

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### **LICENSES AND OTHER REQUIREMENTS:**

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- Kentucky Teaching Certification
- Administrative Certification

**Executive Summary  
Fayette County Public Schools Board Meeting  
Agenda Item**

**MEETING: Planning**

**DATE: 6/7/2021**

**TOPIC: Job Description**

**PREPARED BY: Jennifer Dyar**

**Recommended Action on: 6/28/2021**

**Action Item for Vote (REGULAR MEETING)**

**Superintendent Prior Approval: N/A**

**Recommendation/Motion: A motion is in order to approve the job description of Associate Director of Student Support, Mental Health and Social Emotional Learning.**

**Background/Rationale: The job description was created to replace the previous job description of Associate Director of Student Support in order to better outline the dedicated support to school personnel in the area of Student Support, Mental Health and Social Emotional Learning.**

**Policy: 01.11 (General Powers and Duties of the Board)**

**Fiscal Impact: \$100,000**

**Attachments(s): Job Description**

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**ASSOCIATE DIRECTOR OF STUDENT SUPPORT, MENTAL HEALTH  
and SOCIAL EMOTIONAL LEARNING**

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**TITLE:**      **ASSOCIATE DIRECTOR OF STUDENT SUPPORT, MENTAL HEALTH and  
SOCIAL EMOTIONAL LEARNING**

**REPORTS TO:**      Superintendent's Designee

**SUPERVISES:**      Other Staff as Assigned

**JOB FUNCTION:**      To facilitate, coordinate and monitor the implementation, operation and fidelity  
of  
student support, mental health services and social emotional learning

**MEASURES OF SUCCESS:**

- Increase in student achievement, social emotional health and mental health services as indicated by:
  - Social Emotional Health progress monitoring
  - Mental Health Evidence Based Practices
  - State Academic Standard expectations
  - Walk-through and crosswalks
  - Curriculum benchmark assessments

**DUTIES AND RESPONSIBILITIES:**

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- Facilitate and coordinate the implementation and evaluation of all student support programs.
- Maintain train the trainer model for student support evidence based practices
- Develop and implement all federal and state budgets related to student support programs.
- Monitor, develop, and implement procedures to ensure compliance with all federal, state, and local regulations related to student support programs. Work closely with principals and other school and district staff as needed to implement these programs.
- Supervise and evaluate staff as assigned.
- Facilitate all requests to the district for student support programs. Prepare and submit federal and state reports as needed.
- Coordinate and facilitate the functions of the district's guidance, mental health and social work

**ASSOCIATE DIRECTOR OF STUDENT SUPPORT, MENTAL HEALTH  
and SOCIAL EMOTIONAL LEARNING**

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program.

- Coordinate and facilitate the district's community agency programs, including Family Youth and Resource centers.
- Assist the Pupil Personnel Office with all student support personnel matters.
- Develop and maintain a strong knowledge base in areas related to all student support programs in the district, including changes in legislation and regulations relevant to these programs.
- Keeps abreast of current research, trends innovations, impacting programs in the department.
- Demonstrate the ability to communicate in more than one language or the willingness to learn to communicate in more than one language at the novice level of proficiency.
- Maintains regular attendance.
- Performs other duties as assigned.

**PHYSICAL DEMANDS:**

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- Work is performed while standing, sitting and/or walking
- Requires the ability to communicate effectively using speech, vision and hearing
- Requires the use of hands for simple grasping and fine manipulations
- Requires bending, squatting, crawling, climbing, reaching
- Requires the ability to lift, carry, push or pull light weights

**EDUCATION AND EXPERIENCE:**

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- Masters' Degree in related fields
- Minimum of five (5) years of successful student professional and/or clinical experience

**LICENSES AND OTHER REQUIREMENTS:**

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- School Counseling Certification, School Social Work Certification, School Psychology Certification or School Administration (preferred)
- Professional Clinical Licensure (preferred)

*Original Date: June 2021*



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FAYETTE COUNTY PUBLIC SCHOOLS

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**Executive Summary**  
**Fayette County Public Schools Board Meeting**  
**Agenda Item**

**MEETING: Regular**

**DATE: 6/28/2021**

**TOPIC: Special Education ARC (Admission & Release Committee) Chairperson  
Approval for 2021-22 School Year**

**PREPARED BY: Amanda Dennis, Director of Special Education**

**Recommended Action on: 6/28/2021**

**Action Item for Vote (REGULAR MEETING)**

**Superintendent Prior Approval: Yes**

**Recommendation/Motion: A motion is in order to: “approve the recommended list of staff members, by job title, to serve as Admission and Release Committee (ARC) chairpersons.”**

**Background/Rationale: The Superintendent, in consultation with the Director of Special Education, recommends to the Board for approval a list of FCPS Representatives by job or position title. The Superintendent, or designee, may designate which specific staff member on that approved list will serve as the FCPS Representative for any Admission and Release Committee (ARC) meeting. The representative of the FCPS is to be qualified to provide, or supervise, the provision of specially designed instruction to meet the unique needs of children with disabilities, and is to be knowledgeable about the general education curriculum and the availability of the resources of the FCPS. FCPS staff members serving in the following roles are recommended for approval to serve as ARC Chairpersons, following specific training approved by the special education department: Achievement and Compliance Coach, Preschool Compliance Coach, Preschool Assessment Specialist, Resource Specialist for Special Education, Associate Director of Special Education, Director of Special Education, Principal (with approval of Superintendent or Director of Special Education).**

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Acting Superintendent Marlene Helm

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**Policy: Procedures for Exceptional Children, Chapter 5 - Individual Education Programs,  
Section 3 – ARC Membership**

**Fiscal Impact: N/A**

**Attachments(s): N/A**



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FAYETTE COUNTY PUBLIC SCHOOLS

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**Executive Summary**  
**Fayette County Public Schools Board Meeting**  
**Agenda Item**

**MEETING:** Planning

**DATE:** 6/2/2021

**TOPIC:** Aperture

**PREPARED BY:** Doug Adams

**Recommended Action on:** 6/28/2021

**Action Item for Vote (PLANNING MEETING)**

**Superintendent Prior Approval:** Yes

**Recommendation/Motion:** Approve the Aperture contract for BOE meeting later this month

**Background/Rationale:** Critical component of the 10-Point Safety Investment Plan: Comprehensive Adolescent Assessment and Health Promotion. Tier 1 screener grades 3-11

**Policy:** Click here to enter text.

**Fiscal Impact:** \$114,250 10-Point safety Investment Plan allocation

**Attachments(s):** Click here to enter text.

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Date Received \_\_\_\_\_ Date Returned \_\_\_\_\_ Requested by: \_\_\_\_\_

## Request for Superintendent's Signature Form

Please attach this form to all documents needing the signature of the Superintendent

- A. Purpose of Document-i.e. Is the document an MOU, contract, request for services, etc. (Please briefly describe the purpose/intent of the document needing to be signed. The information should be such that it will provide the Superintendent with a brief, yet comprehensive understanding of what she is being asked to sign, and why. It is suggested that you provide this information in bulleted format.)

***Contract with Aperture Education for 2-year subscription to the DESSA SEL/Resiliency Screener platform. Includes professional learning and technical/implementation support.***

- B. What is the fiscal amount related/connected to this document? \$254,483.04 (50% billed July 1, 2021 and the remaining 50% billed July 1 2022.
- C. What budget will cover the expenses connected to this item? Safety Tax
- D. Who is the immediate contact for this document? Raine Minichan
- E. What is the telephone # of this individual? 859-381-4353 or 85-552-4463
- F. Is there an alternate contact? (If yes, name and contact) Doug Adams
- G. Does this item require Board approval? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, on what date was it approved by the Board \_\_\_\_\_

**Is there urgency for having this document signed?**

If yes, by when \_\_\_\_\_

Why is there an urgency? \_\_\_\_\_

Comments from Superintendent:

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Please fill out entire form. Contracts sent to IAKSS for signatures are subject to a 10-day turnaround. Please plan accordingly.

## AGREEMENT SUMMARY FORM

### Person Sending Agreement to IAKSS

Raine Minichan

### Purpose of Agreement

Contract for <sup>two</sup> ~~one~~ year subscription to Aperture Education/DESSA SEL Resiliency screening platform (as part of 10-Point Safety Plan). Includes PD, SIS integration, and intervention matching.

### Type of Agreement:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Contract | <input checked="" type="checkbox"/> Purchase |
| <input type="checkbox"/> Grant               | <input type="checkbox"/> MOU/MOA             |

### Specifications:

- ☐ Related to an Extended Field Trip Request No  
(Charter buses, out of town/overnight trips)  
o Extended Field Trip Request Sent On: \_\_\_\_\_

Over \$30,000? Yes

- o If yes, is this a grant? ☐ YES ☒ NO
- ☐ Do you need the original back? ☐ YES ☒ NO

**Contractors on FCPS property during school hours while students are present must complete a background check prior to beginning work:**

1. Will this contractor be on FCPS property during school hours while students are present? ☐ YES ☒ NO
2. IF YES, has this vendor completed the required background check?  
☐ YES ☐ NO

**PLEASE SEND ALL CONTRACTUAL AGREEMENTS TO:**

Elisabeth McIntosh/IAKSS Legal Office Suite 114

**Contractors on FCPS property during school hours while students are present must complete a background check prior to beginning work. Contractors must register at <https://dna.fcps.net/Contractors> prior to beginning work. For more information, please see <https://www.fcps.net/Page/12728> or contact the FCPS Application Center at (859) 381-4190.**

## CONTRACT

**THIS CONTRACT** is entered into this 15th day of April, 2021, by and between the **BOARD OF EDUCATION OF FAYETTE COUNTY, KENTUCKY**, 450 Park Place, Lexington, Kentucky 40511 ("Board") and Aperture Education, P.O. Box 1279, Fort Mill, SC 29716 ("Second Party").

### **A. PARTIES:**

The Board of Education of Fayette County, Kentucky The Department of Student Support Services has **established the need to implement an SEL/Resiliency Screener at grades K-12 as part of the 10-Point Safety Plan** and has determined that this need cannot be met by existing district staff.

**Aperture Education** provides an **integrated platform for screening, data analysis, reporting, and intervention matching** and has expertise or needed products as described herein.

### **B. PURPOSE:**

The purpose of this contract is to improve the availability of a **comprehensive system for identifying student SEL strengths and areas in need of growth as part of our 10-Point Safety Plan.**

**NOW, THEREFORE**, for and in consideration of the mutual promises set out herein, it is hereby agreed by and between the parties hereto as follows:

1. The Second Party shall provide to the **Department of Student Support Services**, as an independent contractor, services under the direction of **C. Doug Adams**.
2. The second party shall provide the following:
  - **Aperture System K-8: DESSA & DEAS-mini (4 versions), Growth strategies, Foundational Practices, and Reporting through a 12 month per student subscription.**
  - **Aperture System High School Package: DESSA-HSE, DESSA-mini (4 versions), DESSA-HSE SSR, Student Portal, Goal Setting Features, Growth Strategies, Foundational Practices, and Reporting through a 12-month per student subscription.**
  - **SIS integration of both systems above as well as automated data export.**
  - **Web-based training and support package**
3. The Board agrees to pay the Second Party for the services/products provided in this contract the amount of **\$254,483.04 with annual billing payments of \$127,241.52 for the 2021-22 academic year and \$127,241.42 for the 2022-23 academic year.** Additional expenses to be reimbursed are **none**, with a total amount of this contract not exceeding **\$254,483.04**.
4. The Second Party shall provide to the Fayette County Board of Education an invoice for services rendered under this contract and any agreed upon expenses to be reimbursed. Unless otherwise stated, travel and per diem shall be reimbursed based upon the district's current travel policies.
5. The Second Party is not debarred or suspended or otherwise excluded from or ineligible for participation in Federal assistance programs under Executive Order 12549, "Debarment and Suspension."
6. This contract may be re-negotiated based upon, but not limited to, increases in services to participants. Any modifications shall be agreed to in writing and signed by both parties.
7. The staff providing services to the Board herein are employees of the Second Party and shall not represent to anyone that they are employees or agents of the Board.



8. Either party shall have the right to terminate this agreement at any time upon a fourteen (14) day written notice, either personally delivered or served by some form of return receipt mail evidencing delivery, to the other party.

9. Each of the parties agrees to comply with all applicable law concerning the performance of the provisions of this contract.

10. The Second Party certifies that it shall not discriminate in any of the services performed in connection with this contract or in any program or activity it operates on the basis of race, color, national origin, religion, age, creed, political affiliation, marital status, sex, or disabling condition.

11. The Second Party certifies that it has read and will comply with the Family Education Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g; 34 CFR Part 99).

12. Any contractor working on school property while students are present. must submit to a national and state criminal history background check by the Department of Kentucky State Police and the Federal Bureau of Investigation and have a letter, provided by the individual, from the Cabinet for Health and Family Services ("CHFS") stating the contractor is clear to hire based on no finding of substantiated child abuse or neglect found through a background check of child abuse and neglect records maintained by the Cabinet for Health and Family Services. The required background checks and letter from CHFS must be submitted to the FCPS Human Resources Office prior to the beginning of work. Failure to comply with this statute will be considered a breach of contract and will subject the contract to cancellation without penalty.

13. KRS 45A.455 PROHIBITS CONFLICTS OF INTEREST, GRATUITIES, AND KICKBACKS TO EMPLOYEES OF THE BOARD OF EDUCATION IN CONNECTION WITH CONTRACTS FOR SUPPLIES OR SERVICES WHETHER SUCH GRATUITIES OR KICKBACKS ARE DIRECT OR INDIRECT. KRS 45A.990 PROVIDES SEVERE PENALTIES FOR VIOLATIONS OF THE LAWS RELATING TO GRATUITIES OR KICKBACKS TO EMPLOYEES WHICH ARE DESIGNED TO SECURE A PUBLIC CONTRACT FOR SUPPLIES OR SERVICES.

14. If any section, paragraph, or clause of this contract shall be held invalid by any court of competent jurisdiction, the invalidity of said section, paragraph, or clause shall not affect any remaining provisions herein.

15. This contract is deemed to be made under and shall be governed by and construed in accordance with the laws of the Commonwealth of Kentucky.

16. Venue for any legal action filed concerning this contract shall be Fayette County, Kentucky.

17. This writing reflects the entire agreement between the parties. No change or modification of this Agreement shall be valid or binding upon the parties hereto, nor shall any waiver of any terms or conditions hereof be deemed a waiver of such terms or conditions in the future, unless such change, modification or waiver shall be in writing and signed by the parties hereto.

18. This agreement will be in effect from July 1 2021, through June 30 , 2023, unless terminated by either party as defined in Paragraph 8. The agreement may be renewed annually based upon evaluation of the effectiveness of the agreement in meeting the goals set forth herein and funding availability.

IN WITNESS WHEREOF, the parties have executed this contract the day, month, and year above written.

Principal/Director's Approval

BOARD OF EDUCATION OF FAYETTE COUNTY  
KENTUCKY

 4-27-21  
Date

\_\_\_\_\_  
Dr. Marlene Helm, Acting Superintendent Date

Jessica Adamson April 23, 2021  
Date

Aperture Education

Date



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FAYETTE COUNTY PUBLIC SCHOOLS

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**Executive Summary**  
**Fayette County Public Schools Board Meeting**  
**Agenda Item**

**MEETING: Regular**

**DATE: 6/7/2021**

**TOPIC: District Trauma Informed Plan**

**PREPARED BY: Raine Minichan, Student Support Services**

**Recommended Action on: 6/28/2021**

**Action Item for Vote (REGULAR MEETING)**

**Superintendent Prior Approval: No**

**Recommendation/Motion: The District Trauma Informed Leadership Team has developed a proposed plan for FCPS continued efforts toward becoming a trauma-informed district.**

**Background/Rationale: Pursuant to [KRS 158.4416](#), each local board of education must develop a plan for implementing a trauma-informed approach in its schools *by July 1, 2021*. At a minimum, the plan shall include strategies for: Enhancing trauma awareness throughout the school community; Conducting an assessment of the school climate, including but not limited to inclusiveness and respect for diversity; Developing trauma-informed discipline policies; Collaborating with the Department of Kentucky State Police, the local sheriff, and the local chief of police to create procedures for notification of trauma-exposed students; and Providing services and programs designed to reduce the negative impact of trauma, support critical learning, and foster a positive and safe school environment for every student. A trauma-informed approach means incorporating principles of trauma awareness and trauma-informed practices, as recommended by the federal Substance Abuse and Mental Health Services Administration, in a school in order to foster a safe, stable, and understanding learning environment for all students and staff and ensuring that all students are known well by at least one adult in the school setting (KRS 158.4416).**

**Policy: N/A**

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**Fiscal Impact: \$0**

**Attachments(s):** <https://drive.google.com/file/d/1Q2q4rumymiJ-gEf8ZllZlpzUo1Wyurlp/view?usp=sharing>



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FAYETTE COUNTY PUBLIC SCHOOLS

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**Executive Summary**  
**Fayette County Public Schools Board Meeting**  
**Agenda Item**

**MEETING: Planning**

**DATE: 6/14/2021**

**TOPIC: Pay Date Schedule FY22**

**PREPARED BY: Rodney Jackson**

**Recommended Action on: 6/28/2021**

**Action Item for Vote (REGULAR MEETING)**

**Superintendent Prior Approval: No**

**Recommendation/Motion:** A motion is in order to: “Accept the Pay Date Schedule FY22 as presented to the Board.

**Background/Rationale:** We are required annually to get approved pay dates for the upcoming fiscal year.

**Policy:** 03.121 03.221 (Personnel – Salaries)

**Fiscal Impact:** NA

**Attachments(s):** Pay date schedule attached.

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## FY 2021/2022 PAY DATE SCHEDULE

Reporting Period	Pay Date
June 12 - June 25	July 15, 2021*
June 26 - July 9	July 30, 2021*
July 10 - July 23	August 13, 2021*
July 24 - August 6	August 31, 2021
August 7 - August 27	September 15, 2021
August 28 - September 10	September 30, 2021
September 11 - September 24	October 15, 2021
September 25 - October 8	October 29, 2021
October 9 - October 22	November 15, 2021
October 23 - November 5	November 30, 2021
November 6 - November 19	December 15, 2021
November 20 - December 3	<b>December 22, 2021</b>
December 4 - December 24	January 14, 2022
December 25 - January 7	January 31, 2022
January 8 - January 21	February 15, 2022
January 22 - February 4	February 28, 2022
February 5 - February 18	March 15, 2022
February 19 - March 4	<b>March 25, 2022</b>
March 5 - March 18	April 15, 2022
March 19 - April 8	April 29, 2022
April 9 - April 22	May 13, 2022
April 23 - May 6	May 31, 2022
May 7 - May 20	June 15, 2022
May 21 - June 10	June 30, 2022
June 11 - June 24	July 15, 2022*
June 25 - July 8	July 29, 2022*
July 9 - July 22	August 15, 2022*

12-month employees paycheck dates: July 15, 2021 – June 30, 2022.

Less than 12-month employees paycheck dates: August 31, 2021 – August 15, 2022

\* Pay Dates denotes Summer pay checks for FY 2021/2022 earnings.

Highlighted Reporting Period date range denotes 3 week payroll reporting periods.

Bold Print Pay Dates denotes exceptions to the 15th and last day of the month pay date schedule due to holiday office closures. All other pay dates reflect the actual date unless the pay date falls on a weekend or holiday.

Insurance premiums will be deducted based on the beginning and end dates of your pay cycle and on the number of days worked.

Note: All salaries are annualized. The reporting periods listed are used as cut-off dates for reporting absences, docked days, overtime, stipends, ESS and compensating substitute employees. Reporting periods and/or pay dates are subject to change as necessary to allow for holidays and/or other scheduled breaks.

**STAFF CONTACT:** Rodney Jackson, Director of Finance 381-4141

**Related Policies:** 03.121, 03.221



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FAYETTE COUNTY PUBLIC SCHOOLS

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**Executive Summary**  
**Fayette County Public Schools Board Meeting**  
**Agenda Item**

**MEETING: Planning**

**DATE: 6/14/2021**

**TOPIC: Monthly Financial Reports Placeholder**

**PREPARED BY: Rodney Jackson**

**Recommended Action on: 6/28/2021**

**Action Item for Vote (REGULAR MEETING)**

**Superintendent Prior Approval: No**

**Recommendation/Motion:** A motion is in order to: “Accept the Monthly Treasurer’s Report of Revenue/Expense reports as presented to the Board.”

**Background/Rationale:** Our goal is to report monthly the financial status of the district to our community, board and staff, in an easy to understand format. We invite suggestions for improving these reports.

**Policy: 01.11 (General Powers and Duties of the Board)**

**Fiscal Impact: N/A**

**Attachments(s): Four attachments**

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FAYETTE COUNTY PUBLIC SCHOOLS

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**Executive Summary**  
**Fayette County Public Schools Board Meeting**  
**Agenda Item**

**MEETING: Planning**

**DATE: 6/14/2021**

**TOPIC: School Activity Funds Report Placeholder**

**PREPARED BY: Rodney Jackson**

**Recommended Action on: 6/28/2021**  
**Informational Item**

**Superintendent Prior Approval: No**

**Recommendation/Motion: N/A**

**Background/Rationale:** School Activity Fund Reports for the period ending April 30, 2021. The report details each school's activity fund expenses and receipts for the month and year ending previously noted.

**Policy: 01.11 (General Powers and Duties of the Board)**

**Fiscal Impact: N/A**

**Attachments(s): School Activity Funds Report**

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FAYETTE COUNTY PUBLIC SCHOOLS

**Executive Summary  
Fayette County Public Schools Board Meeting  
Agenda Item**

**MEETING: Regular**

**DATE: 06/28/2021**

**TOPIC: Personnel Changes**

**PREPARED BY: Jennifer Dyar**

**Recommended Action on: 06/28/2021  
Informational Item**

**Superintendent Prior Approval: No**

**Recommendation/Motion: N/A**

**Background/Rationale: This is to report the employment and personnel changes for Certified, Classified Salaried, Classified Hourly, Supplemental and Substitute personnel.**

**Policy: 03.11/03.131/03.1311/03.1312/03.1313/03.17/03.171/03.173/03.174/03.175/03.21/03.231/03.2311/03.2312/03.2313/03.2711/03.273/03.2141/03.4/03.5**

**Fiscal Impact: N/A**

**Attachments(s): Personnel Changes for June 28, 2021 Board Agenda**

<b>Personnel Status</b>	<b>CERT / CLASS SAL</b>	<b>CLASS HR</b>	<b>SUB</b>	<b>SUPP</b>
<b>New Hire</b>		7	86	30
<b>Retirement</b>	25	9		
<b>Transfer</b>	1	15		
<b>Adjunct</b>	4			
<b>Resignation</b>	52	37		2

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## Personnel Changes

### 1. CERTIFIED/SALARIED CLASSIFIED PERSONNEL

a. Transfer in Assignment of Certified/Salaried Classified Personnel - This is to report the transfer in assignment of the following certified/salaried classified personnel:

Name	From	To	Effective Date
HUDGINS ERIN	LEAD BUS DRIVER TRAINER/BUS GARAGE	INTERIM ASSOC DIRECTOR TRANSPORTATION/BUS GARAGE	2/22/2021

b. Resignation of Certified/Salaried Classified Personnel - This is to report the resignation of the following certified/salaried classified personnel:

Name	Location	Assignment	Effective Date	
BALDRIDGE	MOLLY	HARRISON ELEMENTARY	PROM ACAD-EXC CH MOD SEVERE	6/30/2021
BENTON	HEATHER	YATES ELEMENTARY	ELEM MATH INSTRUCTOR	6/30/2021
BILLS	KIERSTEN	CARDINAL VALLEY ELEMENTARY	ELEM PRESCHOOL INSTR	6/30/2021
BOCHICCHIO	JENA	CRAWFORD MIDDLE SCHOOL	MID MATH INSTRUCTOR	6/30/2021
BRIGANTI	KATHRYN	PICADOME ELEMENTARY	ELEM KINDERGARTEN INSTRUCTOR	6/30/2021
COMBS	DONNA	LEXINGTON TRAD MAGNET MIDDLE	GUIDANCE SPEC- HS/MS COUNSELOR	6/30/2021
CONLEY	TAMMY	JESSIE M CLARK MIDDLE	MID SOCIAL STUDIES INSTRUCTOR	6/30/2021
COWLES	MEGAN	ARLINGTON ELEMENTARY	ELEM PRESCHOOL INSTR	6/30/2021
CRUTCHLEO	EDWARD	TATES CREEK HIGH	HS BUSINESS INSTRUCTOR	6/30/2021
DASKALAKES	DEREK	MILLCREEK ELEMENTARY	EXC CHILD LEARNING & BEHAVIOR	6/30/2021
DAVENPORT	REBECCA	FREDERICK DOUGLASS HIGH SCHOOL	HS SCIENCE INSTRUCTOR	6/30/2021
DIRAGO-DUNCAN	LAUREN	DATA MANAGEMENT	DATA SCIENTIST	5/14/2021
FANNIN	LAUREN	DEEP SPRINGS ELEMENTARY	ELEM PRIMARY INSTRUCTOR	6/30/2021
FEATHERINGILL	ROBIN	FREDERICK DOUGLASS HIGH SCHOOL	HS SCIENCE INSTRUCTOR	6/30/2021
FITCH	MACKENZIE	BRECKINRIDGE ELEMENTARY	ELEM INTERVENTION INSTRUCTOR	6/30/2021
FRAILE-	LUCIA	LIBERTY ELEMENTARY	ELEM PRIMARY INSTRUCTOR	6/30/2021
VILLACORTA				
GUTIERREZ	KOLLETTE	MAXWELL ELEMENTARY	ELEM PRIMARY INSTRUCTOR	6/30/2021
GILLES	ALEXANDRA	PICADOME ELEMENTARY	ELEM PRIMARY INSTRUCTOR	6/30/2021

HUTCHINSON	EMILY	BRECKINRIDGE ELEMENTARY	ELEM PRIMARY INSTRUCTOR	6/30/2021
HERRINGTON	CHRISTINA	MORTON MIDDLE	MID CONSUMER LIFE SCIENCE	6/30/2021
JACOBS	ROSE	YATES ELEMENTARY	EXC CHILD LEARNING & BEHAVIOR	6/30/2021
JOHNSON	NICHOLAS	TATES CREEK HIGH	HS CHORUS INSTRUCTOR	6/30/2021
JOY	KELSEY	DEEP SPRINGS ELEMENTARY	ELEM PRIMARY INSTRUCTOR	6/30/2021
KEEGAN	SHANNA	MAXWELL ELEMENTARY	EXC CHILD LEARNING & BEHAVIOR	6/30/2021
LA RUE	MARGARET	LANSLOWNE ELEMENTARY	ELEM INTERMEDIATE INSTRUCTOR	6/30/2021
LEE	HALEY	STONEWALL ELEMENTARY	ELEM PRIMARY INSTRUCTOR	6/30/2021
MADDEN	ANGELA	CASSIDY ELEMENTARY	GIFTED & TALENTED INSTRUCTOR	6/30/2020
MANDELL	ASHLEY	GARRETT MORGAN ELEMENTARY	ELEM PRIMARY INSTRUCTOR	6/30/2021
MANWARING	AUBREY	FREDERICK DOUGLASS HIGH SCHOOL	HS ENGLISH INSTRUCTOR	6/30/2021
MILLER	ALYSSA	PICADOME ELEMENTARY	ELEM INTERMEDIATE INSTRUCTOR	6/30/2021
MCEVOY	KIERA	WINBURN MIDDLE	MID SCIENCE INSTRUCTOR	6/30/2021
MOORE	MELISSA	LIBERTY ELEMENTARY	EXC CHILD LEARNING & BEHAVIOR	6/30/2021
PAGE	DAVID	LAFAYETTE HIGH SCHOOL	HS ART INSTRUCTOR	6/30/2021
PAULOSE	ALKA	WELLINGTON ELEMENTARY	GIFTED & TALENTED INSTRUCTOR	6/30/2021
PHILLIPS	BARRY	GARDEN SPRINGS ELEMENTARY	ELEM PHYSICAL EDUC INSTRUCTOR	6/30/2021
POLING	AYLA	ARLINGTON ELEMENTARY	ELEM ESL INSTRUCTOR	6/30/2021
RAHEY	JOLENA	VIRTUAL LEARNING ACADEMY	ELEM PRIMARY INSTRUCTOR	6/30/2021
RILEY	KATHLEEN	TATES CREEK MIDDLE	MID SCIENCE INSTRUCTOR	6/30/2021
ROBINSON	BRIAN	PICADOME ELEMENTARY	ELEM PRIMARY INSTRUCTOR	6/30/2021
RODABAUGH	JENNIFER	PICADOME ELEMENTARY	ELEM SCIENCE INSTRUCTOR	6/30/2021
SALEM	LAMEESE	YATES ELEMENTARY	ELEM PRIMARY INSTRUCTOR	6/30/2021
SCHUMACHER	KELSI	PICADOME ELEMENTARY	ELEM PRIMARY INSTRUCTOR	6/30/2021
SIMUNOVIC	MELINA	HARRISON ELEMENTARY	PROM ACAD-ELEM INTERMED INSTR	6/30/2021
STRINGER	ERICA	CASSIDY ELEMENTARY	ELEM GENERAL/VOCAL MUSIC INSTR	6/30/2021
TESTER	SARAH	ATHENS CHILESBURG ELEM	EXC CHILD LEARNING & BEHAVIOR	6/30/2021
TRAUB	KARA	HARRISON ELEMENTARY	PROM ACAD-ELEM INTERMED INSTR	6/30/2021
UZQUIANO	PATRICIA	THE STABLES	EXC CHILD LEARNING & BEHAVIOR	6/30/2021
WARD	CARLI	BEAUMONT MIDDLE SCHOOL	MID LANGUAGE ARTS INSTRUCTOR	6/30/2021
WHITE	RACHEL	WELLINGTON ELEMENTARY	ELEM INTERMEDIATE INSTRUCTOR	6/30/2021
WILKINSON	AUDREY	BRENDA COWAN ELEMENTARY	ELEM PRIMARY INSTRUCTOR	6/30/2021

WILLEROY	KIMISU	PICADOME ELEMENTARY	ELEM INTERMEDIATE INSTRUCTOR	6/30/2021
WINSTEAD	CARLY	GARRETT MORGAN ELEMENTARY	EXC CHILD LEARNING & BEHAVIOR	6/30/2021
YOUNG	ALLISON	JESSIE M CLARK MIDDLE	MID BUSINESS/COMPUTER	6/30/2021

c. Employment of Adjunct Instructor - In accordance with KRS 161.046 and KRS 161.048, this is to report that the Superintendent is requesting the Education Professional Standards Board to issue an adjunct instructor certificate for the following teachers:

Name	Assignment	Location	Effective Date
FIELDS, LAURIE	DANCE INSTRUCTOR	LAFAYETTE HIGH/SCAPA	07/01/2021
GORRELL, CASSADY	DRAMA INSTRUCTOR	LAFAYETTE HIGH SCHOOL	07/01/2021
MILLS, CYNTHIA	DANCE INSTRUCTOR	LAFAYETTE HIGH SCHOOL	07/01/2021
POE, JEFFREY	JAG INSTRUCTOR	FREDERICK DOUGLASS HIGH	07/01/2021

d. Retirement of Certified/Salaried Classified Personnel - This is to report the retirement of the following certified/salaried classified personnel:

Name	Location	Assignment	Effective Date
BANKS	SOUTHERN MIDDLE	COUNSELOR - MIDDLE/HIGH	6/30/2021
BENAVIDES	EDYTHE J HAYES MIDDLE SCHOOL	MID SPANISH INSTRUCTOR	6/30/2021
BRASHEAR	LANSDOWNE ELEMENTARY	ELEM PRIMARY INSTRUCTOR	6/30/2021
BROWN	ASHLAND ELEMENTARY	ELEM PRIMARY INSTRUCTOR	8/31/2021
COLES	STUDENT ACHIEVEMENT & SUPPORT	DW MENTAL HEALTH SPECIALIST	7/31/2021
COYLE	YATES ELEMENTARY	MEDIA LIBRARIAN	5/31/2021
CROWWELL	HENRY CLAY HIGH SCHOOL	HS MATH INSTRUCTOR	6/30/2021
CRUMP	MORTON MIDDLE	MID MULTI POSITION	6/30/2021
FIELDS	ARLINGTON ELEMENTARY	MEDIA LIBRARIAN	6/30/2021
FINE	GLENDOVER ELEMENTARY	SCHOOL PRINCIPAL	6/30/2021
GILLIAM	FREDERICK DOUGLASS HIGH SCHOOL	HS CLASSROOM INSTRUCTOR	5/31/2021
GILLIAM	JESSIE M CLARK MIDDLE	EXC CHILD MODERATE SEVERE	6/30/2021
HALEY	HARRISON ELEMENTARY	PROM ACAD-ELEM INTERVENT INSTR	6/30/2021
HARRISON	YATES ELEMENTARY	ACHIEVEMENT & COMPLIANCE COACH	6/30/2021
HAYES	LANSDOWNE ELEMENTARY	ELEM INTERVENTION INSTRUCTOR	6/30/2021
LYLE	TATES CREEK HIGH	EXC CHILD LEARNING & BEHAVIOR	6/30/2021
MCCLENNEY	VETERANS PARK ELEMENTARY	ELEM PRIMARY INSTRUCTOR	6/30/2021
MILLER	PICADOME ELEMENTARY	ELEM INTERMEDIATE INSTRUCTOR	6/30/2021
NOBLE	HENRY CLAY HIGH SCHOOL	HS SPANISH INSTRUCTOR	6/30/2021
PAULOSE	WELLINGTON ELEMENTARY	GIFTED & TALENTED INSTRUCTOR	6/30/2021

RAKESTRAW	ALLISON	BRECKINRIDGE ELEMENTARY	ELEM INTERVENTION INSTRUCTOR	8/31/2021
RAYEY	SHIRLA	SQUIRES ELEMENTARY	ELEM PRIMARY INSTRUCTOR	8/30/2021
SARANTAKOS	SHANDRA	SCAPA AT BLUEGRASS	MEDIA LIBRARIAN	6/30/2021
SPENCER	SARAH	STONEWALL ELEMENTARY	ELEM READING INSTRUCTOR	6/30/2021
WALLER	LISA	LEESTOWN MIDDLE	EXC CHILD LEARNING & BEHAVIOR	6/30/2021

## 2. HOURLY CLASSIFIED PERSONNEL

a. Employment of Classified Hourly Personnel - This is to report the employment of the following classified hourly personnel:

Name	Location	Assignment	Effective Date
BELL	BUS GARAGE	BUS MONITOR	3/22/2021
EL-AMIN	HENRY CLAY HIGH SCHOOL	SCHOOL OFFICE ASSISTANT	5/5/2021
FLETCHER	HENRY CLAY HIGH SCHOOL	CUSTODIAN	5/17/2021
HAGGARD	GARDEN SPRINGS ELEMENTARY	SCHOOL ADMIN ASST II - ELEM	5/12/2021
JOHNSON	BUS GARAGE	BUS MONITOR	4/12/2021
MOORE	BUS GARAGE	BUS MONITOR	3/22/2021
WILLIAMS	PHYSICAL PLANT OPERATIONS	CUSTODIAN	4/28/2021

b. Transfer in Assignment of Classified Hourly Personnel - This is to report the transfer in assignment of the following classified hourly personnel:

Name	From	To	Effective Date
ART	HUMAN RESOURCES/PERSONNEL ASSISTANT	RISK/MANAGEMENT INSURANCE/RISK MANAGEMENT SPECIALIST	5/9/2021
CARROLL	JEFFREY	PHYSICAL PLANT OPERATIONS/CUSTODIAN	5/3/2021
CLIFT	HERBERT	PHYSICAL PLANT OPERATIONS/UTILITY WORKER II	4/19/2021
COX	JONATHAN	BUS GARAGE/SUB BUS MONITOR	5/3/2021
FIELDS	JEFFREY	PHYSICAL PLANT OPERATIONS/UTILITY WORKER I	4/19/2021
FONTENOT	APRIL	BUS GARAGE/BUS DRIVER	4/19/2021
FULLER	JOHN	PAUL LAURENCE DUNBAR HIGH/LEAD CUSTODIAL SERVICE WORKER	4/12/2021
HELTON	ANTHONY	MILLCREEK ELEMENTARY/LEAD CUSTODIAL SERVICE WORKER	4/26/2021
HUDGINS	ERIN	BUS GARAGE/ASSOC DIRECTOR TRANSPORTATION	2/22/2021

HUNTER	JAMIE	SANDERSVILLE FD SVC/FOOD SERVICE ASSISTANT I	SANDERSVILLE FD SVC/FOOD SERVICE ASSISTANT II	4/26/2021
MEADS	PATRICIA	ARLINGTON ELEMENTARY FOOD SERV/FOOD SERVICE ASSISTANT I	ARLINGTON ELEMENTARY FOOD SERV/FOOD SERVICE ASSISTANT II	4/12/2021
ROBINSON	GLORIA	LEESTOWN MIDDLE FOOD SERV/FOOD SERVICE ASSISTANT I	LEESTOWN MIDDLE FOOD SERV/FOOD SERVICE ASSISTANT II	3/8/2021
RUMER	DAVID	BUS GARAGE/BUS MONITOR	BUS GARAGE/BUS DRIVER	4/9/2021
SERATT JR	RICKY	BUS GARAGE/VEHICLE MECHANIC II	BUS GARAGE/VEHICLE MAINTENANCE ASSISTANT	5/3/2021
VAUGHN	CHAD	MILLCREEK ELEMENTARY/LEAD CUSTODIAL SERVICE WORKER	PHYSICAL PLANT OPERATIONS/CUSTODIAL SERVICES TRAINER	4/19/2021

c. Resignation of Classified Hourly Personnel - This is to report the resignation of the following classified hourly personnel:

Name	Location	Assignment	Effective Date
AIKENS	GREGORY	FOOD SERVICE ASSISTANT II	5/25/2021
BARNES	ERICA	SP ED PARA	5/12/2021
BARNES	KATHRYN	FAMILY RESOURCE CENTER COORD	5/14/2021
BRISCOE	KELSEY	KINDERGARTEN PARAEUCATOR	5/25/2021
CLEMMONS	JOHN	CUSTODIAN	4/6/2021
COLON-UMPIERRE	CHRISTOPHER	BUS MONITOR	3/15/2021
CORNETT	JERRY	BUS DRIVER	5/14/2021
DENTON	MONICA	BUS DRIVER	4/23/2021
DIRAGO-DUNCAN	LAUREN	DATA SCIENTIST	5/14/2021
FAULKNER	SHACORA	BUS DRIVER	3/15/2021
FLECKINSTEIN	ELIZABETH	BUS DRIVER	3/15/2021
FREDERICKS	DUSTIN	KINDERGARTEN PARAEUCATOR	5/19/2021
GERTON	TURQUOISE	BUS MONITOR	5/24/2021
GREER	KAUAI	BUS MONITOR	3/15/2021
GUEST LITTLE	PHYLLIS	BUS MONITOR	3/15/2021
HADDIX	EBONY	BUS MONITOR	3/1/2021
HOVEY	MICHELL	OCCUPATIONAL THERAPIST	6/30/2021
MAGEDANZ	ELIZABETH	SCHOOL ACCOUNT SPEC - HIGH CENTER	6/30/2021
MCCRICKARD	APRIL	BUS MONITOR	4/21/2021
MCEVOY	KIERA	MID SCIENCE INSTRUCTOR	6/30/2021



MCWHORTER	SUSAN	BEAUMONT MIDDLE SCHOOL	SCHOOL ADMIN ASST II - MIDDLE	6/30/2021
MIMES	CANDICE	BRYAN STATION HIGH	SCHOOL OFFICE ASSISTANT	6/16/2021
MOONEY	HUBERT	BUS GARAGE	BUS MONITOR	4/22/2021
PAUCAR	JOSE	LEESTOWN MIDDLE	CUSTODIAN	5/13/2021
PITTS	JAMES	MORTON MIDDLE	CUSTODIAN	4/23/2021
POWERS	SHAUN	GARRETT MORGAN ELEMENTARY	LEAD CUSTODIAL SERVICE WORKER	5/31/2021
RAMPULLA	JOHN	GARRETT MORGAN ELEMENTARY	CUSTODIAN	5/21/2021
REVSKAYA	TAMARA	CASSIDY ELEMENTARY FOOD SERV	FOOD SERVICE ASSISTANT I	5/3/2021
SINGLETON	SARAH	CARDINAL VALLEY ELEMENTARY	KINDERGARTEN PARAEDUCATOR	6/30/2021
STRAIN	VONDA	SANDERSVILLE ELEMENTARY	KINDERGARTEN PARAEDUCATOR	5/22/2021
THOMAS	MICHELLE	PAUL LAURENCE DUNBAR HIGH	SCHOOL ACCOUNT SPEC - HIGH	6/14/2021
TURNER	JULIA	BUS GARAGE	BUS MONITOR	4/16/2021
TYRELL	CAMERON	BRENDA COWAN ELEMENTARY	EARLY START PARAEDUCATOR	6/30/2021
UNDERWOOD	LEONARD	BRYAN STATION HIGH	SP ED PARA	6/30/2021
WALKER	BOYD	BUS GARAGE	BUS DRIVER	5/18/2021
WHITE	DEBRA	ROSA PARKS ELEM FOOD SERV	FOOD SERVICE ASSISTANT II	6/3/2021
YONTS	BETHANY	BEAUMONT MIDDLE SCHOOL	SP ED PARA	7/23/2021

d. Retirement of Classified Hourly Personnel - This is to report the retirement of the following classified hourly personnel:

Name	Location	Assignment	Effective Date
ADAMS	KATHI	SCHOOL ACCOUNT SPEC - HIGH	6/30/2021
BOTKIN	EDWIN	MAINTENANCE SUPERVISOR	7/31/2021
BRONAUGH	SHEILA	INSTRUCTIONAL PARAEDUCATOR	6/30/2021
CARPENTER	JOYCE	KINDERGARTEN PARAEDUCATOR	6/30/2021
CHINN	JOANNA	BUS MONITOR	7/31/2021
COLEMAN	SAMUEL	BUS MONITOR	6/30/2021
HISEL	MARTHA	FOOD SERVICE ASSISTANT I	5/31/2021
TOWNS	JENNIFER	SP ED PARA	6/30/2021
WILLIAMS	DEBRA	SCHOOL OFFICE ASSISTANT	7/31/2021

### 3. SUPPLEMENTARY DUTY ASSIGNMENTS

- a. This is to report the appointments of the following employees to the supplementary duty assignment as indicated. Supplementary duty employment is for the current school year and shall terminate at the close of the current school year, unless sooner terminated by the Superintendent or by the employee written notice:

Name	Location	Assignment
BANKS	GINGER	SOUTHERN MIDDLE
BROMAGEN	HAYLEY	MID BLDG ASSESSMENT COORD
BROOKS	TAYLOR	BEAUMONT MIDDLE SCHOOL
COMBS	AMY	FREDERICK DOUGLASS HIGH SCHOOL
COMBS	AMY	HS BASEBALL ASST COACH
FARDIN	GABRIEL	BRYAN STATION HIGH
FARDIN	DIDIER	HS DISCRETIONARY COACH WINTER
FERGUSON	KERIANN	BRYAN STATION HIGH
GATES	ASHLEY	HS DISCR COACH (SPG)-CLS HRLY
GIBSON	EMILY	TATES CREEK HIGH
GILLES	JEANA	HS CLUB SPORTS-SPRING
GREGORY	ADRIANA	TATES CREEK HIGH
HALL	HAYLE	HS CLUB SPORTS-SPRING
HARNED	HALEY	BEAUMONT MIDDLE SCHOOL
HISLE	EMILY	FREDERICK DOUGLASS HIGH SCHOOL
HOLLAND	BREA	SQUIRES ELEMENTARY
JOHNSON	BRADEN	FREDERICK DOUGLASS HIGH SCHOOL
LAUR	LARKEN	HS CLUB SPORTS-SPRING
LEE	MARIAM	TATES CREEK HIGH
LINDSEY	WILLIAM	HS CLUB SPORTS-SPRING
MCCULLEY	BRIANNA	FREDERICK DOUGLASS HIGH SCHOOL
		HS CLUB SPORTS-SPRING
		MIDDLE ZERO HOUR-SPRING
		HS BASEBALL ASST COACH
		HS DISCRETIONARY COACH WINTER
		HS DISCR COACH (SPG)-CLS HRLY
		HS CLUB SPORTS-SPRING
		HS CLUB SPORTS-SPRING
		MIDDLE ZERO HOUR-SPRING
		HS SOFTBALL (ASST)
		ELEM ACADEMIC TEAM COACH
		HS CLUB SPORTS-SPRING
		HS SOFTBALL (ASST)
		HS CLUB SPORTS-SPRING
		ELEM GRADE LEVEL REP
		ELEM GRADE LEVEL REP
		HS CLUB SPORTS-SPRING
		HS BASEBALL ASST COACH
		MID ACADEMIC TEAM SPONSOR
		ELEM GRADE LEVEL REP #2
		HS DRAMA SPONSOR-SPRING
		HS CLUB SPORTS-SPRING

MEENACH	JASON	FREDERICK DOUGLASS HIGH SCHOOL	HS CLASS SPONSOR
MEENACH	JASON	FREDERICK DOUGLASS HIGH SCHOOL	HS DRAMA SPONSOR-SPRING
MORRISON	VALERIE	SOUTHERN MIDDLE	MID BLDG ASSESSMENT COORD
MUHAMMAD	PATRICE	ASHLAND ELEMENTARY	ELEM SBDM SECRETARY
PARRIGIN	RHONDA	SQUIRES ELEMENTARY	ACADEMIC CHAL COORD-SCH LEVEL
RICHMOND	TANNER	HENRY CLAY HIGH SCHOOL	HS CLUB SPORTS-SPRING
SCHROEDER	ALEXANDRA	BRECKINRIDGE ELEMENTARY	ELEM SBDM SECRETARY
SYKES	ALESHIA	BRYAN STATION HIGH	HS CLUB SPORTS-SPRING
WELCH	TIFFANY	SOUTHERN MIDDLE	MID BLDG ASSESSMENT COORD

b. Resignation from Supplemental Duty Assignment - This is to report the resignation of the following supplemental duty employment:

Name	Location	Assignment
GREGORY	SOUTHERN MIDDLE	HS SOFTBALL (ASST)
JOHNSON	TATES CREEK ELEMENTARY	ELEM TRANSPORTATION CAPTAIN

#### 4. SUBSTITUTE PERSONNEL

a. Employment of Classified Hourly Substitutes - This is to report the employment of the following classified hourly substitutes:

Name	Assignment	Effective Date
BELTRE VENTURA	SUB BUS MONITOR	5/19/2021
BEREZNAK	SUB BUS MONITOR	5/10/2021
BORNER	SUB BUS MONITOR	5/20/2021
BOYKIN	SUB BUS MONITOR	5/19/2021
BURBAGE	SUB BUS MONITOR	5/5/2021
BYRD	SUB BUS MONITOR	5/20/2021
COLEMAN	SUB BUS MONITOR	4/27/2021
CONNOR	SUB BUS MONITOR	5/19/2021
COX	SUB BUS MONITOR	5/10/2021
CROMWELL	SUB BUS MONITOR	5/19/2021

DOWNING	TAMARA	SUB BUS MONITOR	5/20/2021
DURRAH	KIYANA	SUB BUS MONITOR	5/19/2021
GAMBLE	FELITA	SUB BUS MONITOR	5/20/2021
GAY	QUENTIN	SUB BUS MONITOR	5/19/2021
HALL	WENDALL	SUB BUS MONITOR	4/27/2021
HARBUT	GREGORY	SUB BUS DRIVER	4/27/2021
HARRIS	JUSTIN	SUB BUS MONITOR	5/4/2021
HEDMAN	JOLEE	SUB SECRETARY	5/21/2021
HEFFNER	CAROL	SUB BUS MONITOR	5/20/2021
HERNDON	AMBERIA	SUB BUS MONITOR	5/19/2021
JACKSON	LAMONT	SUB BUS MONITOR	4/13/2021
JOHNSON	TERRESHA	SUB BUS MONITOR	5/19/2021
JONES	HEATHER	SUB BUS MONITOR	5/19/2021
KASESE	DENISE	SUB BUS MONITOR	5/19/2021
KOMBI	AMOS	SUB BUS MONITOR	4/27/2021
KOMBI	AMOS	SUB BUS MONITOR	4/27/2021
LEWIS	ROBERT	SUB BUS DRIVER	4/27/2021
LUKINS	NICHOLAS	SUB BUS MONITOR	5/20/2021
MARTIN	KEVIN	SUB BUS MONITOR	5/19/2021
MILES	STARSHIKA	SUB BUS MONITOR	5/20/2021
MILLER	JAMES	SUB BUS MONITOR	4/27/2021
MONTGOMERY	KIMBERLY	SUB BUS MONITOR	5/19/2021
MOODY	ALEXA	SUB BUS MONITOR	5/10/2021
NEAL	JAMES	SUB BUS MONITOR	4/27/2021
OWENS	ALICE	SUB BUS MONITOR	5/20/2021
PERRI	ROBYN	SUB BUS MONITOR	5/19/2021
PIERCE	TAKARRA	SUB BUS MONITOR	5/20/2021
SENKBEIL	MEAGAN	SUB BUS MONITOR	5/10/2021
SEYMOUR	JARED	SUB BUS DRIVER	5/19/2021
SHARP	ALEXANDER	SUB SECRETARY	5/24/2021
SMITH	LAWRENCE	SUB BUS DRIVER	5/19/2021
SMITH	SHAWNIECE	SUB BUS MONITOR	5/20/2021
STARK	MOLLY	SUB BUS MONITOR	5/19/2021
THOMAS	DERRICK	SUB BUS MONITOR	5/19/2021
THORNTON	HARRIET	SUB BUS MONITOR	5/20/2021
VELINOV	SVILEN	SUB BUS MONITOR	5/10/2021
WALKER-BROWN	JAWAUN	SUB BUS MONITOR	5/20/2021
WARE	CELESTE	SUB BUS MONITOR	5/10/2021
WARNER	CHELSEA	SUB BUS MONITOR	5/19/2021

WATKINS	CHEYENNE	SUB BUS MONITOR	5/19/2021
WELLS	TIFFANY	SUB BUS MONITOR	5/10/2021
WRIGHT	MARY	SUB BUS MONITOR	5/20/2021
YOUNG	CHARLES	SUB BUS DRIVER	5/19/2021

b. Employment of Emergency Certified Substitute Teacher - In accordance with 16 KAR 2:030, this is to report that the Superintendent is requesting the Education Professional Standards Board to issue one-year Provisional Certificates for Emergency Substitute Teaching as indicated for the following teachers:

Name	Assignment	Effective Date	
ALLEN	TAYLOR	EMERGENCY SUBSTITUTE	5/25/2021
AMOLSCH	MOLLY	EMERGENCY SUBSTITUTE	5/24/2021
BUSKIRK	MADELINE	EMERGENCY SUBSTITUTE	5/14/2021
FEKARIS	MARIA	EMERGENCY SUBSTITUTE	5/3/2021
FRAKES	EMILY	EMERGENCY SUBSTITUTE	5/6/2021
HARRIS	BLAIRE	EMERGENCY SUBSTITUTE	5/21/2021
HAUSMAN	COURTNEY	EMERGENCY SUBSTITUTE	5/17/2021
HEATH	KAITLYN	EMERGENCY SUBSTITUTE	5/14/2021
HOBBS	BAILY	EMERGENCY SUBSTITUTE	5/11/2021
HOSODA	AKI	EMERGENCY SUBSTITUTE	5/14/2021
KHUMALO	MERISSA	EMERGENCY SUBSTITUTE	5/3/2021
LAFFERTY	KELLY	EMERGENCY SUBSTITUTE	5/6/2021
LENTZ	KELSEY	EMERGENCY SUBSTITUTE	5/6/2021
LONG	DARCY	EMERGENCY SUBSTITUTE	5/14/2021
LOVAN	DEJA	EMERGENCY SUBSTITUTE	5/19/2021
MESSER	BROOKE	EMERGENCY SUBSTITUTE	5/17/2021
MOFIELD	KATELYN	EMERGENCY SUBSTITUTE	5/3/2021
MOORE	JENNIFER	EMERGENCY SUBSTITUTE	5/3/2021
MORRIS	ELIZABETH	EMERGENCY SUBSTITUTE	5/17/2021
O'BRIEN	SARAH	EMERGENCY SUBSTITUTE	5/11/2021
OGLESBY	LILLIAN	EMERGENCY SUBSTITUTE	5/18/2020
PARKER	MASON	EMERGENCY SUBSTITUTE	5/11/2021
RANSDELL	PEYTON	EMERGENCY SUBSTITUTE	5/7/2021
ROYAL	TIFFANY	EMERGENCY SUBSTITUTE	5/3/2021
RUNYON	WHITNEY	EMERGENCY SUBSTITUTE	5/17/2021
RYAN	SARAH	EMERGENCY SUBSTITUTE	5/7/2021
SIMMONS	BENJAMIN	EMERGENCY SUBSTITUTE	5/3/2021
TERKULA	STEPHEN	EMERGENCY SUBSTITUTE	5/21/2021



WALKER	MOLLY	EMERGENCY SUBSTITUTE	5/6/2021
WARD	ELLEN	EMERGENCY SUBSTITUTE	5/25/2021
WEST	ANNA	EMERGENCY SUBSTITUTE	5/7/2021

c. Employment of Certified Substitutes - This is to report the employment of the following certified substitutes:

Name	Assignment	Effective Date
DAVIS	RET SUBSTITUTE TEACHER	5/17/2021
ORR	RET SUBSTITUTE TEACHER	4/29/2021



FAYETTE COUNTY PUBLIC SCHOOLS

**Executive Summary**  
**Fayette County Public Schools Board Meeting**  
**Agenda Item**

**MEETING: Regular**

**DATE: 6/28/2021**

**TOPIC: Budget Transfer Report**

**PREPARED BY: Ann Sampson-Grimes**

**Recommended Action on: 6/28/2021**  
**Informational Item**

**Superintendent Prior Approval: No**

**Recommendation/Motion: No motion necessary**

**Background/Rationale: Budget Transfer Report, provided for informational purposes**

**Policy: #04.1 Fiscal Management**

**Fiscal Impact: N/A**

**Attachments(s): Budget Transfer Report**

**AN EQUAL OPPORTUNITY SCHOOL DISTRICT**

Board of Education: Tyler Murphy, Chair • Amy Green, Vice Chair • Tom Jones • Christy Morris • Stephanie Spires  
Acting Superintendent Marlene Helm

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# Budget Transfer Report May 2021

Report ID: bu010\_BudgTransf  
Report run at: 6/7/2021 8:39:17 AM

Function	Function name	Effective date	Location	Comments	Amount
<b>Journal 289</b>					
2600	PLANT OPERATIONS F-ASSETS ONLY	05/04/2021	MAINTENANCE SHOP	SUMMER PAINT CREW	240,411.00
2600	PLANT OPERATIONS F-ASSETS ONLY	05/04/2021	MAINTENANCE SHOP	SUMMER PAINT CREW	14,796.00
2600	PLANT OPERATIONS F-ASSETS ONLY	05/04/2021	MAINTENANCE SHOP	SUMMER PAINT CREW	3,460.00
2600	PLANT OPERATIONS F-ASSETS ONLY	05/04/2021	MAINTENANCE SHOP	SUMMER PAINT CREW	64,316.00
2600	PLANT OPERATIONS F-ASSETS ONLY	05/04/2021	MAINTENANCE SHOP	SUMMER PAINT CREW	5,108.00
2600	PLANT OPERATIONS F-ASSETS ONLY	05/04/2021	MAINTENANCE SHOP	SUMMER PAINT CREW	1,909.00
2600	PLANT OPERATIONS F-ASSETS ONLY	05/04/2021	MAINTENANCE SHOP	SUMMER PAINT CREW	36,000.00
1000	INSTRUCTIONAL SUPPORT	05/04/2021	DISTRICT WIDE	SUMMER PAINT CREW	(366,000.00)
2600	PLANT OPERATIONS F-ASSETS ONLY	05/04/2021	MAINTENANCE SHOP	FDHS TENNIS COURT REPLACEMENT	25,000.00
1000	INSTRUCTIONAL SUPPORT	05/04/2021	DISTRICT WIDE	FDHS TENNIS COURT REPLACEMENT	(25,000.00)
Journal total					0.00

## Function Code Listing

### 1000 - INSTRUCTION

School's Regular Instruction	School's Special Instruction
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### 2100 - STUDENT SUPPORT SERVICES

Pupil Personnel Services	Occupational Therapists	Audiology
School's Guidance Counseling	Psychologist	Physical Therapists
School Social Workers	Speech Therapists	Special Education Related Services
		Parent Involvement

### 2200 - INSTRUCTIONAL STAFF SUPPORT SERVICES

Student Achievement	School's Libraries	Elementary Directors
Language Arts Services	Instructional Technology	Middle School Director
School Improvement Services	Media Services	High School Director
Social Studies Services	Educational Television	English as a Second Language
Science Services	Special Education Coordinator	Distinguished Educators
Gifted and Talented Services	Reading Recovery	EBCE
Vocational/Business Services	Health & Fitness	Assessment
Vocational/Career Services	Fine Arts & Music Services	Alternative Programs
Student and Program Assessment	Foreign Language Services	Mathematics Services
At-Risk Programs	Interdisciplinary Studies	Professional Development
		Preschool/Primary Services

### 2300 DISTRICT ADMINISTRATIVE SUPPORT SERVICES

School Board Activities	Legal Services	Tax Assessment & Collection
Superintendent's Office	Equity/SBDM/Diversity	

### 2400 - SCHOOL ADMINISTRATIVE SUPPORT SERVICES

PGES Coach	School's Principal Office	Associate Principals
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### 2500 - BUSINESS SUPPORT SERVICES

Human Resources	Financial Services	Warehouse/Purchasing/Textbook
Accounting Office	Budget and Staffing	Chief Administrative Officer
Risk Management/Insurance	Printing & Duplicating	Administrative Technology

### 2600 - PLANT OPERATION & MAINTENANCE

Law Enforcement Services	Maintenance Shop Operations	Physical Support Services
School's Building Operations	Plant Operations	Chief Operating Office

### 2700 STUDENT TRANSPORTATION

Transportation Services

### 3300 - COMMUNITY SERVICE OPERATIONS

Family & Community Involvement

### 5200 - FUND TRANSFER



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FAYETTE COUNTY PUBLIC SCHOOLS

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**Executive Summary**  
**Fayette County Public Schools Board Meeting**  
**Agenda Item**

**MEETING: Regular**

**DATE: 6/28/2021**

**TOPIC: Interfund Transfer Report**

**PREPARED BY: Ann Sampson-Grimes**

**Recommended Action on: 6/28/2021**  
**Informational Item**

**Superintendent Prior Approval: No**

**Recommendation/Motion: No motion necessary**

**Background/Rationale: Interfund Transfer Report, provided for informational purposes**

**Policy: #04.1 Fiscal Management**

**Fiscal Impact: N/A**

**Attachments(s): Interfund Transfer Report**

**AN EQUAL OPPORTUNITY SCHOOL DISTRICT**

Board of Education: Tyler Murphy, Chair • Amy Green, Vice Chair • Tom Jones • Christy Morris • Stephanie Spires

Acting Superintendent Marlene Helm

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# Interfund Transfer Report May 2021

Page 1 of 1

Report ID: bu011\_InterfTransf  
Report run at: 6/7/2021 9:01:10 AM

Function	Function name	Effective date	Location	Comments	Amount
<b>Journal 2222</b>					
0000	RESTRICT TO REV & BAL SHT ONLY	05/26/2021		JUNE DEBT SERVICE	(1,032,600.64)
5200	FUND TRANSFERS OUT	05/26/2021	DISTRICT WIDE	JUNE DEBT SERVICE	1,032,600.64
				Journal total	0.00
<b>Journal 2480</b>					
2600	OPERATION OF BUILDINGS	05/28/2021	MAINTENANCE SHOP	NEW CONSTRUCTION TCH	(40,000.00)
2600	OPERATION OF BUILDINGS	05/28/2021	MAINTENANCE SHOP	NEW CONSTRUCTION TCH	(10,000.00)
5200	FUND TRANSFERS OUT	05/28/2021	DISTRICT WIDE	NEW CONSTRUCTION TCH	50,000.00
				Journal total	0.00

## Function Code Listing

### 1000 - INSTRUCTION

School's Regular Instruction	School's Special Instruction
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### 2100 - STUDENT SUPPORT SERVICES

Pupil Personnel Services	Occupational Therapists	Audiology
School's Guidance Counseling	Psychologist	Physical Therapists
School Social Workers	Speech Therapists	Special Education Related Services
		Parent Involvement

### 2200 - INSTRUCTIONAL STAFF SUPPORT SERVICES

Student Achievement	School's Libraries	Elementary Directors
Language Arts Services	Instructional Technology	Middle School Director
School Improvement Services	Media Services	High School Director
Social Studies Services	Educational Television	English as a Second Language
Science Services	Special Education Coordinator	Distinguished Educators
Gifted and Talented Services	Reading Recovery	EBCE
Vocational/Business Services	Health & Fitness	Assessment
Vocational/Career Services	Fine Arts & Music Services	Alternative Programs
Student and Program Assessment	Foreign Language Services	Mathematics Services
At-Risk Programs	Interdisciplinary Studies	Professional Development
		Preschool/Primary Services

### 2300 DISTRICT ADMINISTRATIVE SUPPORT SERVICES

School Board Activities	Legal Services	Tax Assessment & Collection
Superintendent's Office	Equity/SBDM/Diversity	

### 2400 - SCHOOL ADMINISTRATIVE SUPPORT SERVICES

PGES Coach	School's Principal Office	Associate Principals
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### 2500 - BUSINESS SUPPORT SERVICES

Human Resources	Financial Services	Warehouse/Purchasing/Textbook
Accounting Office	Budget and Staffing	Chief Administrative Officer
Risk Management/Insurance	Printing & Duplicating	Administrative Technology

### 2600 - PLANT OPERATION & MAINTENANCE

Law Enforcement Services	Maintenance Shop Operations	Physical Support Services
School's Building Operations	Plant Operations	Chief Operating Office

### 2700 STUDENT TRANSPORTATION

Transportation Services

### 3300 - COMMUNITY SERVICE OPERATIONS

Family & Community Involvement

### 5200 - FUND TRANSFER



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FAYETTE COUNTY PUBLIC SCHOOLS

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**Executive Summary**  
**Fayette County Public Schools Board Meeting**  
**Agenda Item**

**MEETING: Regular**

**DATE: 6/28/2021**

**TOPIC: Position Control Document**

**PREPARED BY: Ann Sampson-Grimes**

**Recommended Action on: 6/28/2021**  
**Informational Item**

**Superintendent Prior Approval: No**

**Recommendation/Motion: No motion necessary**

**Background/Rationale: Provided for informational purposes as requested by the Board.**  
**Contains certified/classified positions with salaries at IAKSS**

**Policy: N/A**

**Fiscal Impact: N/A**

**Attachments(s): Position Control Document**

**AN EQUAL OPPORTUNITY SCHOOL DISTRICT**

Board of Education: Tyler Murphy, Chair • Amy Green, Vice Chair • Tom Jones • Christy Morris • Stephanie Spires

Acting Superintendent Marlene Helm

450 Park Place, Lexington, Kentucky 40511 • Phone: 859.381.4100 • [www.fcps.net](http://www.fcps.net)

**Fayette County Public Schools**  
**It's About Kids Support Services- Position Control Document**

Position Control Number	MUNIS Job Description	FTE	Fund Source	Salary 2020-2021	Calendar	Creation Date
<b>Office of the Superintendent</b>						
1	SCHOOL DISTRICT SUPERINTENDENT	1	General Fund	165,484	216	6/28/2004
353	EXEC ASST TO SUPERINTENDENT	1	General Fund	76,616	256	7/1/2015
307	COMMUNICATIONS SPECIALIST	1	General Fund	109,632	245	6/28/2004
728	COMMUNICATIONS SPECIALIST	1	General Fund	44,227	245	9/1/2020
706	SPECIAL PROJECT INTERN		General Fund			7/1/2017
<b>Grants, Research, Accountability &amp; Data</b>						
277	DIR OF DATA, RESEARCH AND ACCOUNTABILITY		General Fund			7/1/2015
318	DATA ENGINEER	1	General Fund	102,312	245	6/28/2004
556	DATA SCIENTIST		General Fund			3/29/2019
555	DATA SCIENTIST	0.4	General Fund	24,397	219	3/29/2019
320	DATA STRATEGIST	1	General Fund	84,316	233	7/1/2016
319	DATA STRATEGIST	1	General Fund	69,546	245	7/1/2016
343	GRANT WRITER	1	General Fund	107,404	245	6/28/2004
342	GRANT WRITER	1	General Fund	101,466	245	6/23/2008
<b>Office of School Leadership</b>						
29	INTERIM SR DIRECTOR OF SCHOOL LEADERSHIP	0.6	General Fund	83,392	245	7/1/2013
15	ATHLETIC DIRECTOR - CERTIFIED	1	General Fund	104,242	245	7/1/2007
21	CHIEF OF SCHOOLS	1	General Fund	134,388	245	7/1/2017
22	CHIEF OF SCHOOLS	1	General Fund	133,944	245	7/1/2017
23	CHIEF OF SCHOOLS	1	General Fund	126,006	245	7/1/2017
24	CHIEF OF SCHOOLS	1	General Fund	119,060	238	7/1/2017
25	CHIEF OF SCHOOLS		General Fund			7/1/2017
26	CHIEF OF SCHOOLS	1	General Fund	114,789	245	7/1/2017
27	SCHOOL LEADERSHIP SUPPORT SPECIALIST		General Fund			7/1/2017
220	ADMINISTRATIVE ASSISTANT III	1	General Fund	45,036	256	6/28/2004
221	ADMINISTRATIVE ASSISTANT III	1	General Fund	48,824	256	6/28/2004
224	ADMINISTRATIVE ASSISTANT III	1	General Fund	50,975	256	6/28/2004
228	ADMINISTRATIVE ASSISTANT III	1	General Fund	54,436	256	6/28/2004
324	MANAGER OF STRATEGIC PARTNERS	1	General Fund	61,005	217	7/31/2006
359	EBCE/SLC PROGRAM MANAGER	1	General Fund	57,092	189	6/28/2004
737	INTERIM SR DIRECTOR OF SCHOOL IMPROVEMENT	1	General Fund	85,942	245	7/1/2018
725	PROGRAM MANAGER	1	General Fund	68,873	228	7/1/2020
904	PROGRAM DIRECTOR	1	General Fund	133,281	245	7/1/2018
<b>Academic Services</b>						
20	SR DIR CURR INSTR & ASSMNT	1	General Fund	174,429	245	7/1/2016
351	ADMIN ASST-CHIEF OFFICERS	1	General Fund	65,516	256	1/26/2017
448	INSTRUCTIONAL SUPPORT SPEC	1	General Fund	116,290	245	7/1/2010
442	DW CURR AND INSTR COACH	1	General Fund	65,645	209	7/1/2018
404	DW RESOURCE INSTRUCTOR-11 MO	1	General Fund	104,324	219	6/28/2004
53	INSTRUCTIONAL INNOVATION SPEC	1	General Fund	102,766	219	8/27/2012
52	INSTRUCTIONAL INNOVATION SPEC	1	General Fund	104,324	219	7/1/2015
40	SCHOOL BASED INSTR SPECIALIST	1	General Fund	71,660	219	7/1/2017
390	SCHOOL BASED INSTR SPECIALIST	1	General Fund	104,324	219	7/1/2017
39	SCHOOL BASED INSTR SPECIALIST	1	General Fund	81,057	219	7/1/2017
506	SCHOOL BASED INSTR SPECIALIST	1	General Fund	98,558	219	9/27/2018
578	SCHOOL BASED INSTR SPECIALIST	1	General Fund	83,657	219	7/1/2017
510	SCHOOL BASED INSTR SPECIALIST	1	General Fund	90,150	219	9/27/2018
507	SCHOOL BASED INSTR SPECIALIST	1	General Fund	65,307	219	9/27/2018
511	SCHOOL BASED INSTR SPECIALIST	1	General Fund	107,589	219	9/27/2018
41	SCHOOL BASED INSTR SPECIALIST	1	General Fund	85,507	219	7/1/2017
42	SCHOOL BASED INSTR SPECIALIST	1	General Fund	63,289	219	7/1/2017
577	SCHOOL BASED INSTR SPECIALIST	1	General Fund	74,733	219	7/1/2017
637	SCHOOL BASED INSTR SPECIALIST	1	General Fund	83,825	219	7/1/2017
509	SCHOOL BASED INSTR SPECIALIST	1	General Fund	75,789	219	9/27/2018
391	SCHOOL BASED INSTR SPECIALIST	1	General Fund	97,544	219	7/1/2017
392	SCHOOL BASED INSTR SPECIALIST	1	General Fund	84,910	219	7/1/2017
389	SCHOOL BASED INSTR SPECIALIST	1	General Fund	72,733	219	7/1/2017
19	DIR CURR INSTR & ASSESSMENT	1	General Fund	118,358	245	6/28/2004
732	DIR CURR INSTR & ASSESSMENT	1	General Fund	124,633	245	6/28/2004
222	ADMINISTRATIVE ASSISTANT III	1	General Fund	42,230	256	6/28/2004
328	PROGRAM MANAGER	1	General Fund	100,800	245	7/1/2017
55	INSTRUCTIONAL INNOVATION SPEC	1	General Fund	94,218	219	6/28/2004
403	DW RESOURCE INSTRUCTOR-11 MO	1	General Fund	100,766	219	6/28/2004
408	DW RESOURCE INSTRUCTOR-11 MO	1	General Fund	88,150	219	6/28/2004
398	INSTRUCTIONAL INNOVATION SPEC	1	Title I, Striving Readers	76,637	204	7/1/2018
721	INSTRUCTIONAL INNOVATION SPEC	1	General Fund	80,390	204	7/1/2020
723	INSTRUCTIONAL INNOVATION SPEC		General Fund			7/2/2020
724	INSTRUCTIONAL INNOVATION SPEC	1	General Fund	70,847	204	7/1/2020
44	ASSOCIATE DIRECTOR EARLY START	1	Preschool	110,348	245	6/28/2004
76	PROGRAM SPECIALIST II	1	Preschool/IDEA	75,642	189	6/28/2004
77	PROGRAM SPECIALIST II	1	Preschool/IDEA	73,423	189	6/28/2004
78	PROGRAM SPECIALIST II	1	Preschool/IDEA	49,160	189	6/28/2004
211	ADMINISTRATIVE ASSISTANT II	1	Preschool	43,295	256	6/28/2004
402	DW RESOURCE INSTRUCTOR-9.5 MO	1	Preschool, IDEA	81,311	189	6/28/2004
420	DW EXCEPT CHILD RESOURCE INSTR	0.5	IDEA-Preschool	39,336	209	6/28/2004
459	DW EXCEPT CHILD RESOURCE INSTR	0.5	Preschool	39,336	209	6/28/2004
562	EARLY CHILD FAM/COMM DIST LIAS	1	Preschool	75,248	245	7/1/2015
581	ASSOC DIR-ASSESSMENT LITERACY	1	General Fund	80,345	217	7/1/2019
441	ADMINISTRATIVE ASSISTANT II	1	General Fund	34,079	256	7/1/2018
593	CONTINUOUS IMPROVEMENT SPEC	1	TITLE IV	77,012	209	7/2/2019
594	CONTINUOUS IMPROVEMENT SPEC	1	TITLE IV	86,187	209	7/3/2019
56	MTSS COACH	1	General Fund	85,959	219	7/1/2016
592	CONTINUOUS IMPROVEMENT SPEC		TITLE IV			7/1/2019
17	DIR CURR INSTR & ASSESSMENT	1	General Fund	130,744	245	6/28/2004
223	ADMINISTRATIVE ASSISTANT III	1	General Fund	47,084	256	6/28/2004
427	DW RESOURCE INSTRUCTOR-11 MO	1	General Fund	89,473	219	7/1/2013
429	DW RESOURCE INSTRUCTOR-G/T	1	General Fund	77,356	209	7/1/2015
317	INTERPRET & TRANS SVS LIAISON	1	General Fund	88,369	245	7/1/2015
237	MIGRANT ADVOCATE/RECRUITER	1	Title I -Migrant	50,811	256	12/15/2013
238	MIGRANT ADVOCATE/RECRUITER	1	Title I -Migrant	53,535	256	12/5/2013
239	MIGRANT ADVOCATE/RECRUITER	1	Title I -Migrant	50,811	256	6/28/2004
567	INSTR SPEC FOR ENG LEARNERS	1	Title I - Migrant, Title III - LEP	97,810	219	8/23/2004
568	INSTR SPEC FOR ENG LEARNERS	1	Title III - LEP	56,900	219	8/22/2005

**Fayette County Public Schools**  
**It's About Kids Support Services- Position Control Document**

Position Control Number	MUNIS Job Description	FTE	Fund Source	Salary 2020-2021	Calendar	Creation Date
625	INSTR SPEC FOR ENG LEARNERS	1	Title III - LEP	79,859	219	6/28/2004
705	INSTR SPEC FOR ENG LEARNERS	1	Title III - LEP	66,605	219	8/22/2005
30	ASSOCIATE DIRECTOR TITLE I	1	Title I	111,077	245	6/28/2004
229	ADMINISTRATIVE ASSISTANT III	1	Title I	54,436	256	6/28/2004
405	DW RESOURCE INSTRUCTOR-11 MO	1	Reading Recovery, Title I	86,759	219	6/28/2004
409	DW RESOURCE INSTRUCTOR-11 MO	1	Title I	91,473	219	7/1/2013
411	DW RESOURCE INSTRUCTOR-11 MO	1	Title I	92,174	219	6/28/2004
412	DW RESOURCE INSTRUCTOR-11 MO	1	Title I	84,910	219	6/28/2004
425	TITLE I INSTRUCTOR	0.8	Title I	67,345	189	5/23/2005
571	DW RESOURCE INSTRUCTOR-11 MO	1	Title I	95,558	219	8/23/2004
609	DW RESOURCE INSTRUCTOR-11 MO	1	Title I	79,859	219	7/1/2019
<b>Special Education</b>						
2	DIRECTOR OF EXCEPTIONAL CHILD	1	General Fund	132,669	245	6/28/2004
6	EXCEPTIONAL CHILD COORDINATOR	1	General Fund	120,835	245	6/28/2004
7	EXCEPTIONAL CHILD COORDINATOR	1	General Fund	107,080	245	7/12/2012
8	EXCEPTIONAL CHILD COORDINATOR	1	General Fund	108,299	245	6/28/2004
16	EXCEPTIONAL CHILD CONSULTANT	1	General Fund	64,516	209	6/28/2004
57	SPEECH LANG RES SPECIALIST	1	General Fund	76,165	209	6/28/2004
51	504 COORDINATOR	1	General Fund	107,805	245	7/1/2016
58	DW EXCEPT CHILD RESOURCE INSTR	1	IDEA	63,564	209	7/1/2012
75	AUDIOLOGIST	1	General Fund	59,186	189	6/28/2004
138	IAKSS SYSTEMS ANALYST	1	General Fund	59,474	256	6/28/2004
157	IAKSS MICROCOMPUTER SPECIALIST	1	IDEA	58,614	256	7/1/2010
218	ADMINISTRATIVE ASSISTANT III	1	General Fund	46,428	256	6/28/2004
234	STAFF SUPP ADMIN ASST I (12MO)	1	General Fund	37,888	256	6/28/2004
305	EXCEPTIONAL CHILD NURSE		General Fund			7/15/2015
311	SPECIAL ED PARENT LIAISON	1	IDEA	29,393	190	6/28/2004
312	SPECIAL ED PARENT LIAISON	1	IDEA	21,879	190	6/28/2004
355	IAKSS OFFICE ASSISTANT II	1	General Fund	48,312	256	6/28/2004
415	DW EXCEPT CHILD RESOURCE INSTR	1	General Fund	93,344	209	6/28/2004
416	DIST WIDE EXCEP CHILD RESOURCE INSTR		General Fund			6/28/2004
417	DW EXCEPT CHILD RESOURCE INSTR	1	General Fund	87,278	209	6/28/2004
418	DW EXC CHILD RES SPEC-PSYCHOLO	1	IDEA	73,770	209	7/1/2011
419	DW EXCEPT CHILD RESOURCE INSTR	1	General Fund	78,659	209	6/28/2004
421	DW EXCEPT CHILD RESOURCE INSTR	1	General Fund	75,989	204	6/28/2004
422	DW EXCEPT CHILD RESOURCE INSTR	1	IDEA-Preschool	66,754	209	6/28/2004
423	DW EXCEPT CHILD RESOURCE INSTR	1	General Fund	77,356	209	6/28/2004
424	DW EXCEPT CHILD RESOURCE INSTR	1	General Fund	85,387	209	6/28/2004
426	DW EXCEPT CHILD RESOURCE INSTR	1	General Fund	89,966	209	6/28/2004
430	ASSOC DIR OF SPEC ED ASSMNT	1	General Fund	90,495	245	6/28/2004
538	BOARD CERT BEHAVIOR ANALYST	1	General Fund - SAFE	52,174	209	10/26/2018
539	BOARD CERT BEHAVIOR ANALYST	1	General Fund - SAFE	96,602	209	10/26/2018
560	DW EXCEPT CHILD RESOURCE INSTR	1	IDEA	56,770	209	7/1/2012
561	DW EXCEPT CHILD RESOURCE INSTR	1	IDEA	56,227	207	7/1/2012
565	BOARD CERT BEHAVIOR ANALYST	1	General Fund - SAFE	96,602	209	10/26/2018
566	BOARD CERT BEHAVIOR ANALYST	1	General Fund - SAFE	78,426	209	10/26/2018
595	ADMINISTRATIVE ASSISTANT II	1	IDEA	37,581	236	6/28/2004
902	PROGRAM DIRECTOR	1	General Fund	112,951	245	6/28/2004
<b>Office of Student Support Services</b>						
47	DIRECTOR OF STUDENT SUPPORT	1	General Fund	124,342	245	6/28/2004
611	ADMINISTRATIVE ASSISTANT III	1	General Fund	56,074	256	6/28/2004
11	OTHER CENTRAL OFFICE POSITIONS	1	ESS/TITLE IV	85,797	245	11/24/2014
31	HOMELESS EDUCATION LIAISON	1	General Fund	72,068	189	7/1/2016
48	DISTRICT PBIS COACH	1	SAFE Schools	62,324	209	7/1/2015
232	STAFF SUPP ADMIN ASST I (12MO)	1	General Fund	44,029	256	6/28/2004
383	DISTRICT PBIS COACH	1	TITLE IV	65,645	209	7/1/2018
386	DISTRICT PBIS COACH	1	SAFE Schools	83,444	209	7/1/2015
394	DW PBIS COACH/SAFE SCHOOLS	1	SAFE Schools	86,176	245	6/28/2004
525	DW SCM SPECIALIST	1	General Fund - SAFE	93,421	245	10/3/2018
549	OTHER CENTRAL OFFICE POSITIONS	1	ESS/TITLE IV	98,029	245	7/1/2015
569	DISTRICT PBIS COACH	1	TITLE IV	88,587	209	7/1/2019
583	DISTRICT PBIS COACH	1	General Fund - SAFE	85,387	209	7/1/2019
735	PROGRAM MANAGER	1	Grant - Stop School Violence	30,109	213	1/13/2021
584	DISTRICT PBIS COACH	1	General Fund - SAFE	85,387	209	7/1/2019
618	PROGRAM SPECIALIST I	1	AMERICORP	45,398	217	9/19/2019
<b>Pupil Personnel</b>						
3	DIRECTOR OF PUPIL PERSONNEL	1	General Fund	110,644	245	6/28/2004
227	ADMINISTRATIVE ASSISTANT III	1	General Fund	55,255	256	6/28/2004
432	ASST TO DIR OF PUPIL PERS-12MO	1	General Fund	104,603	245	7/1/2014
33	ASST TO DIR OF PUPIL PERSONNEL	1	General Fund	90,812	219	6/28/2004
34	ASST TO DIR OF PUPIL PERSONNEL	1	General Fund	81,057	219	6/28/2004
32	ASST TO DIR OF PUPIL PERSONNEL	1	General Fund	90,812	219	7/2/2016
350	OUT-OF-AREA ATTENDANCE SPEC	1	General Fund	41,206	256	6/28/2004



**Fayette County Public Schools**  
**It's About Kids Support Services- Position Control Document**

Position Control Number	MUNIS Job Description	FTE	Fund Source	Salary 2020-2021	Calendar	Creation Date
<b>Office of Equity Officer (SBDM &amp; Minority Recruitment)</b>						
323	EQUITY OFFICER	1	General Fund	98,106	245	8/23/2004
497	ADMIN ASST-CHIEF OFFICERS		General Fund			6/28/2004
315	FAMILY/COMMUNITY LIAISON		General Fund			7/1/2012
558	ASSOC DIR-MIN RECRUIT&RETENT	1	General Fund	101,789	245	10/27/2014
43	CRT COACH	1	General Fund	90,680	245	7/1/2017
309	DW STDY/FAM TRANS SUP&DRPT PRV	1	General Fund	69,013	245	7/1/2017
310	DW STDY/FAM TRANS SUP&DRPT PRV	1	General Fund	78,876	245	7/1/2012
344	FAMILY/COMMUNITY COORDINATOR		General Fund			7/31/2006
707	DW FAMILY/COMMUNITY LIAISON	1	General Fund - SAFE	77,711	245	7/1/2020
<b>General Counsel</b>						
330	GENERAL COUNSEL	1	General Fund	160,797	245	7/1/2012
302	COMPLIANCE OFFICER	1	General Fund	80,102	245	7/1/2015
217	LEGAL ADMINISTRATIVE ASST	1	General Fund	45,548	256	7/1/2012
<b>Law Enforcement</b>						
322	CHIEF OF LAW ENFORCEMENT	1	General Fund	83,594	245	6/28/2004
326	LAW ENFORCEMENT LIEUTENANT	1	General Fund	88,198	245	7/1/2017
327	LAW ENFORCEMENT LIEUTENANT	1	General Fund	81,056	245	7/1/2012
387	LAW ENFORCEMENT LIEUTENANT	1	General Fund	76,637	245	7/1/2017
612	ADMINISTRATIVE ASSISTANT III	1	General Fund	42,642	220	6/28/2004
219	ADMINISTRATIVE ASSISTANT III	1	General Fund	40,960	256	6/28/2004
245	DISPATCHER	1	General Fund	48,210	256	6/28/2004
246	DISPATCHER	1	General Fund	38,625	256	6/28/2004
363	WEEKEND DISPATCHER	1	General Fund	18,959	105	6/28/2004
364	WEEKEND DISPATCHER	1	General Fund	10,585	105	6/28/2004
365	WEEKEND DISPATCHER	1	General Fund	20,118	105	6/28/2004
<b>Office of Administrative Services</b>						
278	CHIEF FINANCIAL OFFICER	1	General Fund	142,291	245	7/1/2015
304	MANAGER ECONOMIC DEVELOPMENT		General Fund			7/1/2010
341	MANAGER - FINANCIAL SYSTEMS	1	General Fund	103,354	245	6/28/2004
348	MIS USER SUPPORT ANALYST	1	General Fund	103,516	245	9/22/2008
347	MIS USER SUPPORT ANALYST	1	General Fund	37,667	213	6/28/2004
586	MIS USER SUPPORT ANALYST	1	General Fund	93,589	245	6/28/2004
349	MIS USER SUPPORT ANALYST	1	General Fund	97,864	245	7/1/2015
<b>Budget and Financial Planning</b>						
332	DIRECTOR - BUDGET AND STAFFING	1	General Fund	96,242	245	6/28/2004
67	BUDGET ANALYST I	1	General Fund	60,600	256	7/1/2017
68	BUDGET ANALYST III	1	General Fund	76,616	256	6/28/2004
295	STAFFING AND BUDGET SPECIALIST	1	General Fund	92,208	245	7/1/2015
296	STAFFING AND BUDGET SPECIALIST	1	General Fund	93,038	245	7/1/2010
<b>Financial Accounting and Benefits Services</b>						
300	DIRECTOR - FINANCIAL SERVICES	1	General Fund	121,426	245	6/28/2004
63	PAYROLL ACCOUNTING MANAGER	1	General Fund	88,369	245	6/23/2008
64	ACCOUNT SPECIALIST	1	General Fund	35,697	81	6/28/2004
69	PAYROLL SPECIALIST	1	General Fund	40,653	256	6/28/2004
70	PAYROLL SPECIALIST	1	General Fund	40,653	256	6/28/2004
71	PAYROLL SPECIALIST	1	General Fund	36,946	256	6/28/2004
72	INSURANCE SPECIALIST	1	General Fund	28,104	156	6/28/2004
192	INSURANCE SPECIALIST	1	General Fund	34,079	256	6/28/2004
193	INSURANCE SPECIALIST	1	General Fund	16,324	154	6/28/2004
194	INSURANCE SPECIALIST	1	General Fund	43,295	256	7/1/2017
279	LEAD PAYROLL SPECIALIST	1	General Fund	35,373	198	9/1/2013
280	FINANCIAL SVCS BOOKKEEPER	1	General Fund	44,380	256	6/28/2004
281	TAX PROCESSING SUPERVISOR	1	General Fund	67,215	256	6/28/2004
282	ACCTS PAYABLE SPECIALIST	1	General Fund	53,821	256	6/28/2004
283	TAX AUDITING SPECIALIST	1	General Fund	49,050	256	6/28/2004
284	TAX AUDITING SPECIALIST	1	General Fund	36,946	256	7/1/2011
285	TAX PROCESSING SPECIALIST	1	General Fund	37,581	256	6/28/2004
286	TAX PROCESSING SPECIALIST	1	General Fund	49,050	256	6/28/2004
287	TAX PROCESSING SPECIALIST		General Fund			7/1/2009
291	GRANT ACCOUNTANT	1	General Fund	94,040	245	6/28/2004
292	STDT ACT FUNDS BUDGET ANALYST	1	General Fund	61,133	256	6/28/2004
294	GRANTS PROGRAM COMPLIANCE	1	General Fund	91,038	245	6/23/2008
297	FINANCE ANALYST	1	General Fund	52,756	256	6/28/2004
298	FINANCE ANALYST	1	General Fund	45,711	256	6/28/2004
299	FINANCE ANALYST	1	General Fund	46,367	256	6/28/2004
301	LEAD PAYROLL SPECIALIST	1	General Fund	46,367	256	6/28/2004
337	ASSOCIATE DIRECTOR - FINANCE	1	General Fund	104,279	245	6/28/2004
338	ASSOCIATE DIRECTOR - FINANCE	1	General Fund	102,971	245	6/28/2004
339	ASSOC DIR - TAX COLLECTION	1	General Fund	97,933	245	6/28/2004
434	SCHOOL BUSINESS OFFICE TRAINER	1	General Fund	61,727	256	7/1/2009
573	PAYROLL SPECIALIST	1	General Fund	36,699	228	5/23/2019
574	FINANCE ANALYST	1	General Fund	45,711	256	5/23/2019
575	INSURANCE SPECIALIST	1	General Fund	41,206	256	7/1/2017
576	CONSTRUCTION ACCOUNTING MAN	1	General Fund	48,722	256	7/1/2019
587	PROG MANAGER-AFTER SCHOOL PROG	1	After School Care	67,316	217	6/28/2004

**Fayette County Public Schools**  
**It's About Kids Support Services- Position Control Document**

Position Control Number	MUNIS Job Description	FTE	Fund Source	Salary 2020-2021	Calendar	Creation Date
<b>Human Resources</b>						
4	DIR OF DISTRICT PERSONNEL-HR	1	General Fund	130,024	245	6/28/2004
45	ASSC DIR HR TCH LEAD EFFCTVNSS	1	General Fund	119,763	245	6/28/2004
46	ASSC DIR HR TCH LEAD EFFCTVNSS	1	General Fund	104,593	245	6/28/2004
333	ASSOC DIR - HUMAN RESOURCES	1	General Fund	101,634	245	6/28/2004
195	PERSONNEL ASSISTANT		General Fund			6/28/2004
196	PERSONNEL ASSISTANT	1	General Fund	53,576	256	1/1/2010
199	ADMINISTRATIVE ASSISTANT II	1	General Fund	51,466	256	6/28/2004
201	ADMINISTRATIVE ASSISTANT II	1	General Fund	53,821	256	6/28/2004
203	ADMINISTRATIVE ASSISTANT II	1	General Fund	38,093	256	6/28/2004
206	ADMINISTRATIVE ASSISTANT II	1	General Fund	46,223	256	6/28/2004
207	ADMINISTRATIVE ASSISTANT II	1	General Fund	36,393	256	6/28/2004
208	ADMINISTRATIVE ASSISTANT II	1	General Fund	46,858	256	6/28/2004
209	ADMINISTRATIVE ASSISTANT II	1	General Fund	39,997	256	7/1/2011
212	ADMINISTRATIVE ASSISTANT II	1	General Fund	43,950	256	6/28/2004
213	ADMINISTRATIVE ASSISTANT II	1	General Fund	44,687	256	6/28/2004
216	ADMINISTRATIVE ASSISTANT II	1	General Fund	38,093	256	6/28/2004
225	ADMINISTRATIVE ASSISTANT III	1	General Fund	40,960	256	1/1/2010
290	PROF DEV ACCOUNT SPECIALIST	1	General Fund	54,295	256	6/28/2004
<b>Senior Director of Operations</b>						
346	CHIEF OPERATING OFFICER	1	General Fund	150,148	245	7/1/2005
236	IAKSS RECEPTIONIST	1	General Fund	48,312	256	6/28/2004
313	IAKSS BUILDING MANAGER	1	General Fund	95,661	245	11/21/2005
352	ADMIN ASST-CHIEF OFFICERS	1	General Fund	66,048	256	7/1/2005
702	IAKSS OFFICE ASSISTANT II	1	General Fund	7,408	61	7/1/2015
449	IAKSS CUSTODIAN	0.5	General Fund	18,347	256	1/12/2017
450	IAKSS CUSTODIAN	1	General Fund	31,396	256	6/28/2004
451	IAKSS CUSTODIAN	1	General Fund	31,867	256	6/28/2004
452	IAKSS CUSTODIAN	1	General Fund	30,056	253	6/28/2004
453	IAKSS CUSTODIAN	1	General Fund	29,368	256	6/28/2004
454	IAKSS CUSTODIAL SUPERVISOR	1	General Fund	49,500	256	6/28/2004
455	IAKSS LEAD CUSTODIAL SERV WRKR	1	General Fund	45,056	256	6/28/2004
730	CUSTODIAN	1	General Fund	8,489	74	9/14/2020
<b>Technology</b>						
331	DIRECTOR - TECHNOLOGY	1	General Fund	119,065	245	6/28/2004
9	DISTRICT TECH COORDINATOR	1	General Fund	110,254	245	6/28/2004
135	SUPV - SYSTEMS INTEGRATION	1	General Fund	99,349	245	6/28/2004
137	LEAD SIS SUPPORT TECH	1	General Fund	87,773	245	6/28/2004
139	MICROCOMPUTER SPECIALIST	1	General Fund	38,608	188	6/28/2004
140	IAKSS SYSTEMS ANALYST	1	General Fund	47,841	124	6/28/2004
141	COMPUTER PROGRAMMER	1	General Fund	66,580	256	6/28/2004
143	DATABASE ADMINISTRATOR	1	General Fund	80,425	256	6/28/2004
144	MICROCOMPUTER SPECIALIST	1	General Fund	39,554	187	5/19/2008
145	DW DIGITAL LEARNING COACH	1	General Fund	58,449	217	6/28/2004
147	MICROCOMPUTER SPECIALIST	1	General Fund	68,731	256	6/28/2004
154	MICROCOMPUTER SPECIALIST	1	General Fund	37,054	183	6/28/2004
156	IAKSS MICROCOMPUTER SPECIALIST	1	General Fund	75,489	256	6/28/2004
158	MICROCOMPUTER SPECIALIST	1	General Fund	74,363	256	6/28/2004
226	ADMINISTRATIVE ASSISTANT III	1	General Fund	52,838	256	6/28/2004
306	COMMUNICATIONS SPECIALIST	1	General Fund	109,125	245	7/1/2009
354	LEAD WEB APPLICATION DEVELOPER	1	General Fund	94,147	256	6/28/2004
393	DW STEM LEARNING COACH	1	TITLE IV	68,388	209	7/23/2018
397	ADMINISTRATIVE ASSISTANT II	1	General Fund	54,279	256	7/1/2016
487	DW TECHNOLOGY RESOURCE INSTR	1	General Fund	87,944	194	6/28/2004
488	DW TECHNOLOGY RESOURCE INSTR	1	General Fund	63,560	199	6/28/2004
489	DW TECHNOLOGY RESOURCE INSTR	1	General Fund	38,319	193	6/28/2004
490	DW TECHNOLOGY RESOURCE INSTR	1	General Fund	87,564	199	6/28/2004
491	DW TECHNOLOGY RESOURCE INSTR	1	General Fund	72,566	199	6/28/2004
492	TECHNOLOGY RESOURCE INSTRUCTOR		General Fund			6/28/2004
493	IAKSS LAN TECHNICIAN	1	General Fund	85,873	256	6/28/2004
494	IAKSS LAN TECHNICIAN	1	General Fund	87,142	256	6/28/2004
495	IAKSS LAN TECHNICIAN	1	General Fund	73,175	256	6/28/2004
496	IAKSS LAN TECHNICIAN	1	General Fund	75,366	256	6/28/2004
522	DW STEM LEARNING COACH	1	TITLE IV	64,516	209	7/23/2018
523	IAKSS SYSTEMS ANALYST	1	TITLE IV	20,941	256	7/1/2018
524	ASSOC DIRECTOR TECH SUPPORT	1	General Fund	88,892	245	10/9/2018
559	SYSTEMS ANALYST	1	General Fund	74,363	256	6/28/2004
629	LAN TECHNICIAN	1	General Fund	83,292	256	6/28/2004
630	LAN TECHNICIAN	1	General Fund	78,029	256	6/28/2004
631	LAN TECHNICIAN	1	General Fund	73,175	256	6/28/2004
632	LAN TECHNICIAN	1	General Fund	78,029	256	6/28/2004
633	LAN TECHNICIAN	1	General Fund	81,551	256	6/28/2004
634	LAN TECHNICIAN	1	General Fund	89,784	256	6/28/2004
731	LEAD SIS SUPPORT TECH	1	TITLE IV	46,320	216	10/19/2020
<b>Media Services</b>						
82	MEDIA TECHNICIAN	1	General Fund	45,752	256	6/28/2004
80	MEDIA TECHNICIAN	1	General Fund	45,056	256	6/28/2004
79	MEDIA TECHNICIAN	1	General Fund	45,752	256	6/28/2004
81	MEDIA TECHNICIAN	1	General Fund	50,319	256	6/28/2004
233	MEDIA TECHNICIAN	1	General Fund	36,127	256	6/28/2004
635	MEDIA TECHNICIAN		General Fund			6/28/2004

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<b>Educational Television</b>						
83	MEDIA PRODUCER	1	General Fund	87,063	245	6/28/2004
321	EDUCATION TV TECHNICIAN	1	General Fund	69,693	256	6/28/2004
431	EDUCATIONAL TV TECH		General Fund			11/15/2016
<b>Office of Facilities Operations Support</b>						
314	DIRECTOR FACILITY DESIGN/CONST	1	General Fund	97,014	245	6/28/2004
288	CONSTRUCTION BUDGET ANALYST	1	General Fund	66,048	256	6/28/2004
136	MAINTENANCE PROJECT COORD	1	General Fund	100,258	245	6/28/2004
384	STAFF ARCHITECT		General Fund			7/1/2005
230	STAFF SUPPORT ADMIN ASST I		General Fund			7/1/2007
<b>Transportation</b>						
335	DIRECTOR - TRANSPORTATION	1	General Fund	96,777	245	6/28/2004
66	TRANSP ACCOUNTS PAYABLE CLERK	1	General Fund	24,353	163	6/28/2004
204	ADMINISTRATIVE ASSISTANT II	1	General Fund	50,708	256	6/28/2004
240	TRANSPORTATION MANAGER	1	General Fund	70,881	256	6/28/2004
241	TRANSPORTATION DATA ASSISTANT	1	General Fund	45,752	256	6/28/2004
242	TRANSPORTATION DATA ASSISTANT	1	General Fund	37,888	256	6/28/2004
243	TRANSPORTATION DATA ASSISTANT	1	General Fund	39,608	256	6/28/2004
244	VEHICLE OPERATION CNTRL ANALYS	1	General Fund	45,752	256	6/28/2004
247	VEHICLE MAINTENANCE SUPERVISOR	1	General Fund	23,978	103	6/28/2004
248	VEHICLE MAINTENANCE ASSISTANT		General Fund			6/28/2004
249	VEHICLE MAINTENANCE ASSISTANT	1	General Fund	38,441	256	6/28/2004
250	VEHICLE MAINTENANCE ASSISTANT		General Fund			6/28/2004
251	VEHICLE MAINTENANCE ASSISTANT	1	General Fund	26,387	256	6/28/2004
252	VEHICLE MECHANIC II	1	General Fund	48,722	256	6/28/2004
253	VEHICLE MECHANIC II	1	General Fund	50,811	256	6/28/2004
255	VEHICLE MECHANIC II	1	General Fund	55,050	256	6/28/2004
256	VEHICLE MECHANIC I	1	General Fund	40,236	248	6/28/2004
257	VEHICLE MECHANIC I	1	General Fund	47,002	256	6/28/2004
258	VEHICLE MECHANIC I	1	General Fund	45,711	256	6/28/2004
259	VEHICLE MECHANIC I	1	General Fund	42,783	256	6/28/2004
260	AUTO BODY WORKER II	1	General Fund	45,548	256	6/28/2004
261	VEHICLE UPHOLSTERY/GLASS WORKR	1	General Fund	36,393	112	6/28/2004
262	TRANSPORTATION RECORDS CLERK	1	General Fund	42,230	256	6/28/2004
356	IAKSS OFFICE ASSISTANT II	1	General Fund	43,315	256	6/28/2004
360	ASSOC DIRECTOR TRANSPORTATION	1	General Fund	17,158	212	7/1/2007
361	TRANSP ROUTING SPECIALIST	1	General Fund	72,872	245	4/29/2013
362	SAFETY TRAINING SUPERVISOR	1	General Fund	46,203	256	6/28/2004
366	TRANSPORTATION DISPATCHER	1	General Fund	49,069	220	6/28/2004
367	TRANSPORTATION DISPATCHER	1	General Fund	46,042	220	6/28/2004
368	TRANSPORTATION DISPATCHER	1	General Fund	39,283	220	6/28/2004
369	LEAD BUS DRIVER TRAINER	1	General Fund	46,203	256	6/28/2004
370	LEAD BUS DRIVER TRAINER		General Fund			6/28/2004
371	LEAD BUS DRIVER TRAINER	1	General Fund	51,528	256	6/28/2004
372	LEAD BUS DRIVER TRAINER	1	General Fund	46,203	256	6/28/2004
373	LEAD BUS DRIVER TRAINER	1	General Fund	49,910	256	6/28/2004
374	LEAD BUS DRIVER TRAINER	1	General Fund	35,842	203	6/28/2004
375	LEAD BUS DRIVER TRAINER	1	General Fund	54,886	256	6/28/2004
378	BUS DRIVER	277	General Fund		183	6/28/2004
379	BUS MONITOR	218	General Fund		183	6/28/2004
400	VEHICLE MAINTENANCE SUPERVISOR	1	General Fund	68,813	256	6/28/2004
401	VEHICLE MECHANIC I		General Fund			6/28/2004
413	TRANSPORTATION DISPATCHER	1	General Fund	40,392	220	6/28/2004
435	LEAD BUS DRIVER TRAINER	1	General Fund	46,203	256	6/28/2004
436	VEHICLE MECHANIC II	1	General Fund	8,855	43	6/28/2004
437	VEHICLE MECHANIC II	1	General Fund	54,272	256	6/28/2004
443	MANAGER OF VEHICLE MAINTENANCE		General Fund			6/28/2004
503	CUSTODIAN	0.5	General Fund	17,695	128	6/28/2004
504	CUSTODIAN	0.5	General Fund	13,733	251	10/1/2009
505	CUSTODIAN	0.2	General Fund			6/28/2004
<b>Warehouse</b>						
325	DIRECTOR OF LOGISTICAL SVCS	1	General Fund	97,826	245	6/28/2004
197	PURCHASING TECHNICIAN	1	General Fund	58,470	256	6/28/2004
215	ADMINISTRATIVE ASSISTANT II	1	General Fund	44,687	256	7/1/2018
235	MAIL SPECIALIST	1	General Fund	47,555	256	6/28/2004
264	WAREHOUSE SUPERVISOR	1	General Fund	68,827	256	6/28/2004
265	WAREHOUSE SUPERVISOR	1	General Fund	43,350	184	6/28/2004
266	LEAD WAREHOUSE WORKER		General Fund			6/28/2004
267	WAREHOUSE WORKER II	1	General Fund	48,067	256	6/28/2004
268	WAREHOUSE WORKER II	1	General Fund	40,264	256	6/28/2004
269	WAREHOUSE WORKER II	1	General Fund	44,401	256	6/28/2004
270	WAREHOUSE WORKER II	1	General Fund	39,014	256	6/28/2004
271	WAREHOUSE WORKER II	1	General Fund	39,014	256	6/28/2004
272	WAREHOUSE WORKER II	1	General Fund	39,608	256	6/28/2004
273	WAREHOUSE WORKER II	1	General Fund	39,608	256	6/28/2004
274	WAREHOUSE WORKER II	1	General Fund	36,618	256	6/28/2004
275	WAREHOUSE WORKER II	1	General Fund	42,947	256	6/28/2004
276	WAREHOUSE WORKER II	1	General Fund	33,812	256	6/28/2004

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<b>Print Shop</b>						
59	PRINTING SUPERVISOR	1	General Fund	79,647	256	6/28/2004
308	COMMUNICATIONS SPECIALIST	1	General Fund	91,038	245	6/28/2004
60	PRINTING ASSISTANT	1	General Fund	54,279	256	6/28/2004
61	PRINTING ASSISTANT	1	General Fund	46,223	256	6/28/2004
62	PRINTING ASSISTANT	1	General Fund	36,946	256	7/1/2009
<b>Maintenance</b>						
438	DIRECTOR - MAINTENANCE		General Fund			6/28/2004
84	DRAFTING SPECIALIST	1	General Fund	62,177	256	6/28/2004
85	HVAC TECHNICIAN		General Fund			6/28/2004
86	HVAC TECHNICIAN		General Fund			6/28/2004
87	HVAC TECHNICIAN	1	General Fund	56,545	256	6/28/2004
88	HVAC TECHNICIAN	1	General Fund	53,064	256	6/28/2004
89	HVAC TECHNICIAN	1	General Fund	43,930	256	6/28/2004
90	HVAC TECHNICIAN	1	General Fund	44,585	256	6/28/2004
91	ENERGY SYS OPERATOR/DISPATCHER	1	General Fund	52,637	236	6/28/2004
92	MAINTENANCE SUPERVISOR	1	General Fund	97,602	256	6/28/2004
94	LEAD MAINTENANCE TECHNICIAN	1	General Fund	63,119	256	6/28/2004
95	LEAD MAINTENANCE TECHNICIAN	1	General Fund	60,355	256	6/28/2004
96	LEAD MAINTENANCE TECHNICIAN	1	General Fund	56,525	256	6/28/2004
97	LEAD MAINTENANCE TECHNICIAN	1	General Fund	47,534	256	6/28/2004
98	LEAD MAINTENANCE TECHNICIAN	1	General Fund	50,647	256	6/28/2004
99	MAINTENANCE TECHNICIAN IV	1	General Fund	53,064	256	6/28/2004
100	MAINTENANCE TECHNICIAN IV	1	General Fund	50,647	256	6/28/2004
101	MAINTENANCE TECHNICIAN IV	1	General Fund	55,726	256	6/28/2004
102	MAINTENANCE TECHNICIAN IV	1	General Fund	57,405	256	6/28/2004
103	MAINTENANCE TECHNICIAN IV		General Fund			6/28/2004
104	MAINTENANCE TECHNICIAN IV	1	General Fund	40,612	256	6/28/2004
105	MAINTENANCE TECHNICIAN IV	1	General Fund	22,201	138	6/28/2004
106	MAINTENANCE TECHNICIAN III	1	General Fund	56,074	256	6/28/2004
107	MAINTENANCE TECHNICIAN III	1	General Fund	54,436	256	6/28/2004
108	MAINTENANCE TECHNICIAN III	1	General Fund	56,567	256	6/28/2004
110	MAINTENANCE TECHNICIAN III		General Fund			6/28/2004
111	MAINTENANCE TECHNICIAN III	1	General Fund	56,074	256	6/28/2004
112	MAINTENANCE TECHNICIAN III		General Fund			6/28/2004
113	MAINTENANCE TECHNICIAN III	1	General Fund	44,380	256	6/28/2004
114	MAINTENANCE TECHNICIAN III		General Fund			6/28/2004
115	MAINTENANCE TECHNICIAN III	1	General Fund	43,602	256	6/28/2004
116	MAINTENANCE TECHNICIAN III		General Fund			6/28/2004
117	MAINTENANCE TECHNICIAN III	1	General Fund	44,380	256	6/28/2004
118	MAINTENANCE TECHNICIAN III	1	General Fund	44,380	256	6/28/2004
120	MAINTENANCE TECHNICIAN III	1	General Fund	45,036	256	6/28/2004
121	MAINTENANCE TECHNICIAN III	1	General Fund	45,036	256	6/28/2004
122	MAINTENANCE TECHNICIAN III	1	General Fund	43,602	256	6/28/2004
123	MAINTENANCE TECHNICIAN II	1	General Fund	35,697	256	6/28/2004
124	MAINTENANCE TECHNICIAN II	1	General Fund	41,206	256	6/28/2004
125	MAINTENANCE TECHNICIAN II	1	General Fund	49,951	256	6/28/2004
126	MAINTENANCE TECHNICIAN II	1	General Fund	38,625	256	6/28/2004
127	MAINTENANCE TECHNICIAN II	1	General Fund	49,050	256	6/28/2004
128	MAINTENANCE TECHNICIAN II	1	General Fund	39,997	256	6/28/2004
129	MAINTENANCE TECHNICIAN II	1	General Fund	48,210	256	6/28/2004
130	MAINTENANCE TECHNICIAN II	1	General Fund	49,050	256	6/28/2004
131	MAINTENANCE TECHNICIAN II	1	General Fund	51,466	256	6/28/2004
132	MAINTENANCE TECHNICIAN II	1	General Fund	53,821	256	6/28/2004
133	MAINTENANCE TECHNICIAN II	1	General Fund	53,821	256	6/28/2004
134	MAINTENANCE TECHNICIAN II	1	General Fund	53,821	256	6/28/2004
205	ADMINISTRATIVE ASSISTANT II	1	General Fund	53,821	256	6/28/2004
329	WORK CONTROL COORDINATOR	1	General Fund	44,687	256	6/28/2004
376	MAINT WAREHOUSE WORKER	1	General Fund	41,820	256	6/28/2004
399	LEAD MAINTENANCE TECHNICIAN	1	General Fund	53,064	256	6/28/2004
439	HVAC TECHNICIAN		General Fund			6/28/2004
440	LEAD MAINTENANCE TECHNICIAN		General Fund			6/28/2004
444	MAINTENANCE SUPERVISOR		General Fund			6/28/2004
445	MAINTENANCE TECHNICIAN II	1	General Fund	38,093	256	6/28/2004
446	MAINTENANCE TECHNICIAN II	1	General Fund	39,424	256	6/28/2004
447	MAINTENANCE TECHNICIAN II	1	General Fund	49,951	256	6/28/2004
456	MAINTENANCE TECHNICIAN IV		General Fund			6/28/2004
457	MAINTENANCE TECHNICIAN IV		General Fund			6/28/2004
458	MAINTENANCE TECHNICIAN III		General Fund			6/28/2004

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<b>Operations</b>						
385	DIRECTOR - PLANT OPERATIONS	1	General Fund	111,329	245	6/28/2004
164	CUSTODIAL SERVICES TRAINER	1	General Fund	61,727	256	6/28/2004
165	CUSTODIAL SERVICES TRAINER	1	General Fund	10,519	53	6/28/2004
166	GROUND'S SUPERVISOR	1	General Fund	65,516	256	6/28/2004
167	LEAD GROUND'S EQUIPMENT MECHANIC	1	General Fund	54,088	256	6/28/2004
168	LEAD GROUND'S WORKER	1	General Fund	45,732	256	6/28/2004
169	LEAD GROUND'S WORKER	1	General Fund	38,994	256	6/28/2004
170	LEAD GROUND'S WORKER	1	General Fund	43,602	256	6/28/2004
171	LEAD GROUND'S WORKER	1	General Fund	40,960	256	6/28/2004
172	GROUND'S WORKER II	1	General Fund	35,553	256	6/28/2004
173	GROUND'S WORKER II		General Fund			6/28/2004
174	GROUND'S WORKER II	1	General Fund	34,304	73	6/28/2004
175	GROUND'S WORKER II	1	General Fund	38,461	256	6/28/2004
176	GROUND'S WORKER II	1	General Fund	36,127	256	6/28/2004
177	GROUND'S WORKER II	1	General Fund	47,104	256	6/28/2004
178	GROUND'S WORKER II	1	General Fund	48,067	256	6/28/2004
179	GROUND'S WORKER I		General Fund			6/28/2004
180	GROUND'S WORKER I	1	General Fund	21,507	256	6/28/2004
181	GROUND'S WORKER I	1	General Fund	31,826	256	6/28/2004
182	GROUND'S WORKER I	1	General Fund	30,831	248	9/26/2005
183	UTILITY SERVICES SUPERVISOR	1	General Fund	55,050	256	6/28/2004
184	LEAD UTILITY WORKER	1	General Fund	42,230	256	6/28/2004
185	LEAD UTILITY WORKER	1	General Fund	50,975	256	6/28/2004
186	LEAD UTILITY WORKER	1	General Fund	50,278	256	6/28/2004
187	LEAD UTILITY WORKER	1	General Fund	42,230	256	6/28/2004
188	UTILITY WORKER II	1	General Fund	8,281	53	6/28/2004
189	UTILITY WORKER I	1	General Fund	41,697	256	6/28/2004
190	UTILITY WORKER I		General Fund			6/28/2004
191	GROUND'S WORKER II	1	General Fund	36,127	256	6/28/2004
210	ADMINISTRATIVE ASSISTANT II	1	General Fund	48,210	256	6/28/2004
254	VEHICLE MECHANIC II	1	General Fund	66,027	256	6/28/2004
460	CUSTODIAL EQUIPMENT MECHANIC	1	General Fund	40,653	256	6/28/2004
461	GROUND'S EQUIPMENT MECHANIC	1	General Fund	53,821	256	6/28/2004
462	GROUND'S WORKER II	1	General Fund	37,130	256	6/28/2004
483	IAKSS LEAD CUSTODIAL SERV WRKR	1	General Fund	51,077	256	6/28/2004
484	IAKSS LEAD CUSTODIAL SERV WRKR	1	General Fund	41,697	256	7/18/2013
<b>Risk Management</b>						
336	DIRECTOR - RISK MANAGEMENT	1	General Fund	109,155	245	6/28/2004
540	ASSOC DIR OF SAFETY & SECURITY	1	General Fund - SAFE	80,265	245	12/4/2018
406	DW RESOURCE INSTRUCTOR-11 MO	1	General Fund	89,473	219	7/1/2010
74	HEALTH SERVICES COORDINATOR	1	General Fund	92,208	245	7/1/2012
316	SCHOOL ENERGY MANAGER	1	General Fund	69,013	245	7/1/2010
289	RISK MANAGEMENT SPECIALIST	1	General Fund	55,153	256	6/23/2008
340	SUPV - SAFETY HEALTH ENVIRON	1	General Fund	111,262	245	6/28/2004
293	WORKERS COMP ANALYST	1	General Fund	57,958	256	6/28/2004
<b>Food Service</b>						
334	DIRECTOR - FOOD SERVICE	1	Food Service	119,454	245	6/28/2004
65	ACCOUNT SPECIALIST	1	Food Service	46,223	256	6/28/2004
73	FOOD SERVICE COORDINATOR	1	Food Service	85,776	245	6/28/2004
93	LEAD MAINTENANCE TECHNICIAN	1	Food Service	63,119	256	11/3/2017
109	MAINTENANCE TECHNICIAN III		Food Service			6/30/2004
119	MAINTENANCE TECHNICIAN III	1	Food Service	46,428	256	6/30/2004
151	IAKSS MICROCOMPUTER SPECIALIST	1	Food Service	63,447	256	9/22/2008
198	PURCHASING TECHNICIAN	1	Food Service	34,360	124	7/1/2016
303	FOOD SERVICE BUDGET ANALYST	1	Food Service	42,783	256	6/28/2004
357	IAKSS OFFICE ASSISTANT II	1	Food Service	32,901	256	6/28/2004
463	DISTRICT CHEF	1	Food Service	40,392	220	6/28/2004
475	FOOD SERVICE PROGRAM ASST II	1	Food Service	38,685	220	6/28/2004
476	FOOD SERVICE TRAINER	1	Food Service	36,723	190	6/28/2004
478	FOOD SERVICE SUPERVISOR	1	Food Service	49,298	220	7/1/2006
479	FOOD SERVICE SUPERVISOR	1	Food Service	51,022	220	7/1/2006
480	FOOD SERVICE SUPERVISOR	1	Food Service	47,115	220	7/1/2016
481	FOOD SERVICE SUPERVISOR	1	Food Service	42,064	220	7/1/2006
482	MAINTENANCE TECHNICIAN III	1	Food Service	41,595	256	6/29/2004
613	MAINTENANCE TECHNICIAN I	1	Food Service	40,264	256	7/1/2006
617	MAINTENANCE TECHNICIAN III	1	Food Service	45,732	256	6/30/2004
<b>Deleted Positions - 2020-21</b>						
	MTSS SPECIALIST	1	GENERAL FUND			
	MTSS SPECIALIST	1	GENERAL FUND			
	SCHOOL BASED INSTRUCTIONAL SPECIALIST	1	General Fund			
	SCHOOL BASED INSTRUCTIONAL SPECIALIST	1	General Fund			
<b>Added Positions - 2020-21</b>						
	COMMUNICATIONS SPECIALIST	1	GENERAL FUND			7/1/2020
	IAKSS CUSTODIAN	1	GENERAL FUND			9/14/2020
	LEAD SIS SUP TECH	1	TITLE IV			10/19/2020
	INSTRUCTIONAL INNOVATION SPEC	1	GENERAL FUND			7/1/2020
	INSTRUCTIONAL INNOVATION SPEC	1	GENERAL FUND			7/1/2020