



## Fayette County Board of Education Planning Meeting

Conference Room C  
701 East Main Street  
Lexington, KY 40502  
May 07, 2018  
5:30 PM

<b>A. CALL TO ORDER</b>	Melissa Bacon
1. Roll Call	
<b>B. EXTEND WELCOME TO GUESTS</b>	
<b>C. MOMENT OF SILENCE</b>	
<b>D. PLEDGE OF ALLEGIANCE</b>	Doug Barnett
<b>E. READING OF MISSION STATEMENT</b>	Doug Barnett
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>F. 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>G. INTRODUCTIONS, RECOGNITIONS, PROCLAMATIONS AND RESOLUTIONS:</b>	
1. Introductions	
a. Teacher Representative: Ryan Harrington, Lexington Traditional Magnet	
b. Student Representative: Ashley Barnette, Lafayette High School	
c. Classified Staff Representative: Elmer "Junior" Davis, Logistical Services	
2. Student Performance	
a. Performance, Maxwell Elementary, Latino Dance	
3. Recognitions	
a. Recognition, Winburn Middle School, Champions, 2018 State MATHCOUNTS Competition	

<b>b.</b> Recognition, Tuesday Hadden, Lafayette High School, First Place, 2018 Congressional Art Competition	
<b>c.</b> Recognition, Adrianna Gomez, Bryan Station High and Rhianna Culp, Henry Clay High, Constituent's Choice Award, 2018 Congressional Art Competition	
<b>d.</b> Recognition, Cassandra Davis & Claire Qian, Lafayette High School and Sara-Grace Marsh, The Learning Center, Craft Academy Class of 2020	
<b>e.</b> Recognition, Dalton Richardson, Frederick Douglass High; Elisha VanZant & Sierra Wyllie, Henry Clay High; Timothy Leggas, Lafayette High; Bailey Knight & Rocco Wrentmore, Paul Laurence Dunbar, Gatton Academy Class of 2020	
<b>f.</b> Recognition, Several Winners, 2018 Kentucky World Language Association State Showcase	
<b>g.</b> Recognition, Rosa Parks Chess Team, Second Place, 2018 Kentucky Chess Association Scholastic State Tournament	
<b>h.</b> Recognition, Several Winners, 2018 Lexus Eco Challenge	
<b>i.</b> Recognition, SCAPA at Bluegrass Speech Team, State Champions, 2018 Kentucky High School Speech League State Tournament	
<b>j.</b> Recognition, Several Winners, 2018 Future Business Leaders of America State Conference	
<b>k.</b> Recognition, Several Winners, 2018 Kentucky Science & Engineering Fair	
<b>l.</b> Recognition, Several Winners, 2018 FCCLA STAR Competition	
<b>m.</b> Recognition, Several Winners, 2018 SkillsUSA State Conference	
<b>4.</b> Acknowledgements	
<b>5.</b> Resolutions	
<b>H. REPORTS, COMMUNICATIONS AND RESOLUTIONS:</b>	
<b>1.</b> Progress Reports	
<b>a.</b> Superintendent's Report	Emmanuel Caulk
<b>1.</b> Academic Services	
<b>2.</b> Equity Report	Darryl Thompson
<b>3.</b> Operations & Support	Myron Thompson
<b>2.</b> Remarks by Citizens (persons who have signed up to speak):	
<b>Fayette County Board of Education Policy 01.45 states,</b>	
“...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.

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

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.

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.

#### **I. APPROVAL OF ROUTINE MATTERS:**

#### **J. APPROVAL OF CONSENT ITEMS:**

- |  |                           |
|--|---------------------------|
| <b>1. Award of Bids/Proposals</b>                              | John White/Myron Thompson |
| <b>2. Post Approval Report Placeholder</b>                     | Rodney Jackson            |
| <b>3. Special and Other Leaves of Absence for May 21, 2018</b> | Jennifer Dyar             |
| <b>4. Shortened School Days - Special Education</b>            | Amanda Dennis             |

#### **K. APPROVAL OF ACTION ITEMS (PLANNING):**

- |   |                   |
|---|-------------------|
| <b>1. Approval of the Construction Documents and Approval to Advertise for the Title IX Improvements / Softball Fieldhouse (Phase 2) at Bryan Station High School BG 15-153</b>       | Myron Thompson    |
| <b>2. Approval of the Construction Documents and Approval to Advertise Replacement of the Athletic Field Artificial Turf and Running Track at Bryan Station High School BG 18-255</b> | Myron Thompson    |
| <b>3. Requests From Principals For Extended Trips</b>   | Chiefs of Schools |
| <b>4. Professional Leave by District Personnel</b>  | Jennifer Dyar     |
| <b>5. Revised Job Description - Gifted and Talented Resource Specialist</b>   | Jennifer Dyar     |
| <b>6. Certified Evaluation Plan</b>   | Jennifer Dyar     |
| <b>7. 2017-2018 Calendar Update</b>   | Steve Hill        |

#### **L. PLANNING DISCUSSION/INFORMATIONAL ITEMS:**

- |   |                               |
|---|-------------------------------|
| <b>1. 2019-2020 Calendar Proposal</b>                         | Steve Hill                    |
| <b>2. Attendance Zone Adjustments - New Elementary School</b> | Steve Hill and Myron Thompson |
| <b>3. Personnel Changes for May 21, 2018 Board Agenda</b>     | Jennifer Dyar                 |
| <b>4. School Activity Funds Report Placeholder</b>            | Rodney Jackson                |
| <b>5. Monthly Financial Reports Placeholder</b>               | Rodney Jackson                |
| <b>6. 2018-2019 Salary Schedule Agenda Item (Placeholder)</b> | Julane Mullins                |
| <b>7. 2018-2019 Tentative Budget (Placeholder)</b>            | Julane Mullins                |

<b>8. FY 2019 District Assurances</b>	Julane Mullins
<b>9. Budget Transfer Report</b>	Julane Mullins
<b>10. Position Control Document</b>	Julane Mullins

**M. ORAL COMMUNICATIONS:**

<b>1. Public</b>	
NOTICE: Our next item is where members of the public may address the Board on any topic of District-related concern that is NOT on the official agenda for this meeting (Policy # 1.45). 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.	
<b>2. Board Request Summary</b>	
A motion is in order to approve the following Board requests:	
<b>a.</b> _____	
<b>b.</b> _____	
<b>c.</b> _____	
<b>3. Other Business</b>	
<b>a. Board Discussion of Board Work</b>	
<b>b. Staff</b>	

<b>N. MOTION MAKING AGENDA PART OF THE OFFICIAL BOARD MINUTES:</b>	
A motion is in order to: "make the agenda dated May 7, 2018 on which action has been taken at this meeting, a part of the minutes as if copied in the minutes verbatim."	

<b>O. CLOSED SESSION:</b>	
<b>1. Reconvene in Open Session</b>	
The Board will reconvene to discuss and, if necessary, take any votes on real property, pending litigation and personnel matters discussed in closed session.	

<b>P. ADJOURNMENT:</b>	
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.	

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

**MEETING: Planning**

**DATE: 5/21/2018**

**TOPIC: Award of Bids/Proposals**

**PREPARED BY: Matt Moore, FCPS Purchasing**

**Recommended Action on: 5/21/2018  
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**

**AN EQUAL OPPORTUNITY SCHOOL DISTRICT**

Board of Education: Melissa Bacon, Chair • Raymond Daniels, Vice Chair • Douglas Barnett • Daryl Love • Stephanie Spires

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

## **AWARD OF BIDS/PROPOSALS**

### **PLACEHOLDER**

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 14-18 District Beverage Vending Contract	1. TMSDC 2. Commerce Lexington 3. Economic Engine	Purchasing	2
2. RFP 16-18 Occupational Therapy Services	1. TMSDC 2. Commerce Lexington 3. Economic Engine	Special Education	7
3. RFP 17-18 Orientation & Mobility Services	1. TMSDC 2. Commerce Lexington 3. Economic Engine	Special Education	5
4. RFP 18-18 Applied Behavioral Analysis Services	1. TMSDC 2. Commerce Lexington 3. Economic Engine	Special Education	4
5. RFP 19-18 Physical Therapy	1. TMSDC 2. Commerce Lexington 3. Economic Engine	Special Education	5
6. RFP 20-18 Sign Language Interpreting	1. TMSDC 2. Commerce Lexington 3. Economic Engine	Special Education	7
7. RFP 21-18 Music Therapy	1. TMSDC 2. Commerce Lexington 3. Economic Engine	Special Education	6

8. RFP 22-18 Speech Therapy	1. TSMSDC 2. Commerce Lexington 3. Economic Engine	Special Education	8
9. RFP 23-18 Nursing Services for Medically Fragile Students	1. TSMSDC 2. Commerce Lexington 3. Economic Engine	Special Education	6
10. Bid 27-18 Maintenance Parts – Catalog Discount	1. TSMSDC 2. Commerce Lexington 3. Economic Engine	Maintenance	16
11. RFP 28-18 Digital Multifunction Copiers	1. TSMSDC 2. Commerce Lexington 3. Economic Engine	Technology	5

CONTRACT EXTENSIONS	VENDOR	DEPARTMENT	YEAR OF EXTENSION
1. Bid 30-16 Hydroponic Lettuce	KY Hydrofarm LLC	Child Nutrition	2
2. Bid 55-16 Fresh Fruit & Vegetable Program	Papania Produce Employment Solutions dba Fresh Approach	Child Nutrition	2
3. Bid 16-17 HVAC Preventive Maintenance & Filter Change	Johnson Controls	Maintenance	1
4. Bid 25-17 Sprinkler Services	Landmark Sprinkler	Maintenance	1
5. Bid 26-17 Elevator Services	DC Elevator Company	Maintenance	1
6. Bid 30-17 Roof Consulting Services	DNK	Maintenance	1
7. Bid 45-17 Boilers Preventive Maintenance	Ivey Mechanical Company Inc	Maintenance	1

## **AWARD OF BIDS/PROPOSALS**

### **PLACEHOLDER**

#### **1. RFP 14-18 District Beverage Vending Contract**

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

The current contract expires June 30, 2018 and has been held by Pepsi Cola since 2003. Vending machines are a significant funding source for school activity funds and are used in all schools. Only teachers have access to vending machines in Elementary schools and students have access to machines in Middle and High Schools only during hours that food service is not available.

<b><u>Vendor</u></b>	<b><u>Score</u></b>
G & J Pepsi	918/1000 ###
Coca Cola Distribution	830/1000

**Contract Period: Beginning July 1, 2018 and ending June 30, 2019 with the option to extend**

#### **PROPOSAL:**

<b><u>Item</u></b>	<b><u>Amount</u></b>	<b><u>Funding Source</u></b>	<b><u>Recurring / Nonrecurring</u></b>	<b><u>Measurable Expected Impact and Timeline</u></b>
Beverage Vending	Commission on Sales	Student activity funds and general fund for support buildings	Recurring	Requested service by staff and students above elementary (after food service scheduled times)

**STAFF CONTACTS:** Dan Sawyers, Logistical Services and Purchasing

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

**RECOMMENDATION:** A motion is in order to:  
“accept the proposal from G & J Pepsi Cola”.



## **PLACEHOLDER**

### **2. RFP 16-18 Occupational Therapy Services**

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

The Special Education Department provides Occupational Therapy to students per the student's service plans. Due to the amount being spent on a yearly basis and to follow Model Procurement regulations a request for proposals was solicited to find providers of the service.

Vendor: The following vendors received specifications and have submitted proposals on the indicated contract:

**Contract Period: July 1, 2018 – June 30, 2019 with the option to extend**

#### **PROPOSAL:**

<b>Item</b>	<b>Amount</b>	<b>Funding Source</b>	<b>Recurring/ Nonrecurring</b>	<b>Measurable Expected Impact and Timeline</b>
Occupational Therapy Services	Estimated to be \$90,000	MED	Recurring	To provide Occupational Therapy for the 2018/2019 school year

**Funding key:** Special Education Accounts

**STAFF CONTACT:** Amanda Dennis, Special Education

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

**RECOMMENDATION:** A motion is in order to:  
"Accept the proposal from \_\_\_\_\_".

## **PLACEHOLDER**

### **3. RFP 17-18 Orientation & Mobility Services**

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

The Special Education Department provides Orientation and Mobility Services to students with visual impairments and on a case by case basis based on the student's IEP. Due to the amount being spent on a yearly basis and to follow Model Procurement regulations a request for proposals was solicited to find providers of the service.

Vendor: The following vendors received specifications and have submitted proposals on the indicated contract:

**Contract Period: July 1, 2018 – June 30, 2019 with the option to extend**

#### **PROPOSAL:**

<b>Item</b>	<b>Amount</b>	<b>Funding Source</b>	<b>Recurring/ Nonrecurring</b>	<b>Measurable Expected Impact and Timeline</b>
Orientation & Mobility Services	Estimated to be \$140,000	MED	Recurring	To provide Orientation & Mobility Services for the 2018/2019 school year

**Funding key:** Special Education Accounts

**STAFF CONTACT:** Amanda Dennis, Special Education

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

**RECOMMENDATION:** A motion is in order to:  
"Accept the proposal from \_\_\_\_\_".

## **PLACEHOLDER**

### **4. RFP 18-18 Applied Behavioral Analysis Services**

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

The Special Education Department provides psychological assessments to identified students based on the student's IEP. Due to the amount being spent on a yearly basis and to follow Model Procurement regulations a request for proposals was solicited to find providers of the service.

Vendor: The following vendors received specifications and have submitted proposals on the indicated contract:

**Contract Period: July 1, 2018 – June 30, 2019 with the option to extend**

#### **PROPOSAL:**

<b>Item</b>	<b>Amount</b>	<b>Funding Source</b>	<b>Recurring/ Nonrecurring</b>	<b>Measurable Expected Impact and Timeline</b>
Applied Behavioral Analysis Services	Estimated to be \$12,000	IDEA	Recurring	To provide Applied Behavioral Analysis Services for the 2018/2019 school year

**Funding key:** Special Education Accounts

**STAFF CONTACT:** Amanda Dennis, Special Education

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

**RECOMMENDATION:** A motion is in order to:  
"Accept the proposal from \_\_\_\_\_".

## **PLACEHOLDER**

### **5. RFP 19-18 Physical Therapy Services**

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

The Special Education Department provides Physical Therapy Services to students per the student's service plans. Due to the amount being spent on a yearly basis and to follow Model Procurement regulations a request for proposals was solicited to find providers of the service.

Vendor: The following vendors received specifications and have submitted proposals on the indicated contract:

**Contract Period: July 1, 2018 – June 30, 2019 with the option to extend**

#### **PROPOSAL:**

<b>Item</b>	<b>Amount</b>	<b>Funding Source</b>	<b>Recurring/ Nonrecurring</b>	<b>Measurable Expected Impact and Timeline</b>
Physical Therapy Services	Estimated to be \$90,000	MED	Recurring	To provide Physical Therapy for the 2018/2019 school year

**Funding key:** Special Education Accounts

**STAFF CONTACT:** Amanda Dennis, Special Education

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

**RECOMMENDATION:** A motion is in order to:  
"Accept the proposal from \_\_\_\_\_".

## **PLACEHOLDER**

### **6. RFP 20-18 Sign Language Interpreting**

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

The Special Education Department provides sign language interpreting services when substitutes or services are needed. Due to the amount being spent on a yearly basis and to follow Model Procurement regulations a request for proposals was solicited to find providers of the service.

Vendor: The following vendors received specifications and have submitted proposals on the indicated contract:

**Contract Period: July 1, 2018 – June 30, 2019 with the option to extend**

#### **PROPOSAL:**

<b>Item</b>	<b>Amount</b>	<b>Funding Source</b>	<b>Recurring/ Nonrecurring</b>	<b>Measurable Expected Impact and Timeline</b>
Sign Language Interpreting	Estimated to be \$120,000	IDEA	Recurring	To provide Sign Language Interpreting for the 2018/2019 school year

**Funding key:** Special Education Accounts

**STAFF CONTACT:** Amanda Dennis, Special Education

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

**RECOMMENDATION:** A motion is in order to:  
"Accept the proposal from \_\_\_\_\_".

## **PLACEHOLDER**

### **7. RFP 21-18 Music Therapy**

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

The Special Education Department provides Music Therapy Services to students per the student's service plans. Due to the amount being spent on a yearly basis and to follow Model Procurement regulations a request for proposals was solicited to find providers of the service.

Vendor: The following vendors received specifications and have submitted proposals on the indicated contract:

**Contract Period: July 1, 2018 – June 30, 2019 with the option to extend**

#### **PROPOSAL:**

<b>Item</b>	<b>Amount</b>	<b>Funding Source</b>	<b>Recurring/ Nonrecurring</b>	<b>Measurable Expected Impact and Timeline</b>
Music Therapy Services	Estimated to be \$260,000	IDEA	Recurring	To provide Music Therapy for the 2018/2019 school year

**Funding key:** Special Education Accounts

**STAFF CONTACT:** Amanda Dennis, Special Education

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

**RECOMMENDATION:** A motion is in order to:  
"Accept the proposal from \_\_\_\_\_".

## **PLACEHOLDER**

### **8. RFP 22-18 Speech Therapy**

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

The Special Education Department provides Speech Therapy Services to students per the student's service plans. Due to the amount being spent on a yearly basis and to follow Model Procurement regulations a request for proposals was solicited to find providers of the service.

Vendor: The following vendors received specifications and have submitted proposals on the indicated contract:

**Contract Period: July 1, 2018 – June 30, 2019 with the option to extend**

#### **PROPOSAL:**

<b>Item</b>	<b>Amount</b>	<b>Funding Source</b>	<b>Recurring/ Nonrecurring</b>	<b>Measurable Expected Impact and Timeline</b>
Speech Therapy Services	Estimated to be \$95,000	IDEA	Recurring	To provide Speech Therapy for the 2018/2019 school year

**Funding key:** Special Education Accounts

**STAFF CONTACT:** Amanda Dennis, Special Education

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

**RECOMMENDATION:** A motion is in order to:  
"Accept the proposal from \_\_\_\_\_".

## **PLACEHOLDER**

### **9. RFP 23-18 Nursing Services for Medically Fragile Students**

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

The Special Education Department provides Nursing Services to medically fragile students per the student's IEP. Due to the amount being spent on a yearly basis and to follow Model Procurement regulations a request for proposals was solicited to find providers of the service.

Vendor: The following vendors received specifications and have submitted proposals on the indicated contract:

**Contract Period: July 1, 2018 – June 30, 2019 with the option to extend**

#### **PROPOSAL:**

<b>Item</b>	<b>Amount</b>	<b>Funding Source</b>	<b>Recurring/ Nonrecurring</b>	<b>Measurable Expected Impact and Timeline</b>
Nursing Services	Estimated to be \$165,000	MED	Recurring	To provide nursing services for the 2018/2019 school year

**Funding key:** Special Education Accounts

**STAFF CONTACT:** Amanda Dennis, Special Education

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

**RECOMMENDATION:** A motion is in order to:  
"Accept the proposal from \_\_\_\_\_".



## **PLACEHOLDER**

### **10. Bid 27-18 Building Maintenance Parts – Catalog Contract**

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

Contract is used to purchase supplies and materials for FCPS. The District has five (5) million square feet of floor space. The contract is for in-house maintenance and repairs.

Vendor: The following bidders received specifications and have bid on the indicated contract:

Key to Markings  
### Recommended Bid Award

**Contract Period: Beginning June 1, 2018 and ending May 31, 2019 with option to extend**

#### **PROPOSAL:**

<b>Item</b>	<b>Amount</b>	<b>Funding Source</b>	<b>Recurring/ Nonrecurring</b>	<b>Measurable Expected Impact and Timeline</b>
Building Maintenance Parts – Catalog Contract	Last year's expenditure was approximately \$500,000.00	920 1 134 0694	Recurring	Will permit the District to continue operation without unacceptable disruption to the services required to support the educational process

**Funding Key:** 920 – Maintenance, 1 – General Fund, 134 – Maintenance Shop Operations, 0694 – Electric

**STAFF CONTACT:** Doug Botkin, Maintenance

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

**RECOMMENDATION:** A motion is in order to:  
“accept bids from \_\_\_\_\_.”

## **PLACEHOLDER**

### **11. RFP 28-18 Digital Multifunction Copiers**

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

This RFP ensures that FCPS and administrative offices have means necessary to complete the daily task of reproducing documents, agendas, lesson plans, class curricula, booklets, notices and additional information required to successfully operate the school District.

Vendor: The following bidders received specifications and have bid on the indicated contract:

Key to Markings  
### Recommended Bid Award

**Contract Term: Beginning July 1, 2018 and ending 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>
Copiers	FY 2012 to date expenditure is approximately \$799,380.00	XXX 1 077 0443	Recurring	2015-2018 School Years

**Funding Key:** XXX – Individual School Accounts, 1 – General Fund, 077 – Principals, 0443

–

Copier Rental

**STAFF CONTACT:** Bob Moore, Director of Technology

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

**RECOMMENDATION:** A motion is in order to:  
“Accept the proposal from \_\_\_\_\_”.

**PLACEHOLDER****APPROVAL FOR CONTRACT EXTENSIONS****1. Bid 30-16 Hydroponic Lettuce****BACKGROUND AND RATIONALE:**

This bid is used by Food Service for purchasing Hydroponic Lettuce for the high school cafeterias. It has the option to renew the contract on an annual basis for up to five years. KY Hydro Farm has requested to renew the contract at the same prices, terms and conditions for an additional year. This is the second renewal.

Vendor: KY Hydro Farms (WBE)

**Contract Period: August 1, 2018 through July 30, 2019**

**PROPOSAL:**

<b>Item</b>	<b>Amount</b>	<b>Funding Source</b>	<b>Recurring/ Nonrecurring</b>	<b>Measurable Expected Impact and Timeline</b>
Hydroponic Lettuce	Last year's expenditure was approximately \$90,000.00	Food Service Accounts	Recurring	Will provide hydroponic lettuce to high school cafeterias for 2018-2019 school year

**Funding key:** Food Service Accounts

**STAFF CONTACT:** Janus Mankovich, Food Services

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

**RECOMMENDATION:** A motion is in order to:  
"Extend the contract for an additional year with KY Hydro Farm".

## **PLACEHOLDER**

### **2. Bid 55-16 Fresh Fruit and Vegetable Program**

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

This bid is for Food Services for supplying fresh fruit and vegetables to school cafeterias. The bid has an option to renew the contract for an additional year up to five years. Papania Produce and Fresh Approach have both requested to renew the contract for an additional year. This is the second renewal.

Vendor: Papania Produce  
Fresh Approach

**Contract Period: August 1, 2018 through July 30, 2019**

#### **PROPOSAL:**

<b>Item</b>	<b>Amount</b>	<b>Funding Source</b>	<b>Recurring/ Nonrecurring</b>	<b>Measurable Expected Impact and Timeline</b>
Fresh Fruit & Vegetables	Last year's expenditure was approximately \$1,000,000.00	Food Service Accounts	Recurring	Will provide fresh fruit & vegetables to schools for 2018-2019 school year

**Funding key:** Food Service Accounts

**STAFF CONTACT:** Janus Mankovich, Food Services

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

**RECOMMENDATION:** A motion is in order to:  
"Extend the contract for an additional year with Papania Produce and Fresh Approach."

## **PLACEHOLDER**

### **3. Bid 15-17 HVAC Preventive Maintenance/Filter Change**

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

The District currently maintains over five (5) million square feet with a total replacement value of over \$560 million. Proper HVAC preventive maintenance results in greater comfort for occupants and thereby contributes to student achievement. . The bid has an option to renew the contract for an additional year up to five years. Johnson Controls has requested to renew the contract for an additional year with a few adjustments for adding new locations to the contract. This would be the first renewal.

Vendor: Johnson Controls Inc

**Contract Period: Beginning July 1, 2018 and ending June 30, 2019.**

<b>Item</b>	<b>Amount</b>	<b>Funding Source</b>	<b>Recurring/ Nonrecurring</b>	<b>Measurable Expected Impact and Timeline</b>
HVAC Preventive Maintenance/ Filter Change	Last year's expenditure was approximately \$299,000.00	920 1 134 0431	Recurring	Annual contract with option to extend. Immediate impact with lower equipment failure rates and improved comfort.

**Funding Key:** 920—Maintenance, 1—General Fund, 134 – Maintenance Shop Operations, 0431 – HVAC Electrical Repair

**STAFF CONTACT:** Doug Botkin, Maintenance

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

**RECOMMENDATION:** A motion is in order to:  
“Extend the contract for an additional year with Johnson Controls Inc”.

## **PLACEHOLDER**

### **4. Bid 25-17 Sprinkler Inspections**

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

The Division of Maintenance is responsible for sprinkler inspections in the district. This bid is to establish a contract for these services. The bid has an option to renew the contract for an additional year up to five years. Landmark Sprinkler has requested to renew the contract for an additional year. This would be the first renewal.

Vendor: Landmark Sprinkler

**Contract Term: Beginning June 1, 2018 and ending May 31, 2019**

#### **PROPOSAL:**

<b>Item</b>	<b>Amount</b>	<b>Funding Source</b>	<b>Recurring/ Nonrecurring</b>	<b>Measurable Expected Impact and Timeline</b>
Sprinkler Inspections	Year to date expenditure is \$100,000.00	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:** Wayne Brumfield, Electronics Foreman, Maintenance

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

**RECOMMENDATION:** A motion is in order to:  
“Extend the contract for an additional year with Landmark Sprinkler Inc”.

## **PLACEHOLDER**

### **5. Bid 26-17 Elevator Services**

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

This bid is for establishing a contract to service all of the elevators in the district. The bid has an option to renew the contract for an additional year up to five years. DC Elevator has requested to renew the contract for an additional year. This would be the first renewal.

Vendor: DC Elevator Company Inc

**Contract Period: July 1, 2018 through June 30, 2019**

#### **PROPOSAL:**

<b>Item</b>	<b>Amount</b>	<b>Funding Source</b>	<b>Recurring/ Nonrecurring</b>	<b>Measurable Expected Impact and Timeline</b>
Elevator Services	Year to date expenditure is \$38,000.00	920 1 0432	Nonrecurring	Will provide elevator maintenance and services for the district

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

**STAFF CONTACT:** Wayne Brumfield, Maintenance

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

**RECOMMENDATION:** A motion is in order to:  
“Extend the contract for an additional year with DC Elevator Company Inc”.

## **PLACEHOLDER**

### **6. RFP 30-17 Roof Consulting Services**

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

This RFP is to find a vendor to evaluate all roofs in the district to help Maintenance determine the needs of roof repairs and replacement. The RFP has an option to renew the contract for an additional year up to five years. DNK Architects Inc has requested to renew the contract for an additional year. This would be the first renewal.

Vendor: DNK Architects Inc (MBE)

**Contract Period: Beginning July 1, 2018 and ending June 30, 2019**

<b>Item</b>	<b>Amount</b>	<b>Funding Source</b>	<b>Recurring/ Nonrecurring</b>	<b>Measurable Expected Impact and Timeline</b>
Roof Consulting Services	Year to date expenditure is \$193,000.00	920 1 0432	Recurring	Annual contract with option to extend. Immediate impact with better service and knowledge on district roofs.

**Funding Key:** 920—Maintenance, 1—General Fund, 0432 – Building Repair/Maintenance

**STAFF CONTACT:** Doug Botkin, Maintenance

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

**RECOMMENDATION:** A motion is in order to:  
“Extend the contract for an additional year with DNK Architects Inc.”



## **PLACEHOLDER**

### **7. 45-17 Boilers Preventive Maintenance**

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

FCPS has several domestic boilers and heating boilers. This contract allows for the continued safe operation of boilers and provides for required inspections. The bid has an option to renew the contract for an additional year up to five years. Ivey Mechanical Company has requested to renew the contract for an additional year. This would be the first renewal.

Vendor: Ivey Mechanical Company

**Contract Period: Beginning July 1, 2018 and ending June 30, 2019**

#### **PROPOSAL:**

<b>Item</b>	<b>Amount</b>	<b>Funding Source</b>	<b>Recurring/ Nonrecurring</b>	<b>Measurable Expected Impact and Timeline</b>
Boilers Preventive Maintenance	Last year's expenditure was approximately \$24,700.00	920 1 134 0340C2	Recurring	Immediate impact due to safe and efficient operation of boilers

**Funding key:** 920 – Maintenance, 1 – General Fund,  
134 – Maintenance Shop Operations,  
0340C2 – Boiler Inspection Services

**STAFF CONTACT:** Doug Botkin, Maintenance

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

**RECOMMENDATION:** A motion is in order to:  
“Accept the low bid from Ivey Mechanical Company.”

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

**MEETING: Planning**

**DATE: 05/07/2018**

**TOPIC: Post Approval Agenda Placeholder**

**PREPARED BY: Rodney Jackson**

**Recommended Action on: 05/21/2018      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: NA**

**Attachments(s): One attachment**

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

**MEETING: Regular**

**DATE: 05/21/2018**

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

**PREPARED BY: Jennifer Dyar**

**Recommended Action on: 05/21/2018**

**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 May 21, 2018 Board Agenda**

LOA – Cert: 3; Class: 4

Return from LOA – Cert: 1; Class: 2

Resignation from LOA – Class: 1

Request for Days Without Pay: 1

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## **SPECIAL AND OTHER LEAVE OF ABSENCE**

### **1. CERTIFIED/SALARIED CLASSIFIED PERSONNEL**

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

Name	Location	Assignment	Effective Date
MULLINS	DIANA TATES CREEK HIGH	HS SCIENCE INSTRUCTOR	2/28/2018
TUTTLE	ERIN HARRISON ELEMENTARY	ELEM GENERAL/VOCAL MUSIC INSTR	3/9/2018
WILMHOF	AMANDA MORTON MIDDLE	MID ART INSTRUCTOR	3/29/2018

- b. Return from Leave of Absence of Certified/Salaried Classified Personnel - This is to report the return from leave of absence of the following certified/salaried classified personnel:

Name	Location	Assignment	Effective Date
CREEKMORE JENNIFER	LANSDOWNE ELEMENTARY	ELEM INTERVENTION INSTRUCTOR	3/8/2018

### **2. HOURLY CLASSIFIED PERSONNEL**

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

Name	Location	Assignment	Effective Date
ADAMS SANDRA	GARDEN SPRINGS ELEM FOOD SERV	FOOD SERVICE ASSISTANT I	3/15/2018
REDMON-SCUTCHFIELD	MEGAN CLAYS MILL ELEMENTARY	SP ED PARA - LEARNING/BEHAVIOR	3/26/2018
RICE	MARILYN BUS GARAGE	BUS MONITOR	3/9/2018
WHITTINGHAM MARY	FREDERICK DOUGLASS FOOD SERV	FOOD SERVICE ASSISTANT II	3/16/2018

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

Name	Location	Assignment	Effective Date
ROBEL	DEVIN JESSIE M CLARK MIDDLE	SP ED PARA - LEARNING/BEHAVIOR	4/9/2018
RICE	MARILYN BUS GARAGE	BUS MONITOR	3/26/2018

c. 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
WILLIAMS MARILYN	SQUIRES ELEMENTARY	FOOD SERVICE ASSISTANT I	3/12/2018

**3. REQUEST FOR DAYS WITHOUT PAY**

Name	Location	Assignment	Effective Dates
Meeks Aisha	Booker T Washington	Food Service Manager I	5/7/18- 5/11/18

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

**MEETING:** Regular

**DATE:** 5/21/2018

**TOPIC:** Request for Shortened School Day – Special Education

**PREPARED BY:** Amanda Dennis, Director of Special Education

**Recommended Action on:** 5/21/2018

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

**Superintendent Prior Approval:** Yes

**Recommendation/Motion:** “approve the request for a shortened school day for 2 students listed on records maintained by the Director of Special Education.”

**Background/Rationale:** A shortened school day and/or week is being requested for 2 students with disabilities. This request represents the recommendation of an Admission and Release Committee (ARC) for the student(s) based on data from the current Individual Education Program and a physician’s recommendation. A plan has been developed to address student’s return to a full school day. The ARC will continue to address this possibility with input from the physician.

**Policy:** Procedures for Exceptional Children, Chapter 8, Placement Decisions, Section 1; 707 KAR 1:350, KRS 158.060 (3)

**Fiscal Impact:** Click here to enter text.

**Attachments(s):** Click here to enter text.

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FAYETTE COUNTY PUBLIC SCHOOLS

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

**MEETING:** Planning

**DATE:** May 7, 2018

**TOPIC:** Approval of the Construction Documents and Approval to Advertise for the Title IX Improvements / Softball Fieldhouse (Phase 2) at Bryan Station High School BG 15-153

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

**Recommended Action on:** 5/7/2018  
Action Item for Vote (PLANNING MEETING)

**Superintendent Prior Approval:** Yes

**Recommendation/Motion:** Approve the Construction Documents, including the BG-3 Statement of Probable Cost, for the construction of a new Softball Fieldhouse (Phase 2) at Bryan Station High School, subject to the approval of the Kentucky Department of Education, District Facilities Branch, per the provisions of 702 KAR 4:160.

**Background/Rationale:** On November 17, 2014, the press box and concession stand structure at the Bryan Station High School softball field were heavily damaged by a fire. An emergency declaration related to the replacement was issued in time to avoid conflicts for the softball team before the spring 2015 season began. The replacement of the press box and concession stand was completed as Phase 1 of a two phase project. Phase 2 provides an opportunity to satisfy existing Title IX deficiencies as identified by KHSAA, with a new Softball Fieldhouse to include dressing area/lockers, showers/toilets, batting cage, coaches' office and equipment storage. The building was originally estimated at 1800 SF, but the design to suit the actual functions yields a building of 2,780 SF. It is intended that this building design become a model for all FCPS softball fields.

The revised BG-1 Project Application (6/26/17) for the Phase 2 construction, identifying the extent and cost of the work, was approved by the Board at its June 26, 2017 meeting. No changes are being made to the revised BG-1. At this time, the Board is required by 702 KAR 4:160 to indicate acceptance of the Construction Documents, including the BG-3 Statement of Probable Cost prepared by the design consultants, Pearson & Peters Architects. Advertisement of the project with bids to follow will be scheduled for later in May 2018, as soon as all approvals are received. Construction is planned to begin around July 1, 2018 and to take at least six months. **The Board's approval of the Construction Documents and advertisement is requested at this time in order to obtain KDE approval and to maintain this schedule.**

**Policy:** 702 KAR 4:160

**Fiscal Impact:** None

**Attachments(s):** None

On motion by \_\_\_\_\_, seconded by \_\_\_\_\_, the Board approved the Construction Documents, including the BG-3 Statement of Probable Cost, for the construction of a new Softball Fieldhouse (Phase 2) at Bryan Station High School, subject to the approval of the Kentucky Department of Education, District Facilities Branch, per the provisions of 702 KAR 4:160.

\_\_\_\_\_  
Melissa Bacon, Board Chair

\_\_\_\_\_  
Emmanuel Caulk, Superintendent

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Superintendent Emmanuel Caulk



FAYETTE COUNTY PUBLIC SCHOOLS

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

**MEETING:** Planning

**DATE:** May 7, 2018

**TOPIC:** Approval of the Construction Documents and Approval to Advertise Replacement of the Athletic Field Artificial Turf and Running Track at Bryan Station High School  
BG 18-255

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

**Recommended Action on:** 5/7/2018  
Action Item for Vote (PLANNING MEETING)

**Superintendent Prior Approval:** Yes

**Recommendation/Motion:** Approve the Construction Documents, including the BG-3 Statement of Probable Cost, for the replacement of the Athletic Field Artificial Turf and Running Track at Bryan Station High School, subject to the approval of the Kentucky Department of Education, District Facilities Branch, per the provisions of 702 KAR 4:160.

**Background/Rationale:** The stadium was reconstructed in 2007 as part of the BSHS building replacement project. Due to normal life-cycle and wear-and-tear, the artificial turf field and track are now ready for replacement. The initial BG-1 Project Application for the construction, identifying the extent and cost of the work, was approved by the Board at its January 22, 2018 meeting. That action also approved Pearson & Peters Architects to provide design services. No changes are being made to the initial BG-1. The athletic directors and coaches have been consulted, and it has been determined that the project should move forward as quickly as possible so as to produce the least disturbance with sports activities at the school, and to be complete at the earliest possible date. The project design work is complete. With an immediate advertisement and bid receipt, the work would begin in mid-June and would complete no later than September. This is acceptable with BSHS and alternate arrangements have been made to produce the least conflict for athletic practice and events.

At this time, the Board is required by 702 KAR 4:160 to indicate acceptance of the Construction Documents, including the BG-3 Statement of Probable Cost prepared by the design consultants. **The Board's approval of the Construction Documents and advertisement is requested at this time in order to obtain KDE approval and to maintain this schedule.**

**Policy:** 702 KAR 4:160

**Fiscal Impact:** None

**Attachments(s):** None

On motion by \_\_\_\_\_, seconded by \_\_\_\_\_, the Board approved the Construction Documents, including the BG-3 Statement of Probable Cost for the replacement of the Athletic Field Artificial Turf and Running Track at Bryan Station High School, subject to the approval of the Kentucky Department of Education, District Facilities Branch, per the provisions of 702 KAR 4:160.

\_\_\_\_\_  
Melissa Bacon, Board Chair

\_\_\_\_\_  
Emmanuel Caulk, Superintendent

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

**MEETING: Planning**

**DATE: 5/7/2018**

**TOPIC: Requests From Principals For Extended Trips**

**PREPARED BY: Chiefs of Schools**

**Recommended Action on: 5/7/2018**

**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): May 7, 2018 Agenda Action Items**

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## **REQUESTS FROM PRINCIPALS FOR EXTENDED TRIPS**

	<b><u>School/Organization</u></b>	<b><u>Destination/Purpose</u></b>	<b><u>Inclusive Dates</u></b>
*	Lafayette High	Gilbertsville, KY	May 10-12
B	Bass Fishing Team Sponsor's name: David Page. Additional chaperones 9. Students 12.	Kentucky Dam Marina State Championship	(1 school day)
**	Paul L Dunbar High	Pittsburg, PA	May 13-18
B	ISEF Group Sponsor's name: Jeremy Dalton. Additional chaperones 2. Students 2.	Westin Convention Center International Science Fair	(4 school days)
***	Locust Trace AgriScience	Jabez, KY	May 16-17
/	FFA Group Sponsor's name: Lewis Mink. Additional chaperones 1. Students 10.	4-H Leadership Training Center Envirothon State Competition	(2 school days)
*	Paul L Dunbar High	Washington, DC	May 25-28
B, /	Speech & Debate Team Sponsor's name: Neomia Flores. Additional chaperones 1. Students 1.	Marriott Marquis National Catholic Forensic League National Tournament.	(2 school days)
***	Henry Clay High	Richmond, KY	May 26-30
/	JROTC Sponsor's name: LTC Robert Mason. Additional chaperones 15. Students 23.	Bluegrass Army Depot Bluegrass JCLS	(2 school days)
*****	Lafayette High	Orlando, FL	June 20-25
A, /	Educator Rising Sponsor's name: Rhonda Mullins. Additional chaperones 1. Students 10.	Hilton Orlando Educator Rising Conference	(0 school days)

*****	Bryan Station High	Orlando, FL	June 20-25
A,/	Educator Rising	Hilton Orlando	(0 school days)
	Sponsor's name: Shellie	Educator Rising Conference	
	Fuqua. Additional		
	chaperones 0. Students 6.		

- \* 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."

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

**MEETING: Planning**

**DATE: 5/7/2018**

**TOPIC: Professional Leave By District Personnel**

**PREPARED BY: Jennifer Dyar**

**Recommended Action on: 5/7/2018**

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

**Superintendent Prior Approval: Yes**

**Recommendation/Motion: A motion is in order to : “Approval of the professional leave as indicated.”**

**Background/Rationale: Board policy and Kentucky law requires board approval.**

**Policy: 03.1911\03.2911**

**Fiscal Impact: \$93,231.90**

**Attachments(s): N/A**

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## **PROFESSIONAL LEAVE BY DISTRICT PERSONNEL**

### **1. PROFESSIONAL LEAVE REQUEST RECOMMENDED:**

<b><u>Professional Meeting Location &amp; Dates</u></b>	<b><u>Staff Member</u></b>	<b><u>School</u></b>	<b><u>Substitute</u></b>	<b><u>Reimbursement Funding Source</u></b>	<b><u>Total Cost</u></b>
*Midwest Band & Orchestra Conference Chicago, IL December 19-23, 2017 Work Days – 1	John Bowmer	Beaumont Middle	NO	School-funds	\$ 657.44
*HRC Time to Thrive Conference Orlando, FL February 15-20, 2018 Work Days – 2	Julia Bennington	Lafayette High	NO	FRYSC	\$1,293.00
*National Reading Recovery Columbus, OH February 17-20, 2018 Work Days – 2	Michelle Ligon	Liberty Elem	NO	Title II	\$1,360.00
*KUNA Conference Louisville, KY March 11-13, 2018 Work Days – 2	Autumn Ward	STEAM	School-PD	School-PD	\$ 412.00
*SSWAA National Conference Columbus, OH March 11-17, 2018 Work Days – 3	Jennifer Brown	Winburn Middle	NO	ESSC	\$1,301.00
*SCOLT Conference Atlanta, GA March 16-17, 2018 Work Days – 1	Ashley Gomez	Henry Clay High	KDE	KDE	\$ 726.00

May 7, 2018

*FCCLA Louisville, KY March 26-28, 2018 Work Days – 3	Martha Insko	Bryan Station High	Perkins	Perkins	\$ 626.00
*Education Week Leaders to Learn From Conference Washington, DC April 11-13, 2018 Work Days – 3	Darryl Thompson	IAKSS	NO	Equity	\$2,300.00
*American Youth Horse Council Oklahoma City, OK April 11-15, 2018 Work Days – 2	Laurie Mays	Locust Trace	LOVC	LOVC	\$ 960.00
KY High School Athletic Conference Louisville, KY April 25-27. 2018 Work Days- 3	Gary McPeek	Frederick Douglass High	School-funds	School- funds	\$ 490.00
STLP Google Visit Mountain View, CA May 2-6, 2018 Work Days – 3	Robert Moore Amy Johns	IAKSS IAKSS	NO NO	Technology Technology	\$3,363.00 \$2,363.00
NSAESC Conference Baltimore MD May 8-11, 2018 Work Days – 4	Sadie Pena	IAKSS	NO	Title II	\$1,388.00
Coalition of Schools Educating Boys of Color Boston, MA May 29-31, 2018 Work Days – 3	Christian Adair Tricia Crowe Donte Tichenor	IAKSS Northern Elem The Learning Center	NO Equity Equity	Equity Equity Equity	\$1,700.00 \$1,700.00 \$1,700.00

<p>Aspiring Leaders Conference San Antonio, TX June 7-8, 2018 Work Days – 2</p> <p>Solution Tree Professional Learning Communities at Work Institute St. Charles, MO June 11-14, 2018 Work Days – 0</p> <p>KY Educators China Conference China June 11-24, 2018 Work Days – 0</p> <p>Data Wise Leadership Institute Boston, MA June 17-22, 2018 Work Days – 5</p> <p>Work Days- 0</p> <p>School Connect Institute Orlando, FL June 20-24, 2018 Work Days – 0</p> <p>Educators Rising National Conference Orlando, FL</p>	<p>John Moore Clay Southerland Andrew Jarvis Roszalynd Akins</p>	<p>Coventry Oak Elem Morton Middle Southern Middle Carter G Woodson</p>	<p>NO Equity Equity Equity NO</p>	<p>Equity Equity Equity Equity</p>	<p>\$1,700.00 \$1,700.00 \$1,700.00 \$1,700.00</p>
	Erik Hagen	MLK	NO	School-PD	\$1,035.00
	Laura McMahan	Breckinridge Elem	NO	Title I	\$1,380.00
	Karen Stewart	Millcreek Elem	NO	Title II	\$4,465.00
	Robin Steiner	Dixie Elem	NO	Title II	\$7,014.00
	Amy Pavona	Dixie Elem	NO	Title II	\$7,014.00
	Jennifer Burton	Henry Clay High	NO	School-PD	\$1,573.52
	Natalie Mullins	Tates Creek High	NO	Title II	\$2,519.00

June 21-25, 2018 Work Days – 0 FLIBS IB Training Category 2 IB Psychology St. Petersburg, FL June 22-25, 2018 Work Days – 2	John Hatfield	Tates Creek High	NO	School-PD	\$2,213.00
ISTE 2018 Conference Chicago, IL June 23-28, 2018 Work Days – 0	Crystal Kennedy	James L Allen	NO	School	\$2,443.00
LLI Primary Grades K-2 Institutes Schaumburg, IL June 24-26, 2018 Work Days – 0	Rachel Smith Cassandra Jones Becky Ward	Millcreek Elem Millcreek Elem Millcreek Elem	NO NO NO	Title I Title I Title I	\$1,135.00 \$1,345.40 \$1,045.00
William & Mary Professional summer Institute Williamsburg, VA June 24-27, 2018 Work Days – 0	Charla Ridgeway Beth Lee	Leestown Middle Leestown Middle	NO NO	Title II Title II	\$2,450.00 \$2,450.00
Project Based Learning Institute Indianapolis, IN June 25-28, 2018 Work Days – 0	Cynthia Shelby Nekesha Cozart Cherry Storm DeMarcus Hopson	Carter G Woodson Carter G Woodson Carter G Woodson Carter G Woodson	NO NO NO NO	Title II Title II Title II Title II	\$1,144.24 \$1,144.24 \$1,144.24 \$1,144.24
Work Days – 4	Jaynae Boateng	Carter G Woodson	NO	Title II	\$1,144.24
AP Summer Institute Bowling Green, KY June 25-29, 2018 Work Days – 0	Nicholas Broady Kevin Melloan	Paul L Dunbar High Bryan Station High	NO NO	School-PD School funds	\$1,000.00 \$1,090.00



Special Education Law Symposium And Section 504 Coordinators Institute Bethlehem, PA June 27-29, 2018 Work Days – 3	Amanda Dennis	IAKSS	NO	Special ED	\$1,404.00
FCCLA National Conference Atlanta, GA June 27, 2018- July 2, 2018 Work Days – 0	Jennifer Burton	Henry Clay High	NO	KDE/State	\$1,995.95
2018 National SIOP Conference Seattle, WA July 9-12, 2018 Work Days – 4 Work Days – 0	Stephanie Urbanek	Meadowthorpe Elem	NO	Title II	\$2,575.00
	Lura Dauer	Meadowthorpe Elem	NO	Title II	\$2,575.00
	Tonya Harman	Breckinridge Elem	NO	Title I	\$2,575.00
	Jenny Jacobs	Meadowthorpe Elem	NO	Title II	\$2,575.00
	Francis Justice	Meadowthorpe Elem	NO	Title II	\$2,575.00
	Becky Moberly	Meadowthorpe Elem	NO	Title II	\$2,575.00
Advanced Placement Summer Institute Indianapolis, IN July 9-12, 2018 Work Days – 0	Ryan Popplewell	Bryan Station High	NO	School-PD	\$1,090.00
American School Counselor Association Annual Conference Los Angeles, CA July 11-18, 2018 Work Days – 7 July 13-18, 2018 Work Days – 0	Antonio Melton	Frederick Douglass High	NO	School-funds	\$2,104.00
	Jason Gilliam	Leestown Middle	NO	Project Aware	\$2,704.00
	Andraya White	Bryan Station High	NO	Project Aware	\$2,504.00
	Leigh Ann Mattingly	LTMS	NO	Project Aware	\$2,704.00
	Arion Jett-Seals	James L Allen Elem	NO	Project Aware	\$2,704.00

	Temacula Allen	Tates Creek High	NO	Project Aware	\$2,704.00
Ron Clark Academy	Karen Lymon	B T Washington Elem	NO	Title II	\$2,060.00
Atlanta, GA	Kimberly Richardson	B T Washington Elem	NO	Title II	\$1,385.00
July 18-20, 2018	Esther Weddington	B T Washington Elem	NO	Title II	\$2,060.00
Work Days – 0	Cecilia Castro	B T Washington Elem	NO	Title II	\$1,385.00
September 26-28, 2018	Kristy Marsh	B T Washington Elem	NO	Title II	\$1,385.00
Work Days – 3	Minna Jenkins	B T Washington Elem	Title II	Title II	\$1,385.00
	Susan Patterson	B T Washington Elem	Title II	Title II	\$2,060.00
	Lauren DeAnda	B T Washington Elem	NO	Title II	\$2,060.00
KACTE summer	Anna Sullinger	Beaumont Middle	NO	Perkins	\$1,050.00
Conference	Dawn Dewolfe	Lafayette High	NO	Perkins	\$ 686.29
Louisville, KY	Donielle Wood	Henry Clay High	NO	Perkins	\$ 799.29
July 22-25, 2018	Misty Back	Henry Clay High	NO	Perkins	\$ 799.29
Work Days – 0	Regan Satterwhite	Henry Clay High	NO	Perkins	\$ 799.29
	Georgiana Jarvis	Leestown Middle	NO	Perkins	\$1,145.00
	Derrick Smith	Lafayette High	NO	Perkins	\$ 686.29
	Todd Reynolds	Lafayette High	NO	Perkins	\$ 686.29
	Jennifer Burton	Henry Clay High	NO	Perkins	\$1,036.00
	Keri Hilbert	Jessie Clark Middle	NO	Perkins	\$ 710.00
	Helen Graham	Lafayette High	NO	Perkins	\$ 686.29
	Angel Vowels	Lafayette High	NO	Perkins	\$ 686.29
	Mac McBride	Lafayette High	NO	Perkins	\$ 686.29
	Scott Boggs	Lafayette High	NO	Perkins	\$ 686.39
	Rhonda Mullins	Lafayette High	NO	Perkins	\$ 686.39
	Julie Cheuvront	Winburn Middle	NO	Perkins	\$ 682.58
	Kate FitzGerald	Lafayette High	NO	Perkins	\$ 681.07
	Johnetta Grant	Eastside Tech	NO	School-funds	\$ 660.75
	Patricia Burke	Southside Tech`	NO	LOVC	\$ 747.00
CETE summer	Pamela Bates	Paul L Dunbar High	NO	School-PD	\$ 656.00
Conference	Eric Jackson	Tates Creek High	NO	Perkins	\$ 656.00
Louisville, KY	Angela Outland	Tates Creek High	NO	Perkins	\$ 850.00
July 22-25, 2018	Lonna Gilbert	Southside Tech	NO	LOVC	\$ 923.00
Work Days – 0	Michelle Lewis	Southside Tech	NO	LOVC	\$ 923.00
July 23-25, 2018	Trasci Wilson	Winburn Middle	NO	Perkins	\$ 658.00
	Anna Jones	Southside Tech	NO	School funds	\$ 809.00
Leader in Me					
Global Educational					

Summit					
Salt Lake City, UT					
July 29, 2018-					
August 1, 2018					
Work Days – 4	Greg Ross	Millcreek Elem	NO	Title II	\$1,598.73
Work Days – 0	Laura McCullough	Millcreek Elem	NO	Title II	\$1,598.73
2018 AVID Summer					
Institute					
Minneapolis, MN					
July 30, 2018-	Whitney Allison	Winburn Middle	NO	Title I	\$1,703.00
August 2, 2018					
Work Days – 4					
Work Days – 0	Adam Brusven	Winburn Middle	NO	Title I	\$1,703.00
	Tiffany Carson-Givan	Winburn Middle	NO	Title I	\$1,703.00
	Brian Durham	Winburn Middle	NO	Title I	\$1,703.00
	Melani Earnheart	Winburn Middle	NO	Title I	\$1,703.00
	Tonika Gay	Winburn Middle	NO	Title I	\$1,703.00
	Stephanie Green	Winburn Middle	NO	Title I	\$1,703.00
	Mike Hale	Winburn Middle	NO	Title I	\$1,703.00
	Megan Lilly	Winburn Middle	NO	Title I	\$1,703.00
	Jody Powell	Winburn Middle	NO	Title I	\$1,703.00
	Kelli Smith	Winburn Middle	NO	Title I	\$1,703.00
	Karen Conner	Winburn Middle	NO	Title I	\$1,703.00
	Deborah Moore	Winburn Middle	NO	Title I	\$1,703.00
2018 Annual Conference	Allison Engle-Minichan	IAKSS	NO	Project Aware	\$2,190.00
For Advancing School	Shericka Smith	IAKSS	NO	Project Aware	\$2,190.00
Mental Health					
Las Vegas, NV					
October 10-13, 2018					
Work Days -4					

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

**MEETING: Planning**

**DATE: 5/7/2018**

**TOPIC: Job Description**

**PREPARED BY: Jennifer Dyar**

**Recommended Action on: 5/7/2018**

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

**Superintendent Prior Approval:**

**Recommendation/Motion: A motion is in order to approve the job description of Gifted and Talented Resource Specialist.**

**Background/Rationale: This is an update of an existing position to tailor more specifically to this role, add the measures of success and world language components to the job description.**

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

**Fiscal Impact: N/A**

**Attachments(s): Job Description**

**AN EQUAL OPPORTUNITY SCHOOL DISTRICT**

Board of Education: Melissa Bacon, Chair • Raymond Daniels, Vice Chair • Douglas Barnett • Daryl Love • Stephanie Spires

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

## Districtwide Gifted and Talented Resource Specialist

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<b>TITLE:</b>	Districtwide Gifted and Talented Specialist
<b>REPORTS TO:</b>	Associate Director of State and Federal Programs/ Designee
<b>SUPERVISES:</b>	N/A
<b>JOB FUNCTION:</b>	Coordinates the successful implementation of gifted practices, procedures and policies to comply with the state gifted regulation while providing support to school administrators, faculty, and staff.

### MEASURES OF SUCCESS:

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- Increase in student achievement and growth in all five areas of gifted education as measured by:
  - Student counts (including underrepresented populations) across five areas identified in state regulation
  - Mastery and beyond in State Academic Standard expectations
  - Excellence in district-based assessments
  - Mastery and beyond in curriculum benchmark assessments
  - National Gifted Standards
- Close achievement in opportunity and excellence gaps as measured by:
  - Culturally responsive practice, ~~and environment~~ to ensure continuous student progress
  - Increase student, family and community engagement as measured by feedback from gifted surveys and from county wide gifted nights and attendance at events.

### PERFORMANCE RESPONSIBILITIES:

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- Develop and Coordinate the implementation of gifted and talented procedures across the county involving screening, identification, and services in all five areas of giftedness. (Grades K-12),
- Oversees the operation of district procedures and policies to establish guidelines for compliance with the state gifted regulation and national gifted standards.
- Implements and Coordinates the annual, ongoing process of program evaluation for analyzing data to improve strategies for gifted programming as well as provide future direction in programming.

## **Gifted and Talented Resource Specialist**

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- Develop strategies and provides leadership for implementation of the district's gifted and talented education through appropriate teacher support for screening, identification and services and other provisions of the regulation.
- Serves as a liaison between the district and state for gifted and talented compliances and maintains district records.
- Ensures internal compliance with state statutes and administrative regulation.
- Develop a comprehensive five-year plan including measurable performance outcomes for gifted and talented education in the district.
- Ensure teachers and principals are familiar with any changes to the Kentucky Gifted Regulation regarding any area and oversee the particular changes and compliance thereof.
- Facilitate meetings with gifted and talented teachers and contacts throughout the year to communicate procedures, practices, and policies.
- Assist the school system with the acquisition of appropriate instructional materials and resources for gifted and talented services in grades K-12.
- Collaborate with community organizations to communicate gifted opportunities and programs available in grades K-12.
- Communicate with parents, administrators and community citizens to inform them about gifted and talented programs in the school system.
- Participate in various professional and community organizations; attends various workshops, seminars, and conferences to continuously update professional knowledge.
- Develops and maintains a network of contacts to assist in the implementation of the gifted and talented education programs.
- Develops the annual budget for gifted and talented state grant funds and recommends appropriate allocations of monies to meet the district's gifted and talented education objectives.
- Coordinate professional development that supports gifted and talented education programs and support materials and resources needed.

## **Gifted and Talented Resource Specialist**

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- Research and select outside consultants and trainers to conduct professional learning opportunities in specific topics as they relate to gifted and talented education standards and programs requirements.
- Employs properly certified personnel to support gifted programming.
- 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.
- 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

### **KNOWLEDGE AND ABILITIES:**

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- Thorough knowledge of gifted and talented state regulation and compliance in all areas and sections of the gifted regulation K-12.
- Thorough knowledge of the curriculum, instruction, and assessment as it applies to gifted and talented education.
- Ability to establish and maintain effective working relationships with faculty, staff, students, and the public.
- Ability to communicate effectively, both orally and in writing.

### **EDUCATION AND EXPERIENCE:**

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- Master's Degree (required)
- Gifted Education Endorsement
- Five (5) years experience teaching or serving as a gifted and talented teacher or specialist.

## Gifted and Talented Resource Specialist

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### LICENSES AND OTHER REQUIREMENTS:

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- Kentucky Teaching Certification (required)
- Kentucky Educational Consultant and Program Coordinator Certification (preferred)

*Original Date:*

*Revision Date: 04/2018*



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

**MEETING: Planning**

**DATE: 5/7/2018**

**TOPIC: Certified Evaluation Plan**

**PREPARED BY: Jennifer Dyar**

**Recommended Action on: 5/7/2018**

**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 2018-2019 school year.**

**Background/Rationale: The Certified Evaluation Plan 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**

**AN EQUAL OPPORTUNITY SCHOOL DISTRICT**

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**Mailing Address:** 1126 Russell Cave Rd., Lexington, Kentucky 40505

## 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	Alexander Butler	Teacher
Shamiah Ford	Administrator	Sammy Hall	Teacher
Carl Hayden	Administrator	Jessica Hiler	Teacher
Felicia Lindsay	Administrator	Amanda Hurley	Teacher
Kate McAnelly	Administrator	Kristine Lyon	Teacher
Jimmy Meadows	Administrator	John Nord	Teacher
Marty Mills	Administrator	Lisa Owens	Teacher
Mark Sellers	Administrator	Robin Reid	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 May 7, 2018. (704 KAR 3:370)

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Signature of District Superintendent

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Date

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Signature of Chairperson, Board of Education

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Date

# Fayette County Public Schools Certified Evaluation Plan

2018-19



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## ASSURANCES

### CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

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Heather Bell	Administrator	Alexander Butler	Teacher
Shamiah Ford	Administrator	Sammy Hall	Teacher
Carl Hayden	Administrator	Jessica Hiler	Teacher
Felicia Lindsay	Administrator	Amanda Hurley	Teacher
Kate McAnelly	Administrator	Kristine Lyon	Teacher
Jimmy Meadows	Administrator	John Nord	Teacher
Marty Mills	Administrator	Lisa Owens	Teacher
Mark Sellers	Administrator	Robin Reid	Teacher

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The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on May 7, 2018. (704 KAR 3:370)

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Signature of District Superintendent

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Date

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Signature of Chairperson, Board of Education

---

Date

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

<b>Name</b>	<b>School</b>	<b>Representative</b>
Heather Bell	IAK Support Services	Administrator
Shamiah Ford	Coventry Oak Elem	Administrator
Carl Hayden	Bryan Station High	Administrator
Felicia Lindsay	Tates Creek Middle	Administrator
Kate McAnelly	IAK Support Services	Administrator
Jimmy Meadows	IAK Support Services	Administrator
Marty Mills	Tates Creek High	Administrator
Mark Sellers	Martin Luther King Academy	Administrator
Alexander Butler	Bryan Station Middle	Teacher
Sammy Hall	EJ Hayes Middle	Teacher
Jessica Hiler	FCEA	Teacher
Amanda Hurley	Henry Clay High	Teacher
Kristine Lyon	Bryan Station High	Teacher
John Nord	Southern Elem	Teacher
Lisa Owens	Coventry Oak Elementary	Teacher
Robin Reid	Lafayette High	Teacher

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

Frank Coffey  
Associate Director of Human Resources  
701 East Main Street  
Lexington, KY 40502-1699  
859-381-4244 (office)  
859-381-4789 (fax)

# **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, and Non-Administrative District Personnel**

**All non-tenured teachers and other professionals participating in the Kentucky Teacher Internship Program (KTIP) will follow that system and timelines as established by the Educational Professional Standards Board (EPSB)**

### **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.

### **Roles and Definitions**

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **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.
5. **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.
6. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
8. **Evidence:** Sources of information gathered and documented
9. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
10. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
  - a. Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth rating.
  - b. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.
11. **Instructional Days:** School day when students are present
12. **Job Category:** A group or class of certified school personnel positions with closely related functions.
13. **Local Formative Growth Measures:** Is defined by KRS 156.557(1)(b).
14. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
15. **Observer Training:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have completed training in observations and assigning ratings to teachers and other professionals for the purposes of evaluation and feedback.
16. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
17. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
18. **Performance Measure:** one (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.



19. **Performance Rating:** The rating for each performance measure for a teacher, other professional, principal, or assistant principal 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
20. **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.
21. **Professional Growth Plan:** An individualized plan for a 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 as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, 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.
22. **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.
23. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
24. **Student Growth:** Is defined by KRS 156.557(1)(c).
25. **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.
26. **Student Surveys:** Surveys that provide data on specific aspects of the instructional environment and professional practice of the teacher or other professional evaluatee.
27. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
28. **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.

**For additional definitions and roles, please see 704KAR 3:370 Professional Growth and Effectiveness System**

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/worksite visits

**Optional Sources of Evidence**

- ➔ Other Measures of Student Learning
- ➔ Products of Practice
- ➔ Other Sources

# SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

FRAMEWORK for TEACHING (FFT)		Performance Measure	Planning & Preparation					Classroom Environment			Instruction				Professional Responsibilities										
		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-Maintaining 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	
SOURCES OF EVIDENCE To Inform Summative Rating	Supervisor Observation	Evidence (pre and post conferences)						Observation								Evidence (pre and post conferences)									
	Self-Reflection	Self-Reflection																							
	Professional Growth	Professional Growth Plan																							

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 which will drive the focus of professional growth activities, support, and on-going 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.

### 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 ( <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	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.

### 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 the effectiveness. **Only the supervisor observation will be used to inform a summative rating.** The rationale for observation is to encourage continued professional growth through critical reflection.

## Observation/Worksite Visit Model

<b>Tenured Certified Staff (3 observations minimum in the 3 year cycle)</b> All observations must be completed by April 30 <sup>th</sup> .			
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			
Full Observation (class period or lesson)	Minimum of 1 time in the Summative year	Administrator	Prior to April 30 <sup>th</sup>

<b>Non-Tenured Certified Staff (2 observations minimum EACH year)</b> 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 (Mini and Full)	Post-Conference (Mini and Full)
<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 instructional days after observation.               <ul style="list-style-type: none"> <li>- Conference is face-to-face ONLY.</li> <li>- Conference must be documented in writing and signed by Evaluatee and Evaluator.</li> </ul> </li> </ul>

## **Observer Training**

All administrators serving as a primary evaluator must complete a minimum of six hours annually of EILA-approved evaluation training prior to conducting observation for the purpose of evaluation. To ensure consistency of observations, evaluators must complete the district-determined observation 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 mini and full 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.

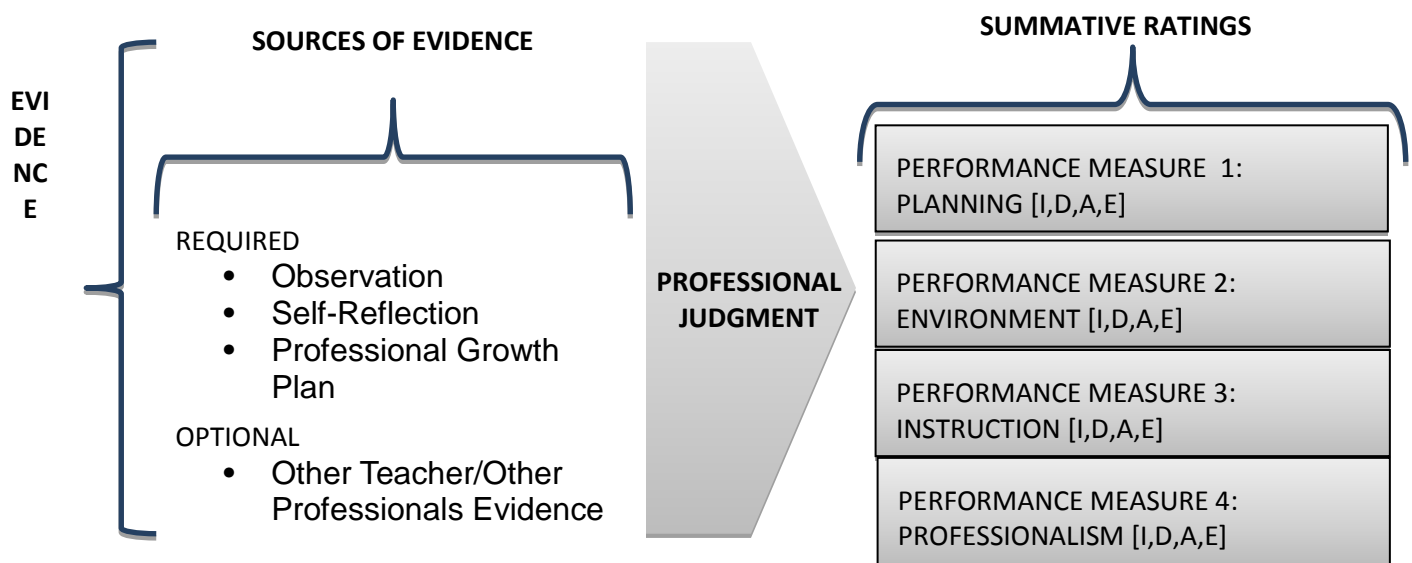
## **Products of Practice/Other Sources of Evidence - Optional**

Teachers and other professionals may provide additional evidence to support assessment of their own professional practice. The evidence should yield information related to the teacher's practice within the Performance Measures:

- team-developed curriculum units
- lesson plans
- communication logs
- timely, targeted feedback from mini or informal observations
- student data records
- student growth
- 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.

## 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 would 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.

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 against 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**

<b>IF...</b>	<b>THEN...</b>
Two Performance Measures are rated <b>ACCOMPLISHED</b> and two Performance Measures are rated <b>EXEMPLARY</b>	Summative Rating shall be Exemplary or Accomplished
Two Performance Measures are rated <b>DEVELOPING</b> and two Performance Measures are rated <b>EXEMPLARY</b>	Summative Rating shall be Accomplished
Two Performance Measures are rated <b>DEVELOPING</b> and two Performance Measures are rated <b>ACCOMPLISHED</b>	Summative Rating shall be Accomplished or Developing
Performance Measures 1 OR 4 are rated <b>INEFFECTIVE</b>	Summative Rating shall NOT be Exemplary
Performance Measures 2 OR 3 are rated <b>INEFFECTIVE</b>	Summative Rating shall be Developing or Ineffective **
Performance Measures 2 and 3 are rated <b>INEFFECTIVE</b>	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 an effective administrators. The goal is to create a fair and equitable system to measure administrator effectiveness and act as a catalyst for professional growth.

### Roles and Definitions

1. **Administrator:** An EPSB certified administrator who devotes the majority of employed in a position for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **Evaluatee:** District/School personnel is being evaluated
3. **Evaluator:** The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
4. **Evidence:** Sources of information gathered and documented
5. **Leadership Survey (such as Val Ed 360):** An assessment that provides feedback of a principal's learning-centered behaviors by using input from the principal, his/her supervisor, and teachers.
6. **Other Building-Level Administrator:** Certified Administrators in roles that could include Associate Principals, Administrative Deans, Academy Coaches, Professional Growth and Effectiveness Coaches- Admin
7. **Performance Measure:** one (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
8. **Performance Rating:** The rating for each performance measure for a teacher, other professional, principal, or assistant principal 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
9. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice, using a variety of evidences that reflect student, educator, and school/district data, produced in consultation with the evaluator
10. **Self-Reflection:** The process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth
11. **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.

**For Additional Definitions and Roles, please see 704KAR 3:370 Professional Growth and Effectiveness System.**

## Performance Measures and the Kentucky Principal Standards

Performance Measure	Kentucky Principal Standard(s)
Planning	Human Resources Management; Organizational Management
Environment	School Climate; Communication and Community Relations
Instruction	Instructional Leadership
Professionalism	Professionalism

### Sources of Evidence Framework for Principals, Other Building-Level Administrators, and District-Level Administrators

Kentucky Principal Standards		Performance Measure: Planning		Performance Measure: Environment		Performance Measure: Instruction	Performance Measure: Professionalism
		Human Resources Management	Organizational Management	School Climate	Communication and Community Relations	Instructional Leadership	Professionalism
		<i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional support personnel.</i>	<i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>	<i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i>	<i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>	<i>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</i>	<i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i>
Sources of Evidence	Self-Reflection	Instructional Leadership	School Climate	Human Resources Management	Organizational Management	Communication and Community Relations	Professionalism
	Professional Growth	Professional Growth Plan					
	Site Visits	Observation; District Identified Evidence (conferences)	Observation		District-Identified Evidence (conferences)		

## Sources of Evidence

### Self-Reflection and Professional Growth Plan

All principals, assistant principals and other building level administrators will participate in self-reflection and in developing 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. The plan will connect data from multiple sources including site-visit conferences, 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 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 further explore 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.

#### 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 District-Level Administrators</u>, 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 administrator 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 District-Level Administrators</u>, 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 administrator performance standards will be reviewed to monitor progress and continued implementation.</p>

<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>
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**\*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.

**Required** Sources of evidence evaluators must use in determining summative ratings:

- Self-Reflection
- Professional Growth Plan
- Site-Visits

**Optional** sources of evidence evaluators may use in determining summative ratings:

- ➔ Other Measures of Student Learning
- ➔ Products of Practice
- ➔ Surveys
- ➔ School Score Card
- ➔ Other Sources (see below)

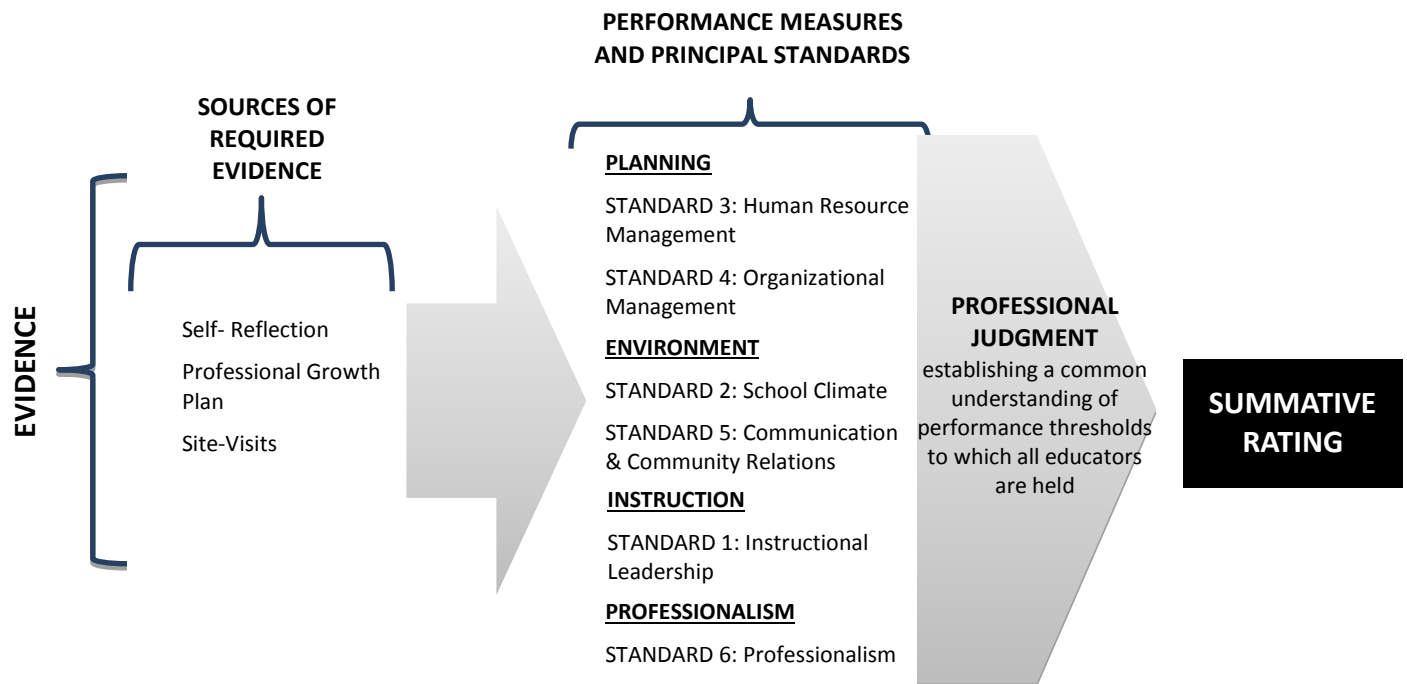
**Other Optional Sources of Evidence**

Principals, Other Building-Level Administrators, and District-Level Administrators may provide additional evidence to support assessment of their ratings in the four Performance Measures. This evidence should yield information related to the principal's, other building-level administrator's, or district-level administrator's practice as it relates to the Kentucky Principal standards found within the four Performance Measures.

- Other sources of evidence may include:
  - Agenda and/or Minutes from:
    - SBDM Meetings
    - Faculty Meetings
    - Department/ Grade Level Meetings
    - PLC Meetings
    - Leadership Team Meetings
  - Instructional Round/Walk-through documentation
  - Budgets
  - EILA/Professional Learning experience documentation
  - Stakeholder Surveys (Parent/Community, Staff, Students)
  - Professional Organization memberships
  - Parent/Community engagement events documentation
  - School Schedules
  - Other information

## 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 is aligned to the Kentucky Framework for Personnel Evaluation.

### The Kentucky Principal Standards

The Kentucky Principal Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership, School Climate, Human Resource Management, Organizational Management, Communication & Community Relations, and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. 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 a school administrator's professional practice will be situated within one or more of the 6 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 school administrators 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 for administrators and professional judgment. 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 only one standard	The Performance Measure rating shall be the rating given for the standard.
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 during the summative conference, no more than 3 or 4 specified areas 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 3 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) (KTIP--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.

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.

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

**MEETING: Planning**

**DATE: 5/7/2018**

**TOPIC: 2017-2018 Calendar Update**

**PREPARED BY: Steve Hill**

**Recommended Action on: Action Item for Vote (PLANNING MEETING)**

**Superintendent Prior Approval: No**

**Recommendation/Motion: Recommendation is to not make up instructional days March 30, 2018 or April 13, 2018.**

**Background/Rationale: The following recommendation will result in moving the current instructional calendar from 176 to 174 instructional days. Fayette County will still meet the requirements set in KRS 158.070 of 170 instructional days and 1,062 instructional hours.**

**Policy: 08.3, KRS 158.070**

**Fiscal Impact: N/A**

**Attachments(s): 2017-2018 Calendar Update Amended on 5-7-2018**

**AN EQUAL OPPORTUNITY SCHOOL DISTRICT**

Board of Education: Melissa Bacon, Chair • Raymond Daniels, Vice Chair • Douglas Barnett • Daryl Love • Stephanie Spires

Superintendent Emmanuel Caulk

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2017-2018 School Calendar

July 2017						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
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30	31					

August 2017						
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September 2017						
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October 2017						
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November 2017						
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December 2017						
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31						

January 2018						
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February 2018						
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

March 2018						
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April 2018						
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May 2018						
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June 2018						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

 4 Holiday/ No School  
 177 Instructional Days  
 14 Snow Make-up Days

 4 Staff Work/Training Days  
 Professional Development  
 Opening and Closing Days

 Break Day  
 Weather Day  
 Makeup Day

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

**MEETING: Regular**

**DATE: 5/21/2018**

**TOPIC: 2019-2020 Calendar Proposal**

**PREPARED BY: Steve Hill**

**Recommended Action on: Action Item for Vote (REGULAR MEETING)**

**Superintendent Prior Approval: No**

**Recommendation/Motion: Motion to approve the proposed 2019-2020 Instructional Calendar for Fayette County Schools.**

**Background/Rationale: On March 20, 2018 the calendar committee drafted the 2019-2020 instructional calendar framework.**

**Policy: 08.3, KRS 158.070**

**Fiscal Impact: N/A**

**Attachments(s): 2019-2020 Instructional Calendar**

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**2019-2020 Calendar Notes:**

August 12	Staff PD #1 (Mandatory)
August 13	Staff Opening Day - Staff Training Day #1
August 14	First day of school
August 23	Staff Training Day #2
September 2	Labor Day
October 3-4	Fall Break – PD #2 & #3 (Flexible)
November 5	Election Day
November 27-29	Thanksgiving Day
December 23-January 3	Winter Break/New Year's Day
January 20	MLK Day
February 17	President's Day
March 20	CKEA Day - Staff Training Day #3 (Flexible)
March 30-April 3	Spring Break
May 19	Election Day – PD #4(Flexible)
May 26	Last Day of School
May 27	Staff Closing Day – Staff Training Day #4

**Make Up Weather Days - 3/20, 5/26-5/29, 6/1-6/11**      **14 Days "built" in the calendar from 2013-2014.**  
**\*\*\*MARCH 20, 2020 will only be used as a makeup day if FCPS has missed 3 days prior to March 1, 2020\*\*\***  
**\*Calendar is subject to change pending legislation and/or statutes requirements.**  
**\* In the event there are no cancellations due to weather, the committee would request forgiving a day in order to end the academic year prior to memorial day.**

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## 2019-2020 School Calendar

July 2019						
Su	M	Tu	W	Th	F	Sa
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August 2019						
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September 2019						
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October 2019						
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November 2019						
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December 2019						
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29	30	31				

January 2020						
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February 2020						
Su	M	Tu	W	Th	F	Sa
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2	3	4	5	6	7	8
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23	24	25	26	27	28	29

March 2020						
Su	M	Tu	W	Th	F	Sa
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29	30	31				

April 2020						
Su	M	Tu	W	Th	F	Sa
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19	20	21	22	23	24	25
26	27	28	29	30		

May 2020						
Su	M	Tu	W	Th	F	Sa
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
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June 2020						
Su	M	Tu	W	Th	F	Sa
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Holiday/ No School Days

177 Instructional Days

Snow Make-up Days

8/12 Opening Day - Staff - (PD 1-Mandatory)

8/13 Staff Work (Training Day 1)

8/14 First Day for Students

8/23 Staff Work (Training Day 2)

9/2 Labor Day

10/3-10/4 Fall Break (PD 2 & 3 - Flexible)

11/5 Election Day

11/27- 11/29 Thanksgiving Break

12/23-1/3 Winter Break

4 Professional Development

4 Staff Work/Training Days

Break Days

1/20

2/17

3/20

3/30 -4/3

5/19

5/25

5/26

5/27

8/14-5/26 Opening and Closing Day

85 - 1st Sem

92 - 2nd sem

Martin Luther King Day

President's Day

KEA Day (Training Day 3)

Spring Break

Election Day (PD 4)

Memorial Day

Last Day for Students

Closing day for Staff (Training Day 4)

**Make Up Weather Days - 3/20, 5/26-5/29, 6/1-6/11**

**14 Days "built" in the calendar from 2013-2014.**

**\*\*\*MARCH 20, 2020 will only be used as a makeup day if FCPS has missed 3 days prior to March 1, 2020\*\*\***

\*Calendar is subject to change pending legislation and/or statues requirements.

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

**MEETING: Planning**

**DATE: 5/7/2018**

**TOPIC: Attendance Zone Adjustments – New Elementary School**

**PREPARED BY: Steve Hill & Myron Thompson**

**Recommended Action on: N/A  
Informational Item**

**Superintendent Prior Approval: Yes**

**Recommendation/Motion: None**

**Background/Rationale:** A new elementary school under construction on Athens-Boonesboro Road will open in August of 2019. Attendance zones must be identified to populate the school and this affords an opportunity to relieve overcrowding at several other locations. A committee of the following representatives will work over the summer to adjust attendance zones:

1. Board of Education Representative
2. FCPS Chief Operating Officer
3. FCPS School Leadership Representative
4. FCPS Transportation Representative
5. FCPS Equity Council Representative
6. FCEA Representative
7. 16<sup>th</sup> District PTA Representative
8. Lexington-Fayette Urban County Government Representative
9. Lexington Board of Realtors Representative
10. Lexington Homebuilders Representative
11. Commerce Lexington Representative

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**Policy: 09.11**

**Fiscal Impact: None**

**Attachments(s):**

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

**MEETING:** Regular **DATE:** 05/21/2018

**TOPIC:** Personnel Changes

**PREPARED BY:** Jennifer Dyar

**Recommended Action on:** 05/21/2018  
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 May 21, 2018 Board Agenda

<b>Personnel Status</b>	<b>CERT / CLASS SAL</b>	<b>CLASS HR</b>	<b>SUB</b>	<b>SUPP</b>
New Hires		16	23	62
Non-Renewals	7	8		
Retirement	15	11		
Transfers		11		
Resignations	13	10		12

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## Personnel Changes

### 1. CERTIFIED/SALARIED CLASSIFIED PERSONNEL

- a. Resignation of Certified/Salaried Classified Personnel - This is to report the resignation of the following certified/salaried classified personnel:

Name	Location	Assignment	Effective Date	
BAKER	KELLY	LAFAYETTE HIGH SCHOOL	HS CONSUMER LIFE SCIENCE	6/30/2018
BEAGIN	PATRICIA	PAUL LAURENCE DUNBAR HIGH	EXC CHILD FUNCTIONAL MENTAL	6/30/2018
BIXLER	GRACE	RUSSELL CAVE ELEMENTARY	ELEM PRIMARY INSTRUCTOR	6/30/2018
CATON	CYNTHIA	EDYTHE J HAYES MIDDLE SCHOOL	MID MATH INSTRUCTOR	6/30/2018
JUST	BETHANY	GLENDOVER ELEMENTARY	EXCEPTIONAL CHILD INSTRUCTOR	6/30/2018
KOTCHISH	RACHEL	JAMES LANE ALLEN ELEMENTARY	ELEM PRESCHOOL INSTRUCTOR	6/30/2018
LAIRD	MEGAN	NORTHERN ELEMENTARY	ELEM INTERMEDIATE INSTRUCTOR	6/30/2018
MURDOCK	QUINCY	MARTIN LUTHER KING ACADEMY	SCHOOL SOCIAL WORKER	5/15/2018
NOLAN	ERIN	GLENDOVER ELEMENTARY	ELEM INTERMEDIATE INSTRUCTOR	6/30/2018
RICE	KAREN	MILLCREEK ELEMENTARY	ELEM INTERMEDIATE INSTRUCTOR	6/30/2018
SHAHEEN	SAMANTHA	PICADOME ELEMENTARY	ELEM INTERMEDIATE INSTRUCTOR	6/30/2018
SHEPHERD	SHELLEY	LAFAYETTE HIGH SCHOOL	HS SPANISH INSTRUCTOR	6/30/2018
STACY	KARA	EASTSIDE CENTER FOR APPLD TECH	HS MATH INSTRUCTOR	6/30/2018

- b. Retirement of Certified/Salaried Classified Personnel - This is to report the retirement of the following certified/salaried classified personnel:

Name	Location	Assignment	Effective Date	
ANDERSON	CATHERINE	ROSA PARKS ELEMENTARY	ELEM ART INSTRUCTOR	5/31/2018
BRADLEY	BONITA	TATES CREEK HIGH	HS BUSINESS INSTRUCTOR	6/30/2018
BRUCE	JANET	BEAUMONT MIDDLE SCHOOL	EXC CHILD LEARNING & BEHAVIOR	5/31/2018
DAILEY	MICHAEL	FEDERAL, STATE & MAGNET PROG	ASSOC DIR FED STATE MAGNET PRG	6/30/2018
GUTH	LEIGH	LAFAYETTE HIGH SCHOOL	MEDIA LIBRARIAN	6/30/2018
KISER	DEBORAH	JULIUS MARKS ELEMENTARY	MEDIA LIBRARIAN	6/30/2018
NEAL	KATHERINE	KECSAC PROGRAMS	HS CLASSROOM INSTRUCTOR	6/30/2018
SMITH	DIANA	TATES CREEK MIDDLE	MID MATH INSTRUCTOR	6/30/2018
SMITH	NANCY	SOUTHERN ELEMENTARY	ELEM INTERVENTION INSTRUCTOR	5/31/2018
TRIVISONNO	MELISSA	MARY TODD ELEMENTARY	ELEM ARTS & HUMANITIES INSTRU	6/30/2018
WAESPE	CONNIE	LAFAYETTE HIGH SCHOOL	HS MATH INSTRUCTOR	6/30/2018

WARREN	MARY	GARRETT MORGAN ELEMENTARY	ELEM PRIMARY INSTRUCTOR	6/30/2018
WHITMER	PAULA	TITLE I	ASSOCIATE DIRECTOR TITLE I	6/30/2018
YBARROLA	LORIE	TATES CREEK MIDDLE	EXC CHILD - HEARING IMPAIRED	5/31/2018
YINGLING	SHARYL	ROSA PARKS ELEMENTARY	ELEM INTERMEDIATE INSTRUCTOR	6/30/2018

c. Non-renewal of Certified/Salaried Classified Personnel - This is to report the non-renewal of the following certified/salaried classified personnel:

Name	Location	Assignment	Effective Date
CARTER DEBORAH	VETERANS PARK ELEMENTARY SCHOOL	RET ELEM INTERVENTION INSTRUCTOR	6/30/2018
DAVIS ANTHONY	ADMINISTRATIVE SERVICE	MANAGER-FINANCIAL SYSTEMS	6/30/2018
HARTZ ASHLEY	VETERANS PARK ELEMENTARY SCHOOL	ELEM PRIMARY INSTRUCTOR	6/30/2018
RAY AMY	VETERANS PARK ELEMENTARY SCHOOL	EXC CHILD LEARNING & BEHAVIOR	6/30/2018
RIVERS JUSTIN	GENERAL ADMINISTRATION	SPECIAL PROJECT INTERN	6/30/2018
SMITH JANE	VETERANS PARK ELEMENTARY SCHOOL	RET ELEM TECHNOLOGY INSTRUCTOR	6/30/2018
WHEATLEY DIANA	VETERANS PARK ELEMENTARY SCHOOL	RET ELEM INTERVENTION INSTRUCTOR	6/30/2018

**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
BAKER TRAVIS	FOOD SERVICES	FOOD SERVICE ASSISTANT II	3/12/2018
BEACH MICHELLE	MLK ACADEMY FOOD SERV	FOOD SERVICE ASSISTANT I	3/12/2018
CAMPBELL STACEY	PAUL LAURENCE DUNBAR HIGH	CUSTODIAN	4/23/2018
GAMBLE FLORA	DIXIE MAGNET ELEMENTARY	AFTER SCHOOL PROGRAM ASST	4/16/2018
GOREE SANDY	BRYAN STATION HIGH	SCHOOL OFFICE ASSISTANT	3/26/2018
HELTON SHAUN	HENRY CLAY HIGH SCHOOL	CUSTODIAN	4/9/2018
IRANPOUR SARAH	DIXIE MAGNET ELEMENTARY	AFTER SCHOOL PROGRAM ASST	3/27/2018
LINDSEY KESAYNE	SQUIRES ELEMENTARY	AFTER SCHOOL PROGRAM ASST	4/19/2018
O'HAGAN JENNIFER	SQUIRES ELEMENTARY	AFTER SCHOOL PROGRAM ASST	4/12/2018
PARSLEY SHAUN	LANSLOWNE ELEMENTARY	AFTER SCHOOL PROGRAM ASST	4/20/2018
TEETER DAVID	PAUL LAURENCE DUNBAR FOOD SERV	FOOD SERVICE ASSISTANT II	3/12/2018
WARNER TERRY	BUS GARAGE	BUS MONITOR	2/26/2018

WOODRUM	JENNIFER	GARDEN SPRINGS ELEMENTARY	AFTER SCHOOL PROGRAM ASST	3/26/2018
WRIGHT	HALEY	BUS GARAGE	BUS MONITOR	3/12/2018

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
BROWN	LATASHA	WINBURN MIDDLE FOOD SERV/FOOD SERVICE ASSISTANT I	BRYAN STATION HIGH FOOD SERV/FOOD SERVICE ASSISTANT I	4/30/2018
COREA	LUCY	BUS GARAGE/BUS MONITOR	BUS GARAGE/BUS DRIVER	4/10/2018
CRIM	ROBIN	OPERATIONS/LEAD GROUNDS WORKER	PHYSICAL PLANT OPERATIONS/GROUNDS WORKER II	3/20/2018
DEARING	JEFFREY	OPERATIONS/GROUNDS EQUIPMENT MECHANIC	BUS GARAGE/VEHICLE MECHANIC II	3/5/2018
DEMOTT	CURTIS	JESSIE M CLARK MIDDLE/CUSTODIAN	CENTRAL STORES/WAREHOUSE /PRINTING ASSISTANT	3/26/2018
HERRIFORD	KELLY	PAUL LAURENCE DUNBAR/FOOD SERVICE MANAGER III	PAUL LAURENCE DUNBAR/FOOD SERVICE MANAGER IV	2/26/2018
HUGHES	EBONY	WINBURN MIDDLE FOOD SERV/FOOD SERVICE ASSISTANT I	BRYAN STATION TRD MID FOOD SER/FOOD SERVICE ASSISTANT I	4/30/2018
JONES	CECIL	FREDERICK DOUGLASS HIGH SCHOOL/CUSTODIAN	JESSIE M CLARK MIDDLE/LEAD CUSTODIAL SERVICE WORKER	4/16/2018
JUN	DUK YOUNG	BUS GARAGE/BUS MONITOR	BUS GARAGE/BUS DRIVER	4/16/2018
PERKINS	WESLEY	MAINTENANCE SHOP/MAINTENANCE TECHNICAN II	MAINTENANCE SHOP/LEAD MAINTENANCE TECHNICIAN	2/19/2018
WARD	GARY	BUS GARAGE/BUS DRIVER	BUS GARAGE/VEHICLE MAINTENANCE ASSISTANT	2/26/2018

c. Resignation of Classified Hourly Personnel - This is to report the resignation of the following classified hourly personnel:

Name	Location	Assignment	Effective Date	
BRAY	BRANDEE	SQUIRES ELEMENTARY	AFTER SCHOOL PROGRAM ASST	2/20/2018
DEBORDE	ANDREW	SQUIRES ELEMENTARY	AFTER SCHOOL PROGRAM ASST	2/23/2018
DUCOTE	KAREN	BUS GARAGE	BUS MONITOR	3/12/2018
JONES	SARAH	MEADOWTHORPE ELEMENTARY	AFTER SCHOOL PROGRAM ASST	3/6/2018
LINDSEY	KESAYNE	MORTON MIDDLE FOOD SERV	FOOD SERVICE ASSISTANT I	4/18/2018
LONG	TRACI	THE LEARNING CENTER	SP ED PARA - LEARNING/BEHAVIOR	4/20/2018
PARSONS	BRIANNA	WELLINGTON ELEMENTARY	AFTER SCHOOL PROGRAM ASST	12/19/2017
WARE	MARY	JULIUS MARKS ELEMENTARY	SP ED PARA - LEARNING/BEHAVIOR	6/30/2018
WASHINGTON	SHALETA	NORTHERN ELEMENTARY	FAMILY RESOURCE CENTER COORD	3/30/2018
WILLIAMS	MARILYN	SQUIRES ELEMENTARY FOOD SERV	FOOD SERVICE ASSISTANT I	3/12/2018

d. Non-Renewal of Classified Hourly Personnel - This is to report the non-renewal of the following classified hourly personnel:

Name	Location	Assignment	Effective Date	
BELT	JESSICA	VETERNAS PARK	INSTRUCTIONAL PARA	6/30/2018
COYLE	CASEY	MAXWELL	INSTRUCTIONAL PARA	6/30/2018
DABNEY	EDYTH	KECSAC	INSTRUCTIONAL PARA	6/30/2018
FRALEY	KIMBERLY	VETERNAS PARK	INSTRUCTIONAL PARA	6/30/2018
GAINES	SARAH	SCHOOL COMMUNITY & GOVT SUPPT	ADMIN ASST CHIEF OFFICERS	6/30/2018
MILLER	MORGAN	VETERANS PARK	SPECIAL ED PARA	6/30/2018
MILUM	CYNTHIA	VETERANS PARK	INSTRUCTIONAL PARA	6/30/2018
NICHOLAS	WENDLYNON	VETERANS PARK	INSTRUCTIONAL PARA	6/30/2018

e. Retirement of Classified Hourly Personnel - This is to report the retirement of the following classified hourly personnel:

Name	Location	Assignment	Effective Date	
ALES	JANICE	CRAWFORD MIDDLE SCHOOL	SP ED PARA - LEARNING/BEHAVIOR	6/30/2018
BAKER	DONNA	SPECIAL EDUCATION	EMPLOYMENT TRAINING SPECIALIST	6/30/2018
GOODRICH	LISA	BUS GARAGE	VEHICLE UPHOLSTERY/GLASS WORKR	5/31/2018
GRAHAM	HARRY	WELLINGTON ELEMENTARY	CUSTODIAN	5/31/2018
MAHAN	DAVID	CASSIDY ELEMENTARY	INSTRUCTIONAL PARAEDUCATOR	5/31/2018



MCGUIRE	JANET	DIXIE MAGNET ELEMENTARY	KINDERGARTEN PARAEDUCATOR	6/30/2018
MORRIS	MARSHA	LAFAYETTE HIGH SCHOOL	SCHOOL ADMIN ASST II - HIGH	6/30/2018
MOSLEY	DARLENE	LAW ENFORCEMENT	DISPATCHER	6/30/2018
RIPBERGER	REGINA	ARLINGTON ELEMENTARY	SP ED PARA - LEARNING/BEHAVIOR	5/31/2018
TATE	KENNETH	PHYSICAL PLANT OPERATIONS	DIRECTOR - PLANT OPERATIONS	6/30/2018
WHITAKER	MICHAEL	BUS GARAGE	VEHICLE MAINTENANCE SUPERVISOR	5/31/2018

### 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
ADAIR	CHRISTIAN	BRYAN STATION TRADL MIDDLE	MD HEAD TRK-FLD (GRL)-CLAS SAL
ARTEAGA-HINTON	GLORIA	MAXWELL ELEMENTARY	ELEM EXTRACURRICULAR COORD
BLAIR	KATELYN	FREDERICK DOUGLASS HIGH SCHOOL	HS SOFTBALL (ASST)
BOLINGER	TRACEY	LAFAYETTE HIGH SCHOOL	HS SPEECH SPONSOR
BOTTOM	ROBERT	PAUL LAURENCE DUNBAR HIGH	HS BASEBALL ASST COACH
BROADNAX	KATHLEEN	LEXINGTON TRADL MAGNET	MID HEAD TRACK & FIELD (BOYS)
BROADNAX	KATHLEEN	LEXINGTON TRADL MAGNET	MID HEAD TRACK & FIELD (GIRLS)
BRUCE	JAMES	CRAWFORD MIDDLE SCHOOL	MID ASST TRACK & FIELD (GIRLS)
BURCH	DANIEL	PAUL LAURENCE DUNBAR HIGH	HS DISCR COACH (SPG)-NON EMP
CABBLE	JODY	HENRY CLAY HIGH SCHOOL	HS DISCR COACH (SPRING)
CAMPOS	KRISLYN	PAUL LAURENCE DUNBAR HIGH	HS SOFTBALL (ASST)
CASTLE	TAMARA	TATES CREEK ELEMENTARY	ELEM EXTRACURRICULAR COORD
CATLETT JR	DONALD	LEXINGTON TRADL MAGNET	MID ASST TRACK & FIELD (BOYS)
COCHRAN	SHEILA	ATHENS CHILESBURG ELEM	ELEM EXTRACURRICULAR COORD #2
COX	JOSHUA	HENRY CLAY HIGH SCHOOL	HS BASEBALL ASST COACH
COX	MATTHEW	HENRY CLAY HIGH SCHOOL	HS BASEBALL ASST COACH
CRAWFORD	MELISSA	JESSIE M CLARK MIDDLE	MID DANCE TEAM
CRAWFORD	MELISSA	JESSIE M CLARK MIDDLE	MID DANCE TEAM
DANIEL	ALEXANDER	LAFAYETTE HIGH SCHOOL	HS BASEBALL ASST COACH
DAVIS	LEE	BEAUMONT MIDDLE SCHOOL	MID DISCR COACH (SPRING)
DEATON	STEVEN	PAUL LAURENCE DUNBAR HIGH	HS BASEBALL ASST COACH
DUNCAN	JEWEL	FREDERICK DOUGLASS HIGH SCHOOL	HS DISCR COACH (SPG)-NON EMP
FIELDS	JOSHUA	BRYAN STATION HIGH	HS BASEBALL ASST COACH
FORD	ALAN	EDYTHE J HAYES MIDDLE SCHOOL	MID DISCR COACH (SPRING)

FOX	SEAN	EDYTHE J HAYES MIDDLE SCHOOL	MID DISCR COACH (SPRING)
FRAKES	LARRY	HENRY CLAY HIGH SCHOOL	HS SOFTBALL (ASST)
GANT	KENNETH	HENRY CLAY HIGH SCHOOL	HS BASEBALL ASST COACH
GILLES	JEANA	FREDERICK DOUGLASS HIGH SCHOOL	HS INTRAMURAL DIRECTOR
GRAVES	MICHAEL	EDYTHE J HAYES MIDDLE SCHOOL	MID ASST TRACK & FIELD (BOYS)
GRIFFITH	WILLIAM	LAFAYETTE HIGH SCHOOL	HS DISCR COACH (SPRING)
HALLAGAN	MCKENNA	EDYTHE J HAYES MIDDLE SCHOOL	MID ASST TRACK & FIELD (GIRLS)
HARDESTY	DAVID	HENRY CLAY HIGH SCHOOL	HS DISCR COACH (SPG)-NON EMP
HORTON	TERRELL	EDYTHE J HAYES MIDDLE SCHOOL	MID ASST TRACK & FIELD (BOYS)
HOULD	CHRISTOPHER	LAFAYETTE HIGH SCHOOL	HS SOFTBALL (ASST)
HOWARD	ADAM	HENRY CLAY HIGH SCHOOL	HS TRACK & FIELD (ASST)
HOWELL	AUSTIN	LEXINGTON TRADL MAGNET	MID ASST TRACK & FIELD (BOYS)
JACKSON	JEANNETTE	BRYAN STATION TRADL MIDDLE	MID ASST TRACK & FIELD (GIRLS)
JOHNSON	LISA	TATES CREEK ELEMENTARY	ELEM STUDENT ASSISTANCE TEAM
JOHNSON	JHANIYIA	CRAWFORD MIDDLE SCHOOL	MID ASST TRACK & FIELD (GIRLS)
KENDRICK	SHOMARI	BEAUMONT MIDDLE SCHOOL	MID ASST TRACK & FIELD (GIRLS)
LANDRY	TERESA	DIXIE MAGNET ELEMENTARY	ELEM EXTRACURRICULAR SUPV
LANDVERSICHT	KRISTI	ATHENS CHILESBURG ELEM	ELEM EXTRACURRICULAR COORD #2
MARTIN	CHAD	HENRY CLAY HIGH SCHOOL	HS BASEBALL ASST COACH
MCCONATHY	TRAVIS	PAUL LAURENCE DUNBAR HIGH	HS BASEBALL ASST COACH
MCCRAY	DANIEL	HENRY CLAY HIGH SCHOOL	HS BASEBALL ASST COACH #2
MINER	STEPHANIE	ATHENS CHILESBURG ELEM	ELEM EXTRACURRICULAR COORD
MORGAN	ALEXIS	LEXINGTON TRADL MAGNET	MID ASST TRACK & FIELD (GIRLS)
PACK	JASON	EDYTHE J HAYES MIDDLE SCHOOL	MID ASST TRACK & FIELD (GIRLS)
PETERS	JESSE	HENRY CLAY HIGH SCHOOL	HS BASEBALL ASST COACH #2
POINDEXTER	TIMOTHY	EDYTHE J HAYES MIDDLE SCHOOL	MID HEAD TRACK & FIELD (BOYS)
RATLIFF	JOSEPH	HENRY CLAY HIGH SCHOOL	HS DISCR COACH (SPRING)
RICE	DAVID	PAUL LAURENCE DUNBAR HIGH	HS BASEBALL ASST COACH
SMITH	KEVIN	HENRY CLAY HIGH SCHOOL	HS DISCR COACH (SPRING) #2
SMITH	KEVIN	HENRY CLAY HIGH SCHOOL	HS DISCR COACH (SPRING) #3
SPIVEY	MARSHALL	ATHENS CHILESBURG ELEM	ELEM EXTRACURRICULAR COORD
STANCIL	KENNETH	LAFAYETTE HIGH SCHOOL	HS SPEECH SPONSOR
STREIN	MARSHA	TATES CREEK HIGH	HS DISCR COACH (SPG)-CLS HRLY
VINEGAR	TYRA	PAUL LAURENCE DUNBAR HIGH	HS TRACK & FIELD (ASST)
WARD	KELLY	ATHENS CHILESBURG ELEM	ELEM EXTRACURRICULAR COORD #2
WILLIAMS	LAVON	MORTON MIDDLE	MID ASST BASKETBALL (BOYS)
WOLFE	JANE	WINBURN MIDDLE	MID CHEERLEADER SPONSOR
YEARY	PARKER	TATES CREEK HIGH	HS BASEBALL ASST COACH

b. Resignation from Supplemental Duty Assignment - This is to report the resignation of the following supplemental duty employment:

Name	Location	Assignment
FRAKES	LARRY	HENRY CLAY HIGH SCHOOL
GRAY	ILEANA	SQUIRES ELEMENTARY
HASSELL HURT	NICOLE	WILLIAM WELLS BROWN ELEMENTARY
HAYS	JULIE	SCAPA AT BLUEGRASS
HAYS	JULIE	SCAPA AT BLUEGRASS
LAWSON	LARMONT	MILLCREEK ELEMENTARY
LAWSON	LARMONT	MILLCREEK ELEMENTARY
LAWSON	LARMONT	MILLCREEK ELEMENTARY
MERIWETHER	FREDA	GARRETT MORGAN ELEMENTARY
TAGALOA	TIFFANIE	BRYAN STATION TRADL MIDDLE
WARREN	SUSAN	DIXIE MAGNET ELEMENTARY
WOLFE	JANE	WINBURN MIDDLE

#### 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
NEAGLE	LORI	SUB FOOD SERVICE
BLEVINS	JOHN	SUB PARAEDUCATOR
FIELDS	JOSHUA	SUB PARAEDUCATOR
HILL	KHALI	SUB SECRETARY
HOAGLAND	BRANDON	SUB PARAEDUCATOR
LISLE	MICHAELA	SUB PARAEDUCATOR
MCCLURG	KRISTI	SUB PARAEDUCATOR
PINSON	TAYLOR	SUB PARAEDUCATOR
SIPPLE-GIBSON	HOLLY	SUB PARAEDUCATOR
SMITH	JANIENE	SUB PARAEDUCATOR
STEWART	HOPE	SUB PARAEDUCATOR

WELLS CAROLINE SUB PARAEDUCATOR 4/10/2018

- 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
GEORGE CHRISTOPHER	EMERGENCY SUBSTITUTE	4/13/2018
HOLLAND JESSICA	EMERGENCY SUBSTITUTE	3/19/2018
HOLTHAUS AMANDA	EMERGENCY SUBSTITUTE	4/13/2018
KINMAN MARY	EMERGENCY SUBSTITUTE	4/10/2018
LANDVERSICHT KURT	EMERGENCY SUBSTITUTE	4/10/2018
OSBORNE JORDAN	EMERGENCY SUBSTITUTE	3/22/2018
PAYNE EMILY	EMERGENCY SUBSTITUTE	4/10/2018
PITMAN KATHERINE	EMERGENCY SUBSTITUTE	4/16/2018

- c. Employment of Certified Substitutes - This is to report the employment of the following certified substitutes:

Name	Assignment	Effective Date
WILLIAMSON JAMIE	SUBSTITUTE TEACHER	4/12/2018
HATFIELD JANICE	RET SUBSTITUTE TEACHER	4/16/2018
SPEARS ABIGAIL	SUBSTITUTE TEACHER	4/17/2018

- d. Renewal of Substitutes (Certified and Classified) for the 2018-2019 School Year - This is to report the employment of the following substitutes (certified and classified) for the 2018-2019 school year:

Pursuant to KRS Chapter 161.000 the Fayette County Public Schools requests approval for the issuance of full-time Emergency Certificates for critical shortage certified teaching areas and substitute teachers where it is impossible to secure qualified teachers for the 2018-2019 school year.



FAYETTE COUNTY PUBLIC SCHOOLS

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

**MEETING: Planning**

**DATE: 05/07/2018**

**TOPIC: School Activity Funds Report Placeholder**

**PREPARED BY: Rodney Jackson**

**Recommended Action on: 05/21/2018**

**Informational Item**

**Superintendent Prior Approval: No**

**Recommendation/Motion: N/A**

**Background/Rationale:** School Activity Fund Reports for the period ending February 28, 2018. 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**

**AN EQUAL OPPORTUNITY SCHOOL DISTRICT**

Board of Education: Melissa Bacon, Chair • Raymond Daniels, Vice Chair • Douglas Barnett • Daryl Love • Stephanie Spires

Superintendent Emmanuel Caulk

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**Mailing Address:** 1126 Russell Cave Rd., Lexington, Kentucky 40505



FAYETTE COUNTY PUBLIC SCHOOLS

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

**MEETING: Planning**

**DATE: 05/07/2018**

**TOPIC: Monthly Financial Reports Placeholder**

**PREPARED BY: Rodney Jackson**

**Recommended Action on: 05/21/2018**

**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: NA**

**Attachments(s): Four attachments**

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

**MEETING: Regular**

**DATE: 5/21/2018**

**TOPIC: 2018-2019 Salary Schedules**

**PREPARED BY: Julane Mullins**

**Recommended Action on: 5/21/2018**

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

**Superintendent Prior Approval: Yes**

**Recommendation/Motion: Approve the 2018-2019 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 2018-2019 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.**

**Background/Rationale: Salary schedules must be approved by the Board of Education and then submitted to the Kentucky Department of Education and the Kentucky Retirement System.**

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

**Fiscal Impact: TBA**

**Attachments(s): N/A**

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## **2018-2019 SALARY SCHEDULES**

### **BACKGROUND and RATIONAL:**

The salary schedules have been prepared for classified and certified employees as related to their appropriate salary schedules at the same level as the 2017-2018 salary schedules. These include: Family Resources and Youth Service Center Coordinators, the Occupational Therapists, the Physical Therapists, Law Enforcement Lieutenants, the Classified Hourly Employees Single Salary Schedule, and the Teachers Salary Schedule". These salary schedules must be approved by the Board of Education and then submitted to the Kentucky Department of Education and the Kentucky Retirement System.

### **PROPOSAL:**

<b><u>Item</u></b>	<b><u>Amount</u></b>	<b><u>Funding Source</u></b>	<b><u>Recurring/ Nonrecurring</u></b>	<b><u>Measurable Expected Impact and Timeline</u></b>
Salary Schedules	\$3.2 Million	General Funds	Recurring	Satisfying KRS 157.420 and Legislator's Budget

**STAFF CONTACT:** Julane Mullins, Ext. 4109

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

**RECOMMENDATION:** A motion is in order to:

"Approve the recommendations as written in the agenda:

- "Approve the 2018-2019 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 2018-2019 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."
- "Instruct the Superintendent to submit these salary schedules to the Kentucky Department of Education and the Kentucky Teachers Retirement System."



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

**MEETING: Regular**

**DATE: 5/21/2018**

**TOPIC: 2018-2019 Salary Schedules**

**PREPARED BY: Julane Mullins**

**Recommended Action on: 5/21/2018**

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

**Superintendent Prior Approval: Yes**

**Recommendation/Motion: Approve the 2018-2019 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 2018-2019 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.**

**Background/Rationale: Salary schedules must be approved by the Board of Education and then submitted to the Kentucky Department of Education and the Kentucky Retirement System.**

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

**Fiscal Impact: TBA**

**Attachments(s): N/A**

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## **2018- 2019 TENTATIVE BUDGET**

### **BACKGROUND AND RATIONALE:**

In accordance with state law and Kentucky Department of Education regulations for budget development, the Board of Education formally and publicly reviewed the anticipated General Fund receipts and expenditures in the Draft Budget on January 22, 2018. The next step in the Budget Development is the Tentative Budget. The Final Working Budget will be presented to the Board of Education in September and must be approved by the Board of Education by September 30, 2018. The Tentative Budget includes an approximate 1.5% increase for the year experience step ups for certified and classified employees. It is predicated on a 4% increase in the revenue generated from property tax.

Law and regulations require that the Board of Education adopt a Tentative Budget for 2018-2019 by May 30, 2018.

### **TENTATIVE PROPOSAL:**

<b><u>Item</u></b>	<b><u>Funding Source</u></b>	<b><u>Recurring/ Nonrecurring</u></b>	<b><u>Measurable Expected Impact and Timeline</u></b>
General Fund	SEEK & Tax Receipts	BOTH	Satisfying KRS 160.470
Special Revenue Funds	Grants	BOTH	Satisfying KRS 160.470
Capital Outlay Fund	SEEK	BOTH	Satisfying KRS 160.470
Building Fund	Tax Receipts	BOTH	Satisfying KRS 160.470
Food Service	Federal Funds & Food Sales	BOTH	Satisfying KRS 160.470

**STAFF CONTACT:** Julane Mullins, Ext. 4109

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

**RECOMMENDATION:** A motion is in order to:

“Approve the Fayette County Public Schools 2018-2019 Tentative Budget and instruct the Superintendent to submit the Tentative Budget to the Kentucky Department of Education.”

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

**MEETING: Regular**

**DATE: 5/21/2018**

**TOPIC: District Statement of Assurances**

**PREPARED BY: Julane Mullins**

**Recommended Action on: 5/21/2018**

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

**Superintendent Prior Approval: No**

**Recommendation/Motion: Approve Fayette County Public Schools' submission of Statement of Assurances for the 2018-2019 school year.**

**Background/Rationale: Yearly requirement by KDE**

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

**Fiscal Impact: N/A**

**Attachments(s): District Assurance Statement**

**AN EQUAL OPPORTUNITY SCHOOL DISTRICT**

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## **DISTRICT STATEMENT OF ASSURANCES**

**BACKGROUND AND RATIONALE:** Annually school districts in Kentucky are required to provide KDE written assurances (attached) that all schools in the school district (including private schools receiving services through the district) are in compliance with district improvement planning requirements as well as all state and federal funding requirements. This Statement of Assurances complies with the requirements of Kentucky's Comprehensive District Improvement Plan funding. Staff have reviewed requirements and the district is in compliance with all assurances.

**PROPOSAL:**

Item	Amount	Funding Source	Recurring/ Nonrecurring	Measurable Expected Impact and Timeline
Statement of Assurances	N/A	N/A	N/A	Measurable progress toward district achievement goals

**STAFF CONTACT:**

Julane Mullins, Director Budget and Staffing, X4109







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

**RECOMMENDATION:** A motion is in order to:

“Approve Fayette County Public Schools’ submission of Statement of Assurances for the 2018-2019 school year.”

## Fayette County (165) Public District - FY 2019 - District Funding Assurances - Rev 0

## \* The LEA assures that it will comply with the following provisions:

1.	A comprehensive and current needs assessment, consistent with local board policy, supports the district improvement plan. The needs assessment is considered comprehensive and current if all of the following areas have been assessed at some point in the last three years: 1) curriculum; 2) classroom evaluation/assessment; 3) instruction; 4) school culture; 5) family and community involvement; 6) professional growth and evaluation; 7) leadership; 8) organizational structure and resources; and 9) an effective planning process.	* <input type="text" value="Select..."/> 
2.	The district has a planning policy in place for school councils to follow that describes the form and function of school improvement planning in the district as per KRS 160.345(3)(c). This policy includes a description of the district's annual planning cycle (with dates). The district and all schools develop their improvement plans in accordance with this policy and with the involvement of representative groups, including required members of the needs assessment team.	* <input type="text" value="Select..."/> 
3.	The local school district reviews its district improvement plan at least annually and revises as needed. Implementation of activities and strategies described in the action plan are evaluated for impact on student performance and classroom practices. The local school district assures that at least annually, an updated district improvement plan is approved by the local board and posted on the appropriate school or district website. The CDIP for each district shall be posted to the district's Web site. The CSIP for each school shall be posted to the school's Web site.	* <input type="text" value="Select..."/> 
4.	The local school district will administer each covered program in accordance with all program plans and applications.	* <input type="text" value="Select..."/> 
5.	Before its district improvement plan is posted, the district has afforded a reasonable opportunity for public comment on the plan and has considered such comment.	* <input type="text" value="Select..."/> 
6.	Where appropriate, the local school district will consult with private school officials in a timely and meaningful way to assure equitable participation of children and/or teachers in the private	* <input type="text" value="Select..."/> 

schools

7. The local school district will coordinate and collaborate with other agencies as required by the Every Student Succeeds Act (ESSA) Title I, Parts A, C, and D; ESSA Title II, Parts A, B, and D; ESSA Title IV, Title VII, Title X, Part C, the Individuals with Disabilities Education Act (IDEA), and the Carl D. Perkins Vocational and Technical Education Act of 2006.

\*  

8. The local school district will adopt and use proper methods of administering the covered programs, including: implementation of obligations, the correction of deficiencies in program operations as identified through technical assistance, program audits, monitoring or evaluation, and the adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs

\*  

9. The local school district will cooperate in carrying out any evaluation of each program conducted by or for the Kentucky Department of Education (KDE), or the U. S. Department of Education.

\*  

10. The local school district will:

\*  

a. Provide timely program reports to the Kentucky Department of Education on activities and expenditures, including reports requested by the U. S. Department of Education








b. Maintain records, provide information, and afford access to the records as the Kentucky Department of Education or the federal offices may find necessary to carry out their responsibilities

11. The local school district will comply with the Civil Rights Act of 1964, Title IV, Title VI, Title VII; the Equal Educational Opportunities Act of 1974; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the American Disabilities Act of 1990; and the Age Discrimination Act prohibiting discrimination on the basis of race, color, national origin, age, religion, marital status, sex, or disability.

\*  

12. The local school district assures that its district improvement plan describes steps it will take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age. [General Education Provisions Act (GEPA) Section 427].

\*  

13.	The local school district will comply with the Single Audit Act. (2 C.F.R. Part 200 Subpart F)	* <input type="text" value="Select..."/> 
14.	The local school district has control of programs and holds title to property acquired with the funds. The district will administer the funds and property as required by the authorizing law and for the purpose for which they are granted. The district retains control in the event of contractual arrangements made with other parties.	* <input type="text" value="Select..."/> 
15.	The local school district will use fiscal control and fund accounting procedures (MUNIS) to ensure proper disbursement of and accounting for federal/state funds paid to the district under the covered programs.	* <input type="text" value="Select..."/> 
16.	The local school district will submit an amendment prior to opening an object code series or to purchase equipment that costs \$5,000 or more per unit after the initial budget has been submitted and approved.	* <input type="text" value="Select..."/> 
17.	<p>The local school district assures that:</p> <div style="margin-left: 40px;"> <p>a. Federal appropriated funds have not been paid or are paid by or on behalf of the local school district, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress, in connection with the making of any federal grant, for entering any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.</p> <p>b. Any funds other than federal appropriated funds have not been paid or are paid to any person for influencing or attempting to influence an officer or employee of any agency in connection with the federal grant, the superintendent shall complete and submit Standard Form LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p> </div>	* <input type="text" value="Select..."/> 
18.	The superintendent shall require that these assurances and certifications be included in the award documents for all sub-grantees.	* <input type="text" value="Select..."/> 
19.	Federal funds received under covered programs are used only to supplement and in no case supplant funds from non-federal sources.	* <input type="text" value="Select..."/> 

20. If the project involves construction, the project is consistent with overall state plans for the construction of school facilities; and, in developing plans for construction, due consideration is given to excellence of architecture and design, compliance with the Americans with Disabilities Act and standards prescribed by the Secretary under Section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities [GEPA, Sec. 436].
21. Federal funds received will not be used to acquire equipment (including computer software) when such acquisition results in a direct financial benefit to an organization representing the interests of the school district or its employees or any affiliate of such organization [GEPA, Sec. 436].
22. The local school district will maintain procedures to minimize the time elapsing between the transfer of federal grant funds and their disbursement (2 C.F.R. Part 200.305).
23. Any plan, budget, evaluation, periodic program plan, or report relating to the covered programs is made readily available to parents and other members of the general public for the purpose of public inspection (34 C.F.R. 76.304). The local school district will comply with the Open Records Act.
24. Children served in covered programs will have access to all state and locally funded instructional, social, health, transportation, and nutritional services on the same basis as any other child and have the opportunity to meet the same challenging content and performance standards as any other child.
25. The local school district will comply with the 2 C.F.R. Part 200 “Uniform Administrative Requirements, Cost Principles, And Audit Requirements for Federal Awards as applicable.
26. The local school district will comply with 2 C.F.R. Part 200 Subpart E as it relates to cost principles for federal fund uses.
27. The local school district will comply with 2 C.F.R. Part 200 Subpart D Property Standards (200.310-200.316).
28. The local school district will comply with the Debarment, Suspension, and other Responsibility matters regulation (34 C.F.R. 85.110).

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29.	The local school district will comply with assurance of Compliance (Form HEW 441) or any court ordered desegregation plan that applies to this application.	* <input type="text" value="Select..."/> ▼
30.	The local school district will comply with the Gun-Free Schools Act of 1994.	* <input type="text" value="Select..."/> ▼
31.	The local school district will comply with the Pro-Children Act of 1994.	* <input type="text" value="Select..."/> ▼
32.	The local school district will comply with the Family Educational Rights and Privacy Act of 1974 (FERPA) and the Protection of Pupil Rights Amendment (PPRA).	* <input type="text" value="Select..."/> ▼
33.	The local school district will comply with the Procurement Standards as describe in 2 C.F.R. 200.318-200.326.	* <input type="text" value="Select..."/> ▼
34.	The local school district shall certify that no policy of the district or the school prevents or otherwise denies participation in constitutionally protected prayer in the public schools (K-12) (20 U.S.C. 7904).	* <input type="text" value="Select..."/> ▼
35.	The local school district will comply with all provisions of KRS 158.649 relating to the reduction of achievement gaps among student populations.	* <input type="text" value="Select..."/> ▼
36.	The district improvement plan includes specific strategies to support schools that have not meet Adequate Yearly Progress.	* <input type="text" value="Select..."/> ▼
37.	The district improvement plan includes specific strategies to support schools that have not met the goals of the Interim Performance Report for the Kentucky Performance Rating for Educational Progress (K-PREP).	* <input type="text" value="Select..."/> ▼
38.	All current school improvement plans are on file in the district's central office for review.	* <input type="text" value="Select..."/> ▼
39.	The local school district will have a technology plan in place to support the technology initiatives that are funded through various federal and state programs including the Every Student Succeeds Act (ESSA), the Universal Service Administrative Company (USAC) E-Rate program, and the Kentucky Education Technology System (KETS) program.	* <input type="text" value="Select..."/> ▼
40.	The local district assures that all students have had access and opportunity to learn the standards contained in the Kentucky Academic Standards. 704 KAR 3:303.	* <input type="text" value="Select..."/> ▼
41.	The local district assures that all students have met the minimum graduation requirements upon graduation. 704 KAR 3:305.	* <input type="text" value="Select..."/> ▼

42. The local district assures that all students in grades 6-12 have an Individual Learning Plan. KRS 158.6459 and 704 KAR 3:305.

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43. As it relates to student interventions, the local district assures:

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a. A high school student whose scores on the high school readiness examination administered in grade eight (8), on the college readiness examination administered in grade ten (10), or on the WorkKeys indicate that additional assistance or advanced work is required in English, reading, or mathematics shall be provided intervention strategies for accelerated learning incorporated into his or her learning plan. KRS 158.6459

b. A high school student whose score on the college admissions examination under KRS 158.6453 (11)(a)3. in English, reading, or mathematics is below the system-wide standard established by the Council on Postsecondary Education for entry into a credit-bearing course at a public postsecondary institution without placement in a remedial course or an entry-level course, supplementary academic support shall be accountable to provide the opportunity to participate in accelerated learning designed to address his or her identified academic deficiencies prior to high school graduation. KRS 158.6459.

c. By February 1, 2003, and each February 1 in odd-numbered years thereafter, the school-based decision making council, or the principal if there is not a council, with the involvement of parents, faculty, and staff shall set the school's biennial targets for eliminating any achievement gap and submit them to the superintendent for consideration. The superintendent and the school-based decision making council, or the principal if there is not a council, shall agree on the biennial targets before they are submitted to the local board of education for adoption. Beginning with the 2012-2013 school year, the reporting requirement in this subsection shall be October 1 of each year. KRS 158.649.

44. All students not meeting benchmarks established by the Council on Postsecondary Education on the college readiness exam are provided intervention/transition courses. 704 KAR 3:305.

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45. The local district assures that all courses in the local course catalog are linked to Kentucky's Uniform Academic Course Codes. 704 KAR 3:540.






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46.	The local district assures that a library media center has been established in every elementary and secondary school and that a school librarian is employed to organize, equip, and manage the operations of the school media library and holds the appropriate certificate in accordance with KRS 161.020, 161.030, and 158.102.		* <input type="text" value="Select..."/>
47.	The local district assures that all students grades K-3 have been provided learning experiences that include developmentally appropriate educational practices; multiage and multiability classrooms; continuous progress; authentic assessment; qualitative reporting methods; professional teamwork; and positive parent involvement. 704 KAR 3:440		* <input type="text" value="Select..."/>
48.	The local district assures that any courses being identified as advanced placement courses are identified as an advanced placement course by the College Board; include the content as described in the college board overview, description, and recommended course syllabus for the appropriate course; are aligned with Kentucky's Academic Expectations as established in KRS 158.6451 and Kentucky's Academic Standards as established in 704 KAR 3:303; and prepares a student to take and be successful on the appropriate advanced placement examination administered by the college board. Advanced placement courses must be accessible to all students. 704 KAR 3:510		* <input type="text" value="Select..."/>
49.	KRS 158.791 requires:		* <input type="text" value="Select..."/>
	Elementary Schools to:		
	a.	Provide comprehensive school-wide reading program;	
	b.	Provide diagnostic reading assessments and intervention services for those students who need them to learn to read at the proficient level;	
	c.	Ensure quality instruction by highly trained teachers;	
	d.	Provide high quality library media programming; (defined in KDE's Beyond Proficiency @ your library)	
	Middle and High Schools:		
	a.	Provide direct, explicit instruction to students lacking skills in how to read, learn,	

		and analyze information in key subjects, including language, reading , English, mathematics, science, social studies, arts and humanities, practical living, and career studies;	
	b.	Ensure that teachers have the skills to help all students develop critical strategies and skills for subject-based reading.	



## Fayette County (165) Public District - FY 2019 - District Funding Assurances - Rev 0




**\*The LEA assures that it will comply with the following provisions:**

1.	The local school district will adopt policies and practices to ensure that any child in foster care remains in the child's school of origin, unless it is determined that it is not in his or her best interest. ESEA Sec. 1111(g)(1)(E)(i)	* <input type="text" value="Select..."/> 
2.	The local school district will adopt policies and practices to ensure that if it is not in the child's best interest to remain in the school of origin, the child will be immediately enrolled in a new school even if the child is unable to produce records normally required for enrollment. ESEA Sec. 1111(g)(1)(E)(ii)	* <input type="text" value="Select..."/> 
3.	The enrolling school shall immediately contact the school last attended by any such child to obtain relevant academic and other records. ESEA Sec. 1111(g)(1)(E)(iii)	* <input type="text" value="Select..."/> 
4.	The LEA will collaborate with the child welfare agency to develop and implement clear written procedures for how transportation will be provided, arranged, and funded for the duration of a child's time in foster care. These procedures will ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)). (ESEA 1112(c)(5)(B)).	* <input type="text" value="Select..."/> 
5.	The local school district will ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if a) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation; b) the local educational agency agrees to pay for the cost of such transportation; or c) the local educational agency and the local child welfare agency agree to share the cost of such transportation (ESEA 1112(c)(5)(B)).	* <input type="text" value="Select..."/> 

**Fayette County (165) Public District - FY 2019 - District Funding Assurances - Rev 0**


**\*The LEA assures that it will comply with the following provisions:**


1.	Each LEA is required to establish policies and procedures that:	* <input type="text" value="Select..."/> 
	a. Ensure school personnel are aware of and parents are notified how to access the policies and procedures regarding physical restraint and seclusion;	
	b. Are designed to ensure the safety of all students, school personnel, and visitors;	
	c. Require school personnel to be trained in accordance with the requirements outlined in Section 6 of 704 KAR 7:160;	
	d. Outline procedures to be followed during and after each use of physical restraint or seclusion, including notice to parents, documentation of the event in the student information system, and a process for the parent or emancipated youth to request a debriefing session;	
	e. Require notification, within twenty four (24) hours, to the Kentucky Department of Education and local law enforcement in the event of death, substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ, or mental faculty resulting from the use of physical restraint or seclusion;	
	f. Outline a procedure by which parents may submit a complaint regarding the physical restraint or seclusion of their child, which shall require the district and school to investigate the circumstances surrounding the physical restraint or seclusion, make written findings, and if appropriate, take corrective action; and	
	g. Outline a procedure to regularly review data on physical restraint and seclusion usage and revise policies as needed.	
2.	Every LEA is required to maintain district level policies consistent with this administrative regulation.	* <input type="text" value="Select..."/> 

<p>3. It is the responsibility of the LEA to ensure that physical restraint and seclusion is not being implemented in the following situations:</p> <ul style="list-style-type: none"> <li>a. As punishment or discipline;</li> <li>b. To force compliance or to retaliate;</li> <li>c. As a substitute for appropriate educational or behavioral support;</li> <li>d. To prevent property damage, except as permitted under KRS Chapter 503;</li> <li>e. As a routine school safety measure;</li> <li>f. As a convenience for staff; or</li> <li>g. As a substitute for a time out</li> </ul>	<p>* <input type="text" value="Select..."/> </p>
<p>4. The LEA is also required to ensure school personnel shall not impose the following on any student at any time:</p> <ul style="list-style-type: none"> <li>a. Mechanical restraint;</li> <li>b. Chemical restraint;</li> <li>c. Aversive behavioral interventions;</li> <li>d. Physical restraint that is life-threatening;</li> <li>e. Prone or supine restraint; or</li> <li>f. Physical restraint if they know that physical restraint is contraindicated based on the student's disability, health care needs, or medical or psychiatric condition.</li> </ul>	<p>* <input type="text" value="Select..."/> </p>
<p>5. The LEA is required to ensure that physical restraint and seclusion are only implemented if:</p> <ul style="list-style-type: none"> <li>a. The student's behavior poses an imminent danger of physical harm to self or others and as permitted under KRS 503.050, 503.070, and 503.110;</li> <li>b. The physical restraint does not interfere with the student's ability to communicate in the student's primary language or mode of communication, unless the student uses sign language or an augmentative mode of communication as the student's primary mode of</li> </ul>	<p>* <input type="text" value="Select..."/> </p>

	communication and the implementer determines that freedom of the student's hands for brief periods during the restraint appears likely to result in physical harm to self or others;	
	c. The student's physical and psychological well-being is monitored for the duration of the physical restraint;	
	d. Less restrictive behavioral interventions have been ineffective in stopping the imminent danger of physical harm to self or others, except in the case of a clearly unavoidable emergency situation posing imminent danger of physical harm to self or others;	
	e. School personnel implementing the physical restraint and seclusion are appropriately trained as required by Section 6(3) of this administrative regulation, except to the extent necessary to prevent physical harm to self or others in clearly unavoidable emergency circumstances where other school personnel intervene and summon trained school personnel as soon as possible.	
6.	The LEA may only implement seclusion as long as an appropriate setting includes the following characteristics:	* <input type="text" value="Select..."/>
	a. Be free of objects and fixtures with which a student could inflict physical harm to self or others;	
	b. Provide school personnel a view of the student at all times;	
	c. Provide adequate lighting and ventilation;	
	d. Be reviewed by district administration to ensure programmatic implementation of guidelines and data related to its use;	
	e. Have an unlocked and unobstructed door; and	
	f. Have at least an annual fire and safety inspection.	
7.	The LEA is required to document all physical restraints and seclusions by a written record and maintain documentation in the student's education record. Each record of a use of physical restraint or seclusion shall be informed by an interview with the student and shall include:	* <input type="text" value="Select..."/>
	a. The student's name;	
	b. A description of the use of physical restraint or seclusion and the student behavior that	



	resulted in the physical restraint or seclusion;	
	c. The date of the physical restraint or seclusion and school personnel involved;	
	d. The beginning and ending times of the physical restraint or seclusion;	
	e. A description of any events leading up to the use of physical restraint or seclusion including possible factors contributing to the dangerous behavior;	
	f. A description of the student's behavior during physical restraint or seclusion;	
	g. A description of techniques used in physically restraining or secluding the student and any other interactions between the student and school personnel during the use of physical restraint or seclusion;	
	h. A description of any behavioral interventions used immediately prior to the implementation of physical restraint or seclusion;	
	i. A description of any injuries to students, school personnel, or others;	
	j. A description as to how the student's behavior posed an imminent danger of physical harm to self or others;	
	k. The date the parent was notified;	
	l. A description of the effectiveness of physical restraint or seclusion in de-escalating the situation;	
	m. A description of the school personnel response to the dangerous behavior;	
	n. A description of the planned positive behavioral interventions which shall be used to reduce the future need for physical restraint or seclusion of the student; and	
	o. For any student not identified as eligible for services under either Section 504 of the Rehabilitation Act or the Individuals with Disabilities Education Act, documentation of a referral under either law or documentation of the basis for declining to refer the student.	
8.	The LEA is required to ensure the physical restraint or seclusion record as outlined above be completed by the end of the next school day following the use of seclusion or physical restraint.	* <input type="text" value="Select..."/> 

9.	<p>If the parent or emancipated youth requests a debriefing session under Section 2(1)(d) of 704 KAR 7:160, a debriefing session shall be held after the imposition of physical restraint or seclusion upon a student.</p> <p>a. The debriefing session shall occur as soon as practicable, but not later than five (5) school days following the request of the parent or the emancipated youth, unless delayed by written mutual agreement of the parent or emancipated youth and the school.</p>	<p>* <input type="text" value="Select..."/> </p>
10.	<p>The LEA is required to train all school personnel in state administrative regulations and school district policies and procedures regarding physical restraint and seclusion.</p> <p>a. All school personnel shall be trained annually to use an array of positive behavioral supports and interventions to:</p> <ul style="list-style-type: none"> <li>- Increase appropriate student behaviors;</li> <li>- Decrease inappropriate or dangerous student behaviors; and</li> <li>- Respond to dangerous behavior.</li> </ul> <p>b. This training may be delivered utilizing web-based applications.</p> <p>c. This training shall include:</p> <ul style="list-style-type: none"> <li>- Appropriate procedures for preventing the need for physical restraint and seclusion, including positive behavioral supports and interventions;</li> <li>- State administrative regulations and school district policies and procedures regarding physical restraint and seclusion;</li> <li>- Proper use of positive reinforcement;</li> <li>- The continuum of use for alternative behavioral interventions;</li> <li>- Crisis prevention;</li> <li>- De-escalation strategies for responding to inappropriate or dangerous behavior, including verbal de-escalation, and relationship building; and</li> <li>- Proper use of seclusion as established in Section 4 of this administrative regulation, including instruction on monitoring physical signs of distress and obtaining medical assistance if</li> </ul>	<p>* <input type="text" value="Select..."/> </p>

necessary.

11. The LEA will provide all school personnel with annual written or electronic communication identifying core team members in the school setting who have been trained to implement physical restraint.

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12. The LEA is required to provide a core team of selected school personnel to respond to dangerous behavior and to implement physical restraint of students. The core team shall receive additional yearly training in the following areas:

\*  

- a. Appropriate procedures for preventing the use of physical restraint except as permitted by this administrative regulation;
- b. A description and identification of dangerous behaviors that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations, in order to determine whether the use of physical restraint is safe and warranted;
- c. Simulated experience of administering and receiving physical restraint, and instruction regarding the effect on the person physically restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
- d. Instruction regarding documentation and notification requirements and investigation of injuries; and
- e. Demonstration by core team members of proficiency in the prevention and use of physical restraint

13. 13. The following data shall be reported by the LEA in the student information system (Infinite Campus) related to incidents of physical restraint and seclusion:

\*  

- a. Aggregate number of uses of physical restraint;
- b. Aggregate number of students placed in physical restraint;
- c. Aggregate number of uses of seclusion;
- d. Aggregate number of students placed in seclusion;
- e. Aggregate number of instances of substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily

	member, organ, or mental faculty to students related to physical restraint and seclusion;	
f.	Aggregate number of instances of substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ, or mental faculty to school personnel related to physical restraint and seclusion; and	
g.	Aggregate number of instances in which a school resource officer or other sworn law enforcement officer is involved in the physical restraint or seclusion of a student. (39 Ky.R. 678; 1207; 1400; eff. 2-1-2013.)	

**Fayette County (165) Public District - FY 2019 - District Funding Assurances - Rev 0**

**\* The LEA assures the that it will comply with the following provisions:**



1.	Districts and schools receiving Title I, Part A funds will comply with all requirements outlined in Title I, Part A of the Every Student Succeeds Act of 2015, unless a notice of the waiver of specific requirements has been issued by the Kentucky Department of Education.	* <input type="text" value="Select..."/> <input type="button" value="v"/>										
2.	Districts and schools receiving Title I, Part A funds will maintain records that support their compliance with Title I, Part A requirements and approved plans.	* <input type="text" value="Select..."/> <input type="button" value="v"/>										
3.	If selected, the district will submit to state-conducted Title I, Part A monitoring and will comply with all corrective actions that result of such monitoring.	* <input type="text" value="Select..."/> <input type="button" value="v"/>										
4.	Districts will comply with the following assurances as outlined within Title I, Part A, Section 1112 of the Every Student Succeeds Act of 2015, unless a notice of the waiver of specific requirements has been issued by the Kentucky Department of Education.	* <input type="text" value="Select..."/> <input type="button" value="v"/>										
	<table border="1"> <tr> <td>The local educational agency will:</td> <td></td> </tr> <tr> <td>â€¢</td> <td>participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics.</td> </tr> <tr> <td>â€¢</td> <td>inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources;</td> </tr> <tr> <td>â€¢</td> <td>provide technical assistance and support to schoolwide programs;</td> </tr> <tr> <td>â€¢</td> <td>work in consultation with schools as they develop plans pursuant to section 1114 and assist schools with the implementation of such plans or undertake activities pursuant to section 1115 so that all students meet challenging State academic standards;</td> </tr> </table>	The local educational agency will:		â€¢	participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics.	â€¢	inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources;	â€¢	provide technical assistance and support to schoolwide programs;	â€¢	work in consultation with schools as they develop plans pursuant to section 1114 and assist schools with the implementation of such plans or undertake activities pursuant to section 1115 so that all students meet challenging State academic standards;	
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â€¢	provide technical assistance and support to schoolwide programs;											
â€¢	work in consultation with schools as they develop plans pursuant to section 1114 and assist schools with the implementation of such plans or undertake activities pursuant to section 1115 so that all students meet challenging State academic standards;											

â€¢	fulfill such agency's school improvement responsibilities under section 1116;
â€¢	provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
â€¢	take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part;
â€¢	in the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established in the regulations promulgated under the ESSA, which are coordinated with the regulations promulgated under the Head Start Act;
â€¢	work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119;
â€¢	inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999;
â€¢	coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school;
â€¢	ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;
â€¢	use the results of the student academic assessments required under section 1111 (b)(3), and other measures or indicators available to the agency, to review annually

		the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3).	
	â€¢	ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.	

**Fayette County (165) Public District - FY 2019 - District Funding Assurances - Rev 0**

**\* The LEA assures the that it will comply with the following provisions:**

<p>1. Districts will not discriminate against children who are not legally admitted to the United States by denying them access to educational programs offered to children of U. S. citizens. Neither shall the district:</p> <table border="1"> <tr> <td data-bbox="180 529 562 634">a.</td> <td data-bbox="562 529 1745 634">Require students or parents to disclose or document their immigration status.</td> </tr> <tr> <td data-bbox="180 634 562 740">b.</td> <td data-bbox="562 634 1745 740">Make inquiries of students or parents which may expose their undocumented status.</td> </tr> <tr> <td data-bbox="180 740 562 885">c.</td> <td data-bbox="562 740 1745 885">Require social security numbers of all students, as it may expose the undocumented status of students or parents (Plyler v. Doe, 457 U.S. 202, (1982))</td> </tr> </table>	a.	Require students or parents to disclose or document their immigration status.	b.	Make inquiries of students or parents which may expose their undocumented status.	c.	Require social security numbers of all students, as it may expose the undocumented status of students or parents (Plyler v. Doe, 457 U.S. 202, (1982))	<p>* <input type="text" value="Select..."/> </p>
a.	Require students or parents to disclose or document their immigration status.						
b.	Make inquiries of students or parents which may expose their undocumented status.						
c.	Require social security numbers of all students, as it may expose the undocumented status of students or parents (Plyler v. Doe, 457 U.S. 202, (1982))						
<p>2. Section 1304(b)(3) of the Every Student Succeeds Act states that the Kentucky Department of Education must promote interstate and intrastate coordination of migrant education services, including the transfer of pertinent school records, for migratory children. School districts must meet privacy requirements of FERPA as listed in General Assurances No. 27. In carrying out this requirement, the signed Certificate of Eligibility (COE), by the migrant child's parent or legal guardian will serve as a consensual written permission to share personally identifiable information from their migrant record with local educational agencies and migrant regional service centers and to transfer such information to appropriate education officials in other states having migrant programs. Regional migrant service centers will have oversight of district programs in their region.</p> <table border="1"> <tr> <td data-bbox="180 1308 371 1451">a.</td> <td data-bbox="371 1308 1745 1451">Districts and regional offices agree to comply with any and all requests for data, documentation, etc. made by the KDE in the manner in which it is requested (hard copy, electronic, etc.) within the timeline requested.</td> </tr> <tr> <td data-bbox="180 1451 371 1521">b.</td> <td data-bbox="371 1451 1745 1521">Districts will comply with the written requirements of the state migrant</td> </tr> </table>	a.	Districts and regional offices agree to comply with any and all requests for data, documentation, etc. made by the KDE in the manner in which it is requested (hard copy, electronic, etc.) within the timeline requested.	b.	Districts will comply with the written requirements of the state migrant	<p>* <input type="text" value="Select..."/> </p>		
a.	Districts and regional offices agree to comply with any and all requests for data, documentation, etc. made by the KDE in the manner in which it is requested (hard copy, electronic, etc.) within the timeline requested.						
b.	Districts will comply with the written requirements of the state migrant						



regional service centers to ensure the accuracy of data and the transfer of migrant student records. Districts, educational cooperatives or public colleges and universities serving as a local operating agency or migrant regional service centers will maintain a written record (Certificate of Eligibility) of the basis on which each child was determined to be eligible.

c.

Districts and local operating agencies will supply the Kentucky Department of Education with all of the Migrant Student Information eXchange (MSIX) minimum data elements applicable to the child's age and grade within the timeframe established in 34 CFR 200.85 regardless of the type of school in which the child is enrolled (e.g. public, private, or home school), or whether a child is enrolled in any school.

a.

For migratory children who are or were enrolled in private schools, the local operating agency meets its responsibility of this section for collecting MDEs applicable to the child's age and grade level by advising the parent of the migratory child, or the migratory child if the child is emancipated, of the necessity of requesting the child's records from the private school, and by facilitating the parent or emancipated child's request to the private school that it provide all necessary information from the child's school records

i.

Directly to the parent or emancipated child, in which case the local operating agency must follow up directly with the parent or child; or

ii.

To the SEA, or a specific local operating agency, for forwarding to MSIX, in which case the SEA or local operating agency must follow up with the parent, emancipated child, or the private school to make sure that the records requested by the parent or emancipated child have been forwarded.



b.

For migratory children who are or were enrolled in home schools, the local operating agency meets its responsibility for collecting MDEs applicable to the child's age and grade level by requesting these records, either directly from the parent or emancipated child.

d.









The local operating agency is required to use the Consolidated Student Record for all migratory children who have changed residence to a new

		school district within the State or in another State in order to facilitate school enrollment, grade and course placement, accrual of high school credits, and participation in the MEP.	
	e.	The local operating agency is required to use reasonable and appropriate measures determined by the Kentucky Department of Education to ensure that all data submitted to MSIX are accurate and complete; and to respond promptly to any request by the US Department of Education for information needed to meet the Department's responsibility for the accuracy and completeness of data in MSIX.	
	f.	The local operating agency is required to follow the procedures outlined in the Kentucky MSIX Policies and Procedures guidebook for correcting data as requested by parents, guardians, and migratory children, and other SEAs.	
3.	All districts are encouraged to use the Consolidated Student Record for all migratory children who have changed residence to a new school district within the State or in another State in order to facilitate school enrollment, grade and course placement, accrual of high school credits, and participation in the MEP. 34 CFR 200.85 (b)(B)(c)(2).		* <input type="text" value="Select..."/> ▼
4.	Sections 1304 and 1306 of the Every Student Succeeds Act states that the Kentucky Department of Education shall identify and address the needs of migrant students through the appropriate coordination of local, state and federal funds. Districts will coordinate the migrant program with schoolwide projects and other programs within the district. Districts should identify all available resources for migrant students who are most academically at need.		* <input type="text" value="Select..."/> ▼
5.	Section 1303 of the Every Student Succeeds Act states that the Kentucky Department of Education must provide additional services to migrant students during the summer or during intersession periods. Local operating agencies will provide a four-to-six week summer educational program with instructional services being provided at least 3 times per week with a minimum of 80 hours to migrant children who are most academically at need. 704 KAR 3:292, Section 3		* <input type="text" value="Select..."/> ▼
6.	Section 1304 of the Every Student Succeeds Act states that districts will form and implement a Parent Advisory Council (PAC) and convene at least 3 times annually per 704 KAR 3:292, Section 3.		* <input type="text" value="Select..."/> ▼

7.	Each local operating agency will fully participate in a system for the storage of data and the transfer of migrant student records.	* <input type="text" value="Select..."/> 
8.	Each local operating agency should employ a recruiter and advocate ensuring the identification and recruitment of all eligible migrant children. It is highly recommended that these positions be full-time and bilingual.	* <input type="text" value="Select..."/> 

**Fayette County (165) Public District - FY 2019 - District Funding Assurances - Rev 0**

**\* The LEA assures the that it will comply with the following provisions:**

1.	Districts and schools receiving Title I, Part D, Subpart 2 funds will comply with all applicable requirements outlined in Sections 1421-1432 of the Every Student Succeeds Act of 2015. This includes submission of a program application to the state by prescribed deadlines.	* <input type="text" value="Select..."/> 
2.	Districts and schools receiving Title I, Part D, Subpart 2 funds will maintain records that support their compliance with applicable requirements and to support that they are adhering to their state-approved plans.	* <input type="text" value="Select..."/> 
3.	The district will submit to state-conducted Title I, Part D monitoring and will comply with all corrective actions/findings that result from such monitoring.	* <input type="text" value="Select..."/> 
4.	The programs and services provided under this grant will be used to address the needs set forth in the application and fiscal related information will be provided within the fiscal year timelines established for new, reapplying, and/or continuing programs.	* <input type="text" value="Select..."/> 
5.	The programs and services provided with federal funds under this grant will be operated so as not to discriminate on the basis of age, gender, race, national origin, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities.	* <input type="text" value="Select..."/> 
6.	Administration of the program, activities, and services covered by this application will be in accordance with all applicable state and federal statutes, regulations, program plans, and the approved application.	* <input type="text" value="Select..."/> 
7.	The activities and programs that will be performed under this grant will be used to supplement services and not supplant funds from non-federal sources.	* <input type="text" value="Select..."/> 
8.	The district will require the entity and its principals involved in any subtier covered transaction paid through federal funds, that requires such certification, to ensure it/they are not debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from	* <input type="text" value="Select..."/> 

participation by a federal department or agency. {EDGAR-Part 85}

9. The local educational agency (LEA) will evaluate its program periodically to assess its progress toward achieving its goals and objectives and use its evaluation results to refine, improve, and strengthen its program and to refine its goals and objectives as appropriate.

\*  

10. The LEA will submit to the department such information, and at such intervals, that the department requires to complete state and/or federal reports.

\*  

11. The school district will cooperate in carrying out any evaluation of this program conducted by or for the state education agency, the secretary, or other federal officials.

\*  

12. The school district will comply with civil rights and nondiscrimination requirement provisions and equal opportunities to participate for all eligible students, teachers, and other program beneficiaries.

\*  

13. The school district will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds received and distributed under this program.

\*  

14. The school district will (a) make reports to the Kentucky Department of Education (KDE) and the U.S. Secretary of Education as may be necessary to enable the state and federal departments to perform their duties under this program; and (b) maintain records, provide information, and afford access to the records, as the KDE or the U.S. Secretary of Education may find necessary to carry out their duties.

\*  

15. Each agency receiving funds under this grant shall use these funds only to supplement, and not to supplant, state and local funds that, in the absence of such funds, would otherwise be spent for activities under this section.












\*  

16. The applicant will file financial reports and claims for reimbursement in accordance with procedures prescribed by the Kentucky Department of Education.

\*  

17. No board or staff member of an LEA will participate in, or make recommendations with respect to, an administrative decision regarding a program or project if such decision can be expected to result in any benefit or remuneration, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit to him or her or any member of his/her immediate family.

\*  

18.	The school district will adopt and use proper methods of administering such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; or (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.	* <input type="text" value="Select..."/> 
19.	The school district will administer such funds and property to the extent required by the authorizing statutes.	* <input type="text" value="Select..."/> 
20.	Where feasible, ensure educational programs in juvenile facilities are coordinated with the student's home school, particularly with respect to special education students with an individualized education program.	* <input type="text" value="Select..."/> 
21.	Notify the local school if a youth is identified as in need of special education services while in the facility.	* <input type="text" value="Select..."/> 
22.	Where feasible, provide transition assistance to help the youth stay in school, including coordination of services for counseling, assistance, in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling.	* <input type="text" value="Select..."/> 
23.	Provide support programs which encourage youth who have dropped out to re-enter school once their term has been completed or provide such youth with the skills necessary for such youth to gain employment or seek a high school diploma or its recognized equivalent.	* <input type="text" value="Select..."/> 
24.	Work to ensure such facilities are staffed with teachers and other qualified staff who are trained to work with children with disabilities and other students with special needs taking into consideration the unique needs of such children and students.	* <input type="text" value="Select..."/> 
25.	Use, to the extent possible, technology to assist in coordinating educational programs between the juvenile facility and the community school.	* <input type="text" value="Select..."/> 
26.	Where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities.	* <input type="text" value="Select..."/> 
27.	Coordinate funds received under this program with other local, state, and federal funds available to provide services to participating youths, such as funds under the Job Training Partnership Act, and vocational education funds.	* <input type="text" value="Select..."/> 
28.	Coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.	* <input type="text" value="Select..."/> 

29. If appropriate, work with local businesses to develop training and mentoring programs for participating youth.







\*

Select...






**Fayette County (165) Public District - FY 2019 - District Funding Assurances - Rev 0**

**\*Districts receiving ESSA Title II, Part A funds shall:**








1.	Submit an application to the Kentucky Department of Education (KDE) at such time, in such manner, and containing such information as required;	* <input type="text" value="Select..."/> 
2.	Ensure activities carried out under this program are in accordance with the purpose of Title II as stated in Section 2001 of the ESSA, which is to:	* <input type="text" value="Select..."/> 
a.	Increase student achievement consistent with the challenging State academic standards;	
b.	Improve the quality and effectiveness of teachers, principals, and other school leaders; and	
c.	Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and	
d.	Provide low-income and minority students greater access to effective teachers, principals, and other school leaders;	
3.	Comply with all applicable requirements outlined in Sections 2102-2104 of the ESSA or its successor;	* <input type="text" value="Select..."/> 
4.	Comply with section 8501 of the ESSA regarding the participation by private school children and teachers;	* <input type="text" value="Select..."/> 
5.	Coordinate professional learning activities authorized under this part with professional learning activities provided through other Federal, State, and local programs;	* <input type="text" value="Select..."/> 
6.	Engage shareholders in the following ways:	* <input type="text" value="Select..."/> 
a.	Meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and	



	demonstrated expertise in programs and activities designed to meet the purpose of this title;	
b.	Seek advice from the individuals and organizations described in the bullet above regarding how best to improve the local educational agency's activities to meet the purpose of this title; and	
c.	Coordinate the local educational agency's activities under this part with other related strategies, programs, and activities being conducted in the community;	
7.	Use Title II, Part A funds to develop, implement, and evaluate the comprehensive programs and activities carried out under this program;	* <input type="text" value="Select..."/> 
8.	Ensure that if funds are used for class size reduction, classes will be reduced to a level that is evidence based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers;	* <input type="text" value="Select..."/> 
9.	Ensure the activities carried out under Title II, Part A address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students.	* <input type="text" value="Select..."/> 

**Fayette County (165) Public District - FY 2019 - District Funding Assurances - Rev 0**

**\* The LEA assures the that it will comply with the following provisions:**

1.	The eligible entity (LEA/school district/consortium) assures that it has developed a district plan for educating all English Learners (EL) students within its jurisdiction and submitted the plan and budget to KDE for approval each year it receives Title III funds. It also assures that a copy of the district EL plan will be provided to all schools receiving Title III funds and that the plan and its contents will be made available to EL families and the public in compliance with open records laws.	* <input type="text" value="Select..."/> 
2.	The eligible entity (LEA/school district/consortium) assures that it will provide equal educational opportunities to all EL and immigrant students and uphold such rights regardless of citizenship or nationality status, as provided under Titles IV and VI of the Civil Rights Act of 1964, the Equal Educational Opportunity Act of 1974, Sec. 204(f), and as affirmed in the Supreme Court ruling in Plyler v. Doe, (1982), and any other civil rights guaranteed by federal law.	* <input type="text" value="Select..."/> 
3.	The eligible entity (LEA/school district/consortium) assures that it will expend all Title III funds to improve the education of EL children by assisting the children to speak, read, write and comprehend the English language and to meet challenging state content and performance standards.	* <input type="text" value="Select..."/> 
4.	The eligible entity (LEA/school district/consortium) with substantial increases in immigrant children and youth students assures that it will use Title III immigrant funds in a manner consistent with activities under ESEA Sec.3114 (d) of Title III.	* <input type="text" value="Select..."/> 
5.	The eligible entity (LEA/school district/consortium) assures that its proposed EL plan is based on effective approaches and methodologies for teaching EL students.	* <input type="text" value="Select..."/> 
6.	The eligible entity (LEA/school district/consortium) assures that its proposed EL plan describes how language instruction programs will ensure that EL students develop English proficiency.	* <input type="text" value="Select..."/> 
7.	The eligible entity (LEA/school district/consortium) assures that all teachers in its EL programs are fluent in English and any other language used for instruction, including written and oral	* <input type="text" value="Select..."/> 

communication skills.

8. The eligible entity (LEA/school district/consortium) assures that it will use Title III funds in ways that will build district and school capacity to continue to offer effective language instruction educational programs for EL students. This includes allocating Title III funds for effective professional development.

\*  

9. The eligible entity (LEA/school district/consortium) assures that its EL and immigrant programs, strategies and funding allocations are aligned and integrated with the Comprehensive District Improvement Plan (CDIP) and Comprehensive School Improvement Plans (CSIP).

\*  

10. The eligible entity (LEA/school district/consortium) assures that a Program Services Plan (PSP) will be developed for each EL student in the district. The Program Services Plan will, at a minimum, include all essential elements required by ESEA Section 1112(e)(3) and Kentucky's Regulations on Inclusion of Special Populations in State Assessment and Accountability (703 KAR 5:070).

\*  

11. The eligible entity (LEA/school district/consortium) assures that all EL students enrolled on the first day of the Kentucky State-Required Assessment testing window shall be assessed in all parts of the state-required assessments and their scores shall be included in accountability calculations consistent with state law, unless the students are in their first year of enrollment in a United States (U.S.) school.

\*  

12. The eligible entity (LEA/school district/consortium) assures that parents/legal guardians of all EL students in the district will be notified within 30 calendar days after the beginning of the school year of a) the reason for their child's identification as EL, b) the child's level of English proficiency, c) the child's program instructional services, d) the specific exit requirements for the program, and e) parental rights to opt out of services or to seek alternative services as outlined in ESEA Section 1112(e)(3) and in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act. For a child who has not been identified for participation in a language instruction education program prior to the beginning of the school year, the eligible entity (LEA/school district/consortium) assures that it will carry out subsections (a) through (e) within two (2) weeks of the child's being placed in such a program.

\*  

13. The eligible entity (LEA/school district/consortium) assures that it will implement an effective means of outreach to promote parent, family, and community engagement activities for EL and

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immigrant students as outlined in ESEA Section 3115(c)(3).

14. The eligible entity (LEA/school district/consortium) assures that it will determine primary or home languages of EL children through the use of a home language survey administered to all students enrolled in the district as a first screening process to identify students as English learners (703 KAR 5:070).

\*  

15. The eligible entity (LEA/school district/consortium) assures that it will submit to the Kentucky Department of Education all demographic and programmatic information, including the requirements of ESEA Sec. 3121 of Title III, pertinent to the implementation of the Title III program and the provision of services to EL and immigrant students.

\*  

16. The eligible entity (LEA/school district/consortium) assures that it developed its proposed EL and immigrant plans in consultation with teachers, school administrators, parents, researchers, and if appropriate, with education-related community groups and nonprofit organizations, and institutions of higher education.

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17. The eligible entity (LEA/school district/consortium) assures that it has consulted with non-public schools within its area of service in the development of the district EL plan, and that it will administer and provide on an equitable basis educational services to EL students in non-public schools through a public agency or a contractual entity independent of the non-public schools or religious organizations.

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18. The eligible entity (LEA/school district/consortium) assures that all Title III funds will supplement, but in no case supplant, federal, state and local public funds for programs for EL and immigrant students as set forth in Sec. 3115 (g) of Title III.




\*  

19. The eligible entity (LEA/school district/consortium) assures that at the end of the fiscal year it will submit to the KDE Title III Program an Annual Performance Report (APR) evaluating the EL and immigrant plans to include a description of programs and activities and of the progress made by EL and immigrant students towards attaining English language proficiency and meeting state academic achievement standards as set forth in Sec. 3121 of Title III.

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**Fayette County (165) Public District - FY 2019 - District Funding Assurances - Rev 0**

**\* The LEA assures the that it will comply with the following provisions:**

<p>1. Rural-Low Income Funds will be used to support local education reform efforts consistent with statewide education reform efforts to:</p> <table border="1"> <tr> <td>a.</td> <td>Provide funding to implement promising education reform programs and school improvement programs based on scientifically-based research;</td> </tr> <tr> <td>b.</td> <td>Provide a continuing source of innovative and educational improvement;</td> </tr> <tr> <td>c.</td> <td>Meet the educational needs of all students; and</td> </tr> <tr> <td>d.</td> <td>Develop and implement education programs to improve student achievement and teacher performance.</td> </tr> </table>	a.	Provide funding to implement promising education reform programs and school improvement programs based on scientifically-based research;	b.	Provide a continuing source of innovative and educational improvement;	c.	Meet the educational needs of all students; and	d.	Develop and implement education programs to improve student achievement and teacher performance.	<p>* <input type="text" value="Select..."/> </p>		
a.	Provide funding to implement promising education reform programs and school improvement programs based on scientifically-based research;										
b.	Provide a continuing source of innovative and educational improvement;										
c.	Meet the educational needs of all students; and										
d.	Develop and implement education programs to improve student achievement and teacher performance.										
<p>2. Rural-Low Income Funds will be used to</p> <table border="1"> <tr> <td>a.</td> <td>Provide for research-based professional development to address an identified need at the school(s) or district;</td> </tr> <tr> <td>b.</td> <td>To support parent involvement and engagement activities at the school(s) or district; and/or</td> </tr> <tr> <td>c.</td> <td>To support activities authorized under Title I, Part A, Title IV, Part A and Title III, Part A.</td> </tr> <tr> <td>d.</td> <td>Title II, Part A: To support improving teacher quality state grants.</td> </tr> <tr> <td>e.</td> <td>Title IV, Part A: Student support and academic enrichment.</td> </tr> </table>	a.	Provide for research-based professional development to address an identified need at the school(s) or district;	b.	To support parent involvement and engagement activities at the school(s) or district; and/or	c.	To support activities authorized under Title I, Part A, Title IV, Part A and Title III, Part A.	d.	Title II, Part A: To support improving teacher quality state grants.	e.	Title IV, Part A: Student support and academic enrichment.	<p>* <input type="text" value="Select..."/> </p>
a.	Provide for research-based professional development to address an identified need at the school(s) or district;										
b.	To support parent involvement and engagement activities at the school(s) or district; and/or										
c.	To support activities authorized under Title I, Part A, Title IV, Part A and Title III, Part A.										
d.	Title II, Part A: To support improving teacher quality state grants.										
e.	Title IV, Part A: Student support and academic enrichment.										
<p>3. Rural-Low Income Funds will be used to address priority needs identified as part of the school(s) or district Needs Assessment. Funds will be used first to address needs in identified Focus or Priority School(s) or at the district level if the district has been identified as a Focus or Priority District.</p>	<p>* <input type="text" value="Select..."/> </p>										

**Fayette County (165) Public District - FY 2019 - District Funding Assurances - Rev 0**

**\* The LEA assures the that it will comply with the following provisions:**

1.	The local school district will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless.	* <input type="text" value="Select..."/> 
2.	The local school district will designate an appropriate staff person, who may also be a coordinator for other Federal programs, as a local educational agency liaison for homeless children and youths.	* <input type="text" value="Select..."/> 
3.	The school district will adopt policies and practices to ensure that transportation is provided at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin, in accordance with the following as applicable:	* <input type="text" value="Select..."/> 
4.	If the homeless child or youth continues to live in the area served by the local educational agency in which the school of origin is located, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the local educational agency in which the school of origin is located.	* <input type="text" value="Select..."/> 

**Fayette County (165) Public District - FY 2019 - District Funding Assurances - Rev 0**

**\* The LEA assures the that it will comply with the following provisions:**

1. The local school district (eligible recipient) shall submit a local application in accordance with requirements established by the state agency. The local application shall describe how the career and technical education programs required under section 135 (b) will be carried out with funds received under this title. The LEA shall:
  - a. Carry out career and technical education activities with respect to meeting state and local adjusted levels of performance established under section 113.
  - b. Offer the appropriate courses of not less than one of the career and technical programs of study described in section 122 (c) (1) (A).
  - c. Improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the core academic subjects (as defined by ESEA) and career and technical education subjects.
  - d. Provide students with strong experience in, and understanding of, all aspects of an industry.
  - e. Ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.
  - f. Provide comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development).
  - g. Involve parents, students, academic and career and technical education teachers, faculty,

\*  



administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, representatives of special populations and other interested individuals in the development, implementation, and evaluation of career and technical education programs assisted under this title. Maintain documentation on how such individuals and entities are effectively informed about, and assisted in understanding the requirements of this title, including career and technical programs of study.

h. Provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs.

i. Implement a process to evaluate and continuously improve the performance of career and technical education programs.

j. Review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations; provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

2. Individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations. (Section 134 (b) (9)).

\*  

3. Funds will be used to promote preparation for non-traditional fields.

\*  

4. Career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.

\*  

5. Address the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teacher profession and the transition to teaching from business and industry.

\*  









6. Master schedule forms will be submitted for all CTE programs at each high school and middle school that receives Perkins funds.

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7. Accurate data will be entered into the Technical Education Database System (TEDS) for the previous school year.




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8.	The local school district shall follow guidelines for Levels of Consequences for Perkins Accountability based on Perkins Performance Indicators as notified by KDE. The district must use a specified percentage of Perkins funds to address the areas of deficiency.	* <input type="text" value="Select..."/> 
9.	No more than 5 percent of the funds are used for administrative costs associated with the administration of activities assisted under this section.	* <input type="text" value="Select..."/> 
10.	In any academic year that an eligible recipient does not expend all of the amounts the eligible recipient is allocated for such year under section 131 or 132, such eligible recipient shall return any unexpended amounts to the eligible agency.	* <input type="text" value="Select..."/> 
11.	Eligible recipients shall not receive an allocation under Section 131 (a) unless the initial amount allocated is greater than \$15,000. Those whose allocation is not greater than \$15,000 may apply for a waiver or form a consortium.	* <input type="text" value="Select..."/> 
12.	The local district shall not bar students attending private, religious, or home schools from participation in programs or services under this Act (Section 313).	* <input type="text" value="Select..."/> 
13.	No funds made available under the Carl D. Perkins Career and Technical Education Act of 2006 shall be used to require any secondary school student to choose or pursue a special career path or major OR to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standards, or certificate of mastery. (Section 314)	* <input type="text" value="Select..."/> 
14.	No funds received under this Act may be used to provide career and technical programs to students prior to the seventh grade, except that such students may use equipment and facilities purchased (Section 135).	* <input type="text" value="Select..."/> 
15.	Funds are used according to the requirements identified in Title I, Part C, Section 135 (Documentation of nine required uses of funds).	* <input type="text" value="Select..."/> 



**Fayette County (165) Public District - FY 2019 - District Funding Assurances - Rev 0**

**\* The LEA assures the that it will comply with the following provisions:**

1.	The expenditures of IDEA-B funds for services and goods are made exclusively for the benefit of children who meet the definitions and eligibility criteria for programs for exceptional children as found in 707 KAR Chapter 1.	* <input type="text" value="Select..."/> 
2.	Special education and related services are provided in a manner consistent with policies and procedures required by the Individuals with Disabilities Education Act (IDEA) Part B. These policies and procedures address: free and appropriate public education, child identification, due process, evaluation, eligibility, individual education programs, placement in least restrictive environment, delivery of services, confidentiality, non-public schools, comprehensive system of personnel development, and IDEA-B funds.	* <input type="text" value="Select..."/> 
3.	A goal of full educational opportunity has been established for all children with individual education programs, aged three (3) to twenty-one (21).	* <input type="text" value="Select..."/> 








**Fayette County (165) Public District - FY 2019 - District Funding Assurances - Rev 0**

**\* The LEA assures the that it will comply with the following provisions:**

<p>1. The school district will comply with the following nondiscrimination statutes and regulations, any other related regulations, and any FNS and USDA nondiscrimination directives:</p>	<p>* <input type="text" value="Select..."/> </p>
<p>i. Title VI of the Civil Rights Act of 1964 (42 U.S.C. 200d et seq.), USDA regulations at 7 CFR Part 15, Nondiscrimination, and Department of Justice regulations at 28 CFR Part 42, Nondiscrimination; Equal Employment Opportunity; Policies and Procedures;</p>	
<p>ii. Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.) and USDA regulations at 7 CFR Part 15a, Education Programs or Activities Receiving or Benefitting from Federal Financial Assistance;</p>	
<p>iii. Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), USDA regulations at 7 CFR Part 15b, Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving Federal Financial Assistance, and Department of Justice regulations at 28 CFR Part 41, Implementation of Executive Order 12250, Nondiscrimination On The Basis of Handicap In Federally Assisted Programs; and</p>	
<p>iv. The Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.),</p>	
<p>2. The school district assures that it will immediately take any measures necessary to effectuate the requirements in the laws, regulations, and directives. The State agency gives this assurance in consideration of and for the purpose of obtaining the funds and commodities provided under this agreement.</p>	<p>* <input type="text" value="Select..."/> </p>

**Fayette County (165) Public District - FY 2019 - District Funding Assurances - Rev 0**






**\* The LEA assures the that it will comply with the following provisions:**

1.	The local school district makes preschool program services available to all three- and four-year-old children with disabilities and at-risk four-year-old children in a manner consistent with KRS 157.3175.	* <input type="text" value="Select..."/> 
2.	The district has a current, signed agreement with the local Head Start program to maximize Head Start funds to serve as many eligible four-year-old children as possible, with certification from the Head Start director that the Head Start program is fully utilized.	* <input type="text" value="Select..."/> 
3.	When the district contracts with an outside agency for preschool placements, the contractor has been approved by the Kentucky Department of Education for these purposes and the contracted services meet all state and federal education requirements.	* <input type="text" value="Select..."/> 
4.	All preschool education programs operated by or located on school grounds meet state education facility requirements for preschool programs. All materials and equipment used by these programs are appropriate for young children. Test sheets, workbooks and ditto sheets shall not be used (704 KAR 3:410).	* <input type="text" value="Select..."/> 
5.	All children enrolled in preschool education programs that operate at least half-day are offered a meal while in the program (breakfast and/or lunch).	* <input type="text" value="Select..."/> 
6.	All instructional staff for preschool education programs meets qualification standards and professional development requirements for preschool, as specified by law.	* <input type="text" value="Select..."/> 
7.	The district has a written plan (policies and procedures) for the operation of the preschool program that addresses: recruitment of children; educational programming and related services; developmentally appropriate experiences in cognitive, communication, social, physical, and emotional development as well as creative expression; a curriculum which is relevant and reflective of the needs of the population served, in which a variety of skills are integrated into activities targeted toward the interests of children (704 KAR 3:410); parent outreach and active involvement; coordination of health and social services; coordination with	* <input type="text" value="Select..."/> 

	the primary program; and an evaluation plan.	
8.	At least annually, parents, staff and other professionals shall be involved in evaluating the effectiveness of the preschool program in meeting the needs of participating children.	* <input type="text" value="Select..."/> ▼
9.	A formula is used to allocate preschool funds to school districts. Amounts are based on the average number of children served on December 1 and March 1 of the previous academic year. The sum of this average is multiplied by per-child rates approved by the Kentucky Board of Education for the new school year. There is a standard "per-child" rate for three categories of enrollment: speech, developmental delay, and income eligible children. There is a weighted category for children with severe/multiple disabilities. While funds are allocated to districts based on per-child rates, districts may use funds to address the needs of the entire preschool program. Districts may distribute funds across the program as long as the dollars benefit preschool students.	* <input type="text" value="Select..."/> ▼
10.	The district ensures appropriate implementation of the Child Find process, delivering appropriate, relevant, research-based instruction and intervention services (Kentucky System of Intervention or KSI) prior to or as a part of the special education referral process.	* <input type="text" value="Select..."/> ▼



**Fayette County (165) Public District - FY 2019 - District Funding Assurances - Rev 0**

**\* The LEA assures the that it will comply with the following provisions:**

1.	The district certifies that each teacher participates in well-designed professional learning aligned to the Professional Learning Standards and that instructional improvement and training needs of staff are addressed in accordance with the goals in KRS 158.6451.	* <input type="text" value="Select..."/> 
2.	Schools and districts align professional learning to their school or district improvement plans as implemented under KRS 158.070.	* <input type="text" value="Select..."/> 
3.	The district certifies that all persons affected by the professional learning plan are represented or included on the school and district planning teams.	* <input type="text" value="Select..."/> 
4.	The district certifies that the local professional development coordinator is qualified for that position and fulfills the qualifications and duties as specified in Section 5 of 704 KAR 3:035.	* <input type="text" value="Select..."/> 
5.	Professional development funds are expended and accounted for as required in 704 KAR 3:035 and funds are used for needs identified in the school and district planning process.	* <input type="text" value="Select..."/> 





**Fayette County (165) Public District - FY 2019 - District Funding Assurances - Rev 0**

**\* The LEA assures the that it will comply with the following provisions:**







1.	The district certifies that the textbook/instructional materials purchasing plans for all schools serving grades P-8 have been approved by the appropriate school councils and the local board of education and are on file in the district office. The plans address the requirements as stated in KRS 156.439 and 704 KAR 3:455.	* <input type="text" value="Select..."/> 
2.	The district certifies that an annual report and summary of expenditures for textbooks and instructional materials is available on the district's MUNIS report. The annual report addresses the requirements as stated in KRS 156.439 and 704 KAR 3:455.	* <input type="text" value="Select..."/> 


**Fayette County (165) Public District - FY 2019 - District Funding Assurances - Rev 0**

**\* The LEA assures the that it will comply with the following provisions:**

1.	The local school district has in operation and available for public inspection local board approved policies and procedures which address each requirement in 704 KAR 3:285 (Sections 1-10), the administrative regulation for programs for the gifted and talented, and are consistent with KRS 157.200, 157.224, 157.230 and 704 KAR 3:440.	* <input type="text" value="Select..."/> 
2.	The local school district adheres to the definitions in Section 1 of 704 KAR 3:285 for primary through grade twelve (12).	* <input type="text" value="Select..."/> 
3.	The local school district's policies and procedures are consistent with the requirements of 704 KAR 3:285, Section 3, as they relate to the identification and diagnosis of gifted characteristics, behaviors and talent, and determination of eligibility for services. The local school district has implemented its policies and procedures so that identification and determination of eligibility for services includes a combination of informal measures, formal measures, and objective-based eligibility criteria. Identification and determination of eligibility is based on student's individual needs, interests and abilities. The local school district provides a system for diagnostic screening and identification of strengths, gifted behaviors and talents which provides equal access for racial and ethnic minorities, disadvantaged children, and children with disabilities. Once a student is informally selected and placed in the talent pool, the local school district does not use a single assessment instrument as the basis for denying services to said student.	* <input type="text" value="Select..."/> 
4.	The local school district's policies and procedures are consistent with the requirements of 704 KAR 3:285, Section 5. The local school district conducts an annual program evaluation which addresses: (a) overall student progress; (b) student, parent, and faculty attitudes toward the program; (c) community involvement; (d) cost effectiveness; (e) the incorporation of gifted education into the regular school program; (f) overall quality of instruction and program personnel credentials; and (g) future program directions and modifications. The local school district has ensured that school personnel report to a parent or guardian the progress of her/his child related to the gifted and talented student services plan at least once each semester.	* <input type="text" value="Select..."/> 







5.	The local school district provides articulated primary through grade twelve (12) multiple service delivery options consistent with the requirements of 704 KAR 3:285, Section 6. No single service option exists alone, district wide, at a grade level . With the exception of an academic competition or optional extracurricular offering, services are provided during the regular school hours.	* <input type="text" value="Select..."/> 
6.	Consistent with 704 KAR 3:285, the local school district provides a comprehensive framework or course of study for children and youth, primary through grade twelve (12), who are diagnosed as possessing gifted characteristics, behaviors and talent based on the district or school's curricula required to meet the goals established in KRS 158.6451. Each school has differentiated, replaced, supplemented, or modified curricula to facilitate high level attainment of the learning goals established in KRS 158.6451 and assists students identified as gifted and talented to further develop their individual interests, needs, and abilities (704 KAR 3:285 Section 7).	* <input type="text" value="Select..."/> 
7.	Consistent with the provisions of 704 KAR 3:285, Section 8, the local school district has ensured that direct services to students identified as demonstrating gifted and talented behaviors and characteristics are provided by professionally qualified and certified personnel as required by the Education Professional Standards Board.	* <input type="text" value="Select..."/> 
8.	State funds for gifted education are used specifically for direct services to students who are gifted and talented. Direct services to identified students are provided by professionally qualified and certified personnel as required by the Education Professional Standards Board and 704 KAR 3:285, Section 8. Seventy-five (75) percent of the district's gifted education allocation is used to employ properly certified personnel to provide direct instructional services (704 KAR 3:285 Section 9).	* <input type="text" value="Select..."/> 
9.	The district has designated a gifted education coordinator to oversee the district gifted education operation, serve as liaison between the district and the state, ensure internal compliance with state statutes and administrative regulations, administer and revise the gifted education program budget, and submit to the Kentucky Department of Education for approval as an amendment any local district budget decision change causing a major or significant adjustment, thereby, impacting state funds for gifted education after the annual submission of the local district education plan (704 KAR 3:285 Section 9).	* <input type="text" value="Select..."/> 
10.	Consistent with the requirements of 704 KAR 3:285, the local school district employs properly certified personnel to administer and teach in the program, annually submits the local district gifted education year-end report, annually submits the summative evaluation of the program and	* <input type="text" value="Select..."/> 

	student progress, and otherwise complies with 704 KAR 3:285.	
11.	Consistent with 704 KAR 3:285, Section 10, the local school district has established a district wide grievance procedure through which a parent, guardian or student may resolve a concern regarding the appropriate and adequate provision of talent pool services or services addressed in a formally identified student's gifted and talented student services plan.	* <input type="text" value="Select..."/> 

## Fayette County (165) Public District - FY 2019 - District Funding Assurances - Rev 0



## \* The LEA assures the that it will comply with the following provisions:









1.	The local school board and the district have approved and disseminated procedures whereby pupils who have a greater need as determined by the eligibility criteria as stated in KRS 158.070 and 704 KAR 3:390 shall be referred and selected first to receive extended school services. The district further ensures that students who have greater academic need as stated in KRS 158.070 and 704 KAR 3:390 are not excluded from referral or selection for extended school services due to the inability of the parent or student to provide transportation to or from the school or site of extended school services programs.	* <input type="text" value="Select..."/> 
2.	The school informs parents or guardians of extended school services as follows:	* <input type="text" value="Select..."/> 
	a. A general notification which describes the nature of the services to be offered including the opportunities for maintenance of performance, prevention of failure and reduction of academic deficiencies;	
	b. A specific notification of their child's eligibility to receive extended school services; and	
	c. Written procedures for parents or guardians to request reconsideration of their children's identification or lack of identification of eligibility for extended school services.	
3.	(If applicable) The most current policy developed by the local school board that mandates attendance for any student(s) to Extended School Services is on file at the offices of Extended School Services, Kentucky Department of Education.	* <input type="text" value="Select..."/> 
4.	Accurate time logs are maintained for personnel receiving salary from Extended School Services. Such salary is for direct services to the Extended School Services program. No ESS staff member is paid more than his/her actual hourly rate for a comparable position in the regular program.	* <input type="text" value="Select..."/> 

5.	The district has written criteria for the selection of ESS staff (certified and classified). ESS teachers and other ESS staff are first employed based on having the specific expertise to meet the needs of the students being served. All other criteria for employment are both fair and equitable to applicants.	*	Select... ▼										
6.	Accurate records are maintained for student attendance to Extended School Services and of student progress toward individual goals.	*	Select... ▼										
7.	Students not enrolled in ESS are allowed to utilize district provided transportation through ESS funds only to the extent that it does not increase the cost of such transportation to ESS.	*	Select... ▼										
8.	<p>Student data related to ESS services, either daytime or out of school, must be recorded in the "Intervention Tab" to the Kentucky Department of Education no later than June 30th of each school year for services offered during the school year itself, and September 30th for ESS Summer School offerings. This data must include but is not limited to:</p> <table border="1"> <tr> <td>a.</td> <td>Number of students receiving extended school services;</td> </tr> <tr> <td>b.</td> <td>Content areas where services received</td> </tr> <tr> <td>c.</td> <td>Hours of service provided;</td> </tr> <tr> <td>d.</td> <td>Demographic data for students receiving extended school services; and</td> </tr> <tr> <td>e.</td> <td>Student improvement as a result of extended school services.</td> </tr> </table>	a.	Number of students receiving extended school services;	b.	Content areas where services received	c.	Hours of service provided;	d.	Demographic data for students receiving extended school services; and	e.	Student improvement as a result of extended school services.	*	Select... ▼
a.	Number of students receiving extended school services;												
b.	Content areas where services received												
c.	Hours of service provided;												
d.	Demographic data for students receiving extended school services; and												
e.	Student improvement as a result of extended school services.												
9.	State funds for ESS are used specifically for direct services to students who are eligible for ESS services as defined in KRS 158.070 and 704 KAR 3:390 Section 3. All ESS funds are subject to rules and regulations outline in 704 KAR 3:390 Section 4.	*	Select... ▼										

## Fayette County (165) Public District - FY 2019 - District Funding Assurances - Rev 0

**\* The KETS program requires that districts complete and submit an updated technology plan on a yearly basis. Successful technology plans align the criteria in these ten assurances with the overall education improvement objectives. It is critical that technology planning not be viewed or treated as a separate exercise dealing primarily with hardware and telecommunications. There must be strong connections between the foundational components of the information technology and the professional development, curriculum resources; and effective uses by teachers, students, and school leaders.**

1.	The local school district establishes clear goals and a realistic strategy for using telecommunications and information technology to improve education.	* <input type="text" value="Select..."/> 
2.	The local board of education agrees to conform to the guidelines for filtering, content management, caching, and auditing technologies regarding student and staff Internet access as provided in the Master Plan for Education Technology, including the implementation and maintenance of approved filtering and caching technology in the district for all students, teachers and administrators. The local school district agrees to adopt an acceptable use policy (AUP) in accordance with the guidelines for acceptable use policies as provided in the Master Plan for Education Technology. This AUP includes addressing the nine elements of digital citizenship as identified by the International Society for Technology in Education for all students, teachers and administrators. The AUP contains language compliant with the Children's Internet Protection Act (CIPA) which will prohibit access to objectionable materials, including sexually explicit materials, and shall include, but not be limited to, parental consent for student Internet use, teacher supervision of student computer use, auditing procedures to determine whether education technology is being used for the purpose of accessing sexually explicit or other objectionable material, and provide for the educating of minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, cyberbullying awareness, and response. The local school district acknowledges that these protections apply to all district owned devices and/or district-provided access to the network/internet without regard to the location of students, devices, or point of access.	* <input type="text" value="Select..."/> 

3.	The acceptable use policy also contains provisions that prohibit students, faculty, staff and others with network access from using district resources to establish Internet email accounts through third party providers or any other non-standard electronic mail. KRS 156.160, 156.675; 701 KAR 5:120.	* <input type="text" value="Select..."/> 
4.	Districts are required by state regulation 701 KAR 5:110 to procure only those technologies that meet KETS technical, product and design standards, if a technical, product or design standard for that category has been established, regardless of source of funds as set forth in the Master Plan for Education Technology.	* <input type="text" value="Select..."/> 
5.	The local school district has a professional development strategy to ensure that all students, teachers, and administrators know how to use current and new technologies to support educational goals.	* <input type="text" value="Select..."/> 
6.	The local school district assesses the telecommunication services, hardware, software, and other services that will be needed to support education.	* <input type="text" value="Select..."/> 
7.	The local board provides for sufficient funds to acquire and support the elements of technology: hardware, software, professional development, and other services that will be needed to implement the strategy.	* <input type="text" value="Select..."/> 
8.	The local district agrees to conform to the KETS electronic mail product and design standards. These guidelines communicate the basic product and design standards for statewide electronic mail including State Level Shared Distribution Lists as incorporated by reference into the Master Plan for Education Technology. ( <a href="http://www.education.ky.gov/districts/tech/kmp/Pages/default.aspx">http://www.education.ky.gov/districts/tech/kmp/Pages/default.aspx</a> )	* <input type="text" value="Select..."/> 
9.	The local school district includes an evaluation process that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.	* <input type="text" value="Select..."/> 
10.	Consistent with the provisions of KRS 61.931, et seq. (2015 HB 5), the local school district addresses the safety and security of personal information by implementing, maintaining and updating security procedures and practices, including taking any appropriate corrective action to safeguard against and provide notification of security breaches in accordance with applicable state and federal laws. The local school district acknowledges, and to the best of its ability responds to, the recommendations and timelines that resulted from 702 KAR 1:170 and the Data Security and Breach Notification Best Practice Guide, incorporated by reference into this	* <input type="text" value="Select..."/> 

**Digital Readiness Survey Collection”Due December 1**

The district will complete the Digital Readiness Survey Collection. The information collected will be used by local school districts, local Boards of Education, Legislators, and the Kentucky Board of Education to determine the needs for implementing the KETS Master Plan initiatives, technology funding, on-line applications, and on-line testing. The District Technology Leader (CIO/DTC) should work with the KETS Customer Relationship Manager (CRM - formerly KETS Engineer) to complete this form. Upon completion, the final report must be submitted to the KETS CRM. The District Technology Leader should make a copy of the Digital Readiness Survey Collection to be placed with the Comprehensive Improvement Plan documentation filed at the district. The report due December 1 will reflect the most current information at the time the survey response is submitted.

**Technology Activity Report”Due September 15**

The district will complete the Technology Activity Report. Upon completion, this report is submitted to the Office of Education Technology (OET). The Technology Activity Report reflects district technology expenditures and progress on categorical purchases for statewide reporting. The September 15 report will reflect data for July 1 – June 30 of the previous fiscal year.

Related Documents	
Fayette County (165) Public District - FY 2019 - District Funding Assurances - Rev 0	
Required Documents	
This page is currently not accepting Related Documents.	



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

**MEETING: Regular      DATE: 5/21/2018**

**TOPIC: Budget Transfer Report**

**PREPARED BY: Julane Mullins**

**Recommended Action on: 5/21/2018**

**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: Melissa Bacon, Chair • Raymond Daniels, Vice Chair • Douglas Barnett • Daryl Love • Stephanie Spires

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

Report ID: bu010\_BudgTransf

Report run at: 4/30/2018 9:25:35 AM

Report run by: FAYETTE\jessica.williams3

Journal	Function	Function name	Effective date	Comments	Amount
<b>Journal 144</b>					
	1000	INSTRUCTIONAL SUPPORT	04/10/2018	WORKING BUDGET SALARY ADJ	1,307,881.58
	2100	STUDENT SUPPORT SRV (FIXED ASS	04/10/2018	WORKING BUDGET SALARY ADJ	(15,014.14)
	2200	INSTRUCT SUPP SERV (FIXED ASST	04/10/2018	WORKING BUDGET SALARY ADJ	(147,247.46)
	2300	DIST ADMIN SUPPORT FIXED ASSET	04/10/2018	WORKING BUDGET SALARY ADJ	(159,734.74)
	2500	BUSINESS SUPPORT SERVICES	04/10/2018	WORKING BUDGET SALARY ADJ	(262,927.76)
	2600	PLANT OPERATIONS F-ASSETS ONLY	04/10/2018	WORKING BUDGET SALARY ADJ	(740,759.59)
	3300	COMMUNITY SERVICES	04/10/2018	WORKING BUDGET SALARY ADJ	17,802.11
Journal total					0.00

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

**MEETING: Regular**

**DATE: 5/21/18**

**TOPIC: Position Control**

**PREPARED BY: Julane Mullins**

**Recommended Action on: 5/21/2018  
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: Melissa Bacon, Chair • Raymond Daniels, Vice Chair • Douglas Barnett • Daryl Love • Stephanie Spires

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**Fayette County Public Schools**  
**It's About Kids Support Services- Position Control Document**

Position Control Number	MUNIS Job Description	FTE	Fund Source	Salary 2017- 2018	Calendar	Creation Date
<b>Office of the Superintendent</b>						
11075001	SCHOOL DISTRICT SUPERINTENDENT	1	General Fund	266,197	245	6/28/2004
11075002	EXEC ASST TO SUPERINTENDENT	1	General Fund	72,192	256	7/1/2015
11075003	SPECIAL PROJECT INTERN	1	General Fund	55,827	245	6/28/2004
11075004	COMMUNICATIONS SPECIALIST	1	General Fund	103,187	245	6/28/2004
<b>Data, Research and Accountability</b>						
12217001	DIRECTOR OF DATA, RESEARCH AND ACCOUNTABILITY	1	General Fund	86,784	245	7/1/2015
12217002	DATA SCIENTIST	1	General Fund	63,655	245	6/28/2004
12217003	DATA ENGINEER	1	General Fund	84,787	245	6/28/2004
12217004	DATA STRATEGIST	1	General Fund	83,939	245	7/1/2016
12217005	DATA STRATEGIST	1	General Fund	54,413	215	7/1/2016
12217006	ADMINISTRATIVE ASSISTANT III	1	General Fund	42,230	256	6/28/2004
12217007	GRANT WRITER	1	General Fund	102,800	245	6/28/2004
12217008	GRANT WRITER	1	General Fund	97,122	245	6/23/2008
<b>Office of School Leadership</b>						
13849001	SR DIRECTOR OF ACADEMIC SVCS	0.6	General Fund	78,873		7/1/2013
13862002	CHIEF OF SCHOOLS	1	General Fund	125,266	245	7/1/2017
13862003	CHIEF OF SCHOOLS	1	General Fund	131,150	245	7/1/2017
13862004	CHIEF OF SCHOOLS	1	General Fund	127,932	245	7/1/2017
13862005	CHIEF OF SCHOOLS	1	General Fund	104,114	226	7/1/2017
13862006	CHIEF OF SCHOOLS	1	General Fund	111,731	236	7/1/2017
13862007	CHIEF OF SCHOOLS	1	General Fund	117,722	245	7/1/2017
13862008	SCHOOL LEADERSHIP SUPPT SPEC	1	General Fund	106,010	245	7/1/2017
13862009	SCHOOL LEADERSHIP SUPPT SPEC	1	General Fund	111,866		7/1/2017
13862010	SCHOOL LEADERSHIP SUPPT SPEC	1	General Fund	123,023	245	7/1/2017
13862011	ATHLETIC DIRECTOR - CERTIFIED	1	General Fund	97,664	245	7/1/2007
13862012	MANAGER OF STRATEGIC PARTNERS	1	General Fund	94,991	245	7/31/2006
13862013	EBCE/SLC PROGRAM MANAGER	1	General Fund	54,535	189	6/28/2004
13862014	ADMINISTRATIVE ASSISTANT III	1	General Fund	48,824	256	6/28/2004
13862015	INSTRUCTIONAL COORDINATOR	1	General Fund	96,612	245	7/15/2015
13862016	ADMINISTRATIVE ASSISTANT III	1	General Fund	46,428	256	6/28/2004
13862017	ADMINISTRATIVE ASSISTANT III	1	General Fund	52,040	256	6/28/2004
13862019	ADMINISTRATIVE ASSISTANT III	1	General Fund	42,824	256	6/28/2004
13862020	PRINCIPAL MENTOR	1	General Fund	124,015	241	7/1/2017
<b>Office of Curriculum, Instruction and Assessment</b>						
14830001	SR DIR CURR, INSTR & ASSMNT	1	General Fund	167,119	245	7/1/2016
14830002	ADMIN ASST-CHIEF OFFICERS	1	General Fund	61,727	256	1/26/2017
14830003	DIR CURR, INSTR & ASSESSMENT	1	General Fund	124,345	245	6/28/2004
14830004	DIR CURR, INSTR & ASSESSMENT	1	General Fund	107,321	245	6/28/2004
14830005	DIST ASSESSMENT COORDINATOR	1	General Fund	107,805	245	6/28/2004
14830006	DIR CURR, INSTR & ASSESSMENT	1	General Fund	111,775	245	6/28/2004
14830007	ASSOCIATE DIRECTOR EARLY START	1	Preschool	100,656	245	6/28/2004
14830008	ADMINISTRATIVE ASSISTANT II	1	Preschool	41,206	256	6/28/2004
14830009	FAMILY/COMM EARLY CHILD COORD	1	Preschool	92,878	245	7/1/2015
14830010	DW EXCEPT CHILD RESOURCE INSTR	1	IDEA-Preschool	63,564	209	6/28/2004
14830011	PRESCHOOL ADMINISTRATOR	0.5	IDEA-Preschool	36,394	209	6/28/2004
14830012	DW EXCEPT CHILD RESOURCE INSTR	0.5	IDEA-Preschool	36,394	209	6/28/2004
14830013	DW EXCEPT CHILD RESOURCE INSTR	1	IDEA-Preschool	73,414	209	6/28/2004
14830014	PROGRAM SPECIALIST II	1	General Fund/Preschool	69,191	189	6/28/2004
14830015	PROGRAM SPECIALIST II	1	General Fund	72,336	189	6/28/2004
14830016	DW RESOURCE INSTRUCTOR	1	General Fund	77,760	189	6/28/2004
14830017	PROGRAM SPECIALIST II	0.7	Preschool	47,014	189	6/28/2004
14830018	ASSOC DIR FED STATE MAGNET PRG	1	General Fund	122,621	245	7/1/2009
14830019	PROGRAM MANAGER-NEW/INNOV PROG	1	General Fund	74,054	245	7/1/2017
14830020	ADMINISTRATIVE ASSISTANT III	1	General Fund	45,036	256	6/28/2004
14830021	MIGRANT ADVOCATE/RECRUITER	1	Title I, Migrant	50,811	256	12/5/2013
14830022	MIGRANT ADVOCATE/RECRUITER	1	Title I, Migrant	46,961	256	12/15/2013
14830023	MIGRANT ADVOCATE/RECRUITER	1	Title I, Migrant	48,722	256	6/28/2004
14830024	LANGUAGE INTERPRETER	1	General Fund	82,477	245	7/1/2015
14830025	INSTRUCTIONAL INNOVATION SPEC	1	General Fund	97,810	219	7/1/2015
14830026	SCHOOL BASED INSTR FACILITATOR	1	Title II	63,396	209	7/1/2015
14830027	ADMINISTRATIVE ASSISTANT III	1	General Fund	47,084	256	6/28/2004
14830028	INSTRUCTIONAL INNOVATION SPEC	1	Title I/Title II/IDEA	89,234	213	6/28/2004
14830029	DW RESOURCE INSTRUCTOR	1	Title I/Title II/IDEA	97,810	219	6/28/2004
14830030	DW RESOURCE INSTRUCTOR	1	Title I/Title II/IDEA	96,365	219	6/28/2004
14830031	DW RESOURCE INSTRUCTOR	1	Title I/Title II/IDEA	83,873	219	6/28/2004
14830032	INSTRUCTIONAL SUPPORT SPEC	1	Title I/Title II/IDEA	78,179	204	8/27/2012

**Fayette County Public Schools**  
**It's About Kids Support Services- Position Control Document**

Position Control Number	MUNIS Job Description	FTE	Fund Source	Salary 2017-2018	Calendar	Creation Date
14830033	ASSOCIATE DIRECTOR TITLE I	1	Title I	119,894	245	6/28/2004
14830034	ADMINISTRATIVE ASSISTANT III	1	Title I	52,040	256	6/28/2004
14830035	INSTRUCTIONAL COORDINATOR	1	Title I	98,616	245	7/1/2017
14830036	IAKSS OFFICE ASSISTANT I	1	Title I			6/28/2004
14830037	DW RESOURCE INSTRUCTOR	1	Title I	83,057	219	6/28/2004
14830038	DW RESOURCE INSTRUCTOR	0.5	Reading Recovery	85,507	219	7/1/2013
14830039	DW RESOURCE INSTRUCTOR	1	Title I	73,825	219	6/28/2004
14830040	DW RESOURCE INSTRUCTOR	1	Title I	78,088	203	6/28/2004
14830041	TITLE I INSTRUCTOR	0.8	Title I	63,141	151	5/23/2005
14830042	INSTRUCTIONAL SUPPORT SPEC	1	General Fund	111,212	245	7/1/2010
14830043	DW RESOURCE INSTRUCTOR	1	Title III	92,174	219	8/23/2004
14830044	DW RESOURCE INSTRUCTOR	1	Title III	73,825	219	6/28/2004
14830045	DW RESOURCE INSTRUCTOR	1	Title III	85,861	204	8/22/2005
14830046	DW RESOURCE INSTRUCTOR	1	General Fund	91,454	210	6/28/2004
14830047	DW RESOURCE INSTRUCTOR	1	General Fund	74,515	209	7/1/2013
14830048	GIFTED & TALENTED INSTRUCTOR	0.8	General Fund	65,494	189	7/1/2015
14830049	INSTRUCTIONAL SUPPORT SPEC	1	General Fund	78,179	204	7/1/2017
14830050	SCHOOL BASED INSTR SPECIALIST	1	General Fund	73,221	214	7/1/2017
14830051	SCHOOL BASED INSTR SPECIALIST	1	General Fund	78,036	214	7/1/2017
14830052	SCHOOL BASED INSTR SPECIALIST	1	General Fund	74,059	214	7/1/2017
<b>Office of Student Support Services</b>						
15849001	DIRECTOR OF STUDENT SUPPORT	1	General Fund	116,975	245	6/28/2004
15849002	ADMINISTRATIVE ASSISTANT II	1	General Fund	50,708	256	6/28/2004
15849003	DISTRICT ESS COORDINATOR	1	ESS	108,645	245	6/28/2004
15849004	STAFF SUPP ADMIN ASST I (12MO)	1	General Fund	42,058	256	6/28/2004
15849005	DW RESOURCE INSTRUCTOR	1	SAFE Schools	32,470	207	6/28/2004
15849006	PROJ AWARE GRANT MANAGER	1	Ky Project Aware	40,070	215	11/24/2014
15849007	DISTRICT PBIS COACH	1	SAFE Schools			7/1/2015
15849008	DISTRICT PBIS COACH	1	SAFE Schools	61,401	209	7/1/2015
15849009	HOMELESS EDUCATION LIAISON	1	General Fund	68,919	189	7/1/2016
<b>Special Education</b>						
16123001	DIRECTOR OF EXCEPTIONAL CHILD	1	General Fund	127,738	245	6/28/2004
16123002	ADMINISTRATIVE ASSISTANT III	1	General Fund	41,595	256	6/28/2004
16123003	EXCEPTIONAL CHILD COORDINATOR	1	General Fund	101,266	245	6/28/2004
16123004	PROGRAM DIRECTOR	1	General Fund	108,364	245	6/28/2004
16123005	EXCEPTIONAL CHILD COORDINATOR	1	General Fund	109,238	245	6/28/2004
16123006	EXCEPTIONAL CHILD COORDINATOR	1	General Fund	99,900	245	7/12/2012
16123007	SCHOOL PSYCHOLOGIST	1	General Fund	118,097	245	6/28/2004
16123008	DW RESOURCE INSTRUCTOR	1	General Fund	86,125	209	6/28/2004
16123009	DW EXCEPT CHILD RESOURCE INSTR	1	General Fund	65,645	209	6/28/2004
16123010	DW EXCEPT CHILD RESOURCE INSTR	1	General Fund	82,251	209	6/28/2004
16123011	DW EXCEPT CHILD RESOURCE INSTR	1	General Fund	87,966	209	6/28/2004
16123012	EXCEPTIONAL CHILD CONSULTANT	1	General Fund	79,694	209	6/28/2004
16123013	EXC CHILD SPEECH LANG RES SPEC	0.4	General Fund	34,666	209	7/1/2016
16123014	EXC CHILD SPEECH LANG RES SPEC	0.6	IDEA	51,200	209	7/1/2016
16123015	DW EXCEPT CHILD RESOURCE INSTR	1	General Fund	71,510	209	6/28/2004
16123016	DW EXCEPT CHILD RESOURCE INSTR	1	General Fund	79,694	209	6/28/2004
16123017	DW EXCEPT CHILD RESOURCE INSTR	1	General Fund	57,780	209	6/28/2004
16123018	DW EXCEPT CHILD RESOURCE INSTR	1	IDEA	85,387	209	7/1/2011
16123019	DW EXC CHILD RES SPEC-PSYCHOLO	1	IDEA	70,454	209	7/1/2012
16123020	AUDIOLOGIST	1	General Fund	56,602	189	6/28/2004
16123021	MTSS COORDINATOR	1	IDEA	77,013	205	7/1/2015
16123022	MTSS SPECIALIST	1	IDEA	58,872	209	7/1/2015
16123023	MTSS COACH	1	IDEA	71,259	209	7/1/2016
16123024	INSTRUCTIONAL INNOVATION SPEC	1	IDEA	71,697	213	7/1/2017
16123025	INSTRUCTIONAL INNOVATION SPEC	1	IDEA	98,365	219	7/1/2017
16123026	IAKSS OFFICE ASSISTANT II	1	General Fund	46,264	256	6/28/2004
16123027	IAKSS OFFICE ASSISTANT I	1	General Fund	34,191	256	6/28/2004
16123028	STAFF SUPP ADMIN ASST I (12MO)	1	IDEA	49,303	256	6/28/2004
16123029	STAFF SUPP ADMIN ASST I (12MO)	1	General Fund	35,041	256	6/28/2004
16123030	SYSTEMS ANALYST	1	General Fund	57,815	256	6/28/2004
16123031	SPECIAL ED PARENT LIAISON	1	IDEA	28,130	190	6/28/2004
16123032	SPECIAL ED PARENT LIAISON	1	IDEA	20,060	183	6/28/2004
16123033	MICROCOMPUTER SPECIALIST	1	IDEA	56,054	256	7/1/2010
16123034	504 COORDINATOR	1	General Fund	105,057	245	6/28/2004
16123035	EXCEPTIONAL CHILD NURSE	1	General Fund	65,139	219	7/15/2015
<b>Office of Equity Officer (SBDM &amp; Minority Recruitment)</b>						

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17608001	EQUITY OFFICER	1	General Fund	111,894	245	8/23/2004
17608002	CRT COACH	1	General Fund	73,563	215	7/1/2017
17608003	ADMIN ASST-CHIEF OFFICERS	1	General Fund	48,722	256	6/28/2004
17608004	FAMILY/COMMUNITY COORDINATOR	1	General Fund	90,860	245	7/31/2006
17608005	STDT-FAM TRANS SUP&DRPT PREV	1	Kenan Trust	60,211	225	7/1/2017
17608006	FAMILY/COMMUNITY LIAISON	1	General Fund	88,780	245	7/1/2012
17608007	ASSOC DIR-RECRUIT & RETENTION	1	General Fund			10/27/2014
17608008	STDT-FAM TRANS SUP&DRPT PREV	1	General Fund	72,872	245	7/1/2012
17608009	ADMINISTRATIVE ASSISTANT II	1	General Fund			7/1/2012
<b>Educational Television</b>						
18100001	EDUCATION TV TECHNICIAN	1	General Fund			11/15/2016
18100002	MEDIA PRODUCER	1	General Fund	74,628	225	6/28/2004
18100003	EDUCATION TV TECHNICIAN	1	General Fund	66,662	256	6/28/2004
<b>Legal Services</b>						
19075001	CHIEF ADMINISTRATION OFFICER	1	General Fund	137,036	245	7/1/2012
19075002	LEGAL ADMINISTRATIVE ASST	1	General Fund	31,206	184	7/1/2012
19075003	COMPLIANCE OFFICER	1	General Fund	74,849	245	7/1/2015
<b>Pupil Personnel</b>						
20029001	DIRECTOR OF PUPIL PERSONNEL	1	General Fund	103,645	245	6/28/2004
20029002	ASST TO DIR OF PUPIL PERSONNEL	1	General Fund	103,117	245	7/1/2014
20029003	ASST TO DIR OF PUPIL PERSONNEL	1	General Fund	74,932	219	6/28/2004
20029004	ASST TO DIR OF PUPIL PERSONNEL	1	General Fund	84,759	219	6/28/2004
20029005	ATTENDANCE SPEC - HIGH SCHOOL	1	General Fund	28,255	188	7/1/2016
20029006	ASST TO DIR OF PUPIL PERSONNEL	1	General Fund	84,759	219	7/2/2016
20029007	ADMINISTRATIVE ASSISTANT III	1	General Fund	52,838	256	6/28/2004
20029008	OUT-OF-AREA ATTENDANCE SPEC	1	General Fund	34,998	256	6/28/2004
20849009	INSTRUCTIONAL COORDINATOR	1	General Fund	121,583	245	6/28/2004
<b>Human Resources</b>						
21099001	DIR OF DISTRICT PERSONNEL-HR	1	General Fund	124,863	245	6/28/2004
21099002	ADMINISTRATIVE ASSISTANT III	1	General Fund	50,278	256	1/1/2010
21099003	PERSONNEL ASSISTANT	1	General Fund	48,005	256	1/1/2010
21099004	ASSC DIR HR TCH LEAD EFFCTVNSS	1	General Fund	114,587	245	6/28/2004
21099005	ASSOC DIR - HUMAN RESOURCES	1	General Fund	95,146	245	6/28/2004
21099006	ADMINISTRATIVE ASSISTANT II	1	General Fund	49,050	256	6/28/2004
21099007	PERSONNEL ASSISTANT	1	General Fund	49,480	256	6/28/2004
21099008	ADMINISTRATIVE ASSISTANT II	1	General Fund	38,093	256	6/28/2004
21099009	ADMINISTRATIVE ASSISTANT II	1	General Fund	44,687	256	6/28/2004
21099010	ADMINISTRATIVE ASSISTANT II	1	General Fund	48,210	256	6/28/2004
21099011	ADMINISTRATIVE ASSISTANT II	1	General Fund	50,708	256	6/28/2004
21099012	ADMINISTRATIVE ASSISTANT II	1	General Fund	37,581	256	6/28/2004
21099013	ADMINISTRATIVE ASSISTANT II	1	General Fund	45,240	256	6/28/2004
21099014	ADMINISTRATIVE ASSISTANT II	1	General Fund	38,625	256	6/28/2004
21099015	ADMINISTRATIVE ASSISTANT II	1	General Fund	50,708	256	6/28/2004
21099016	ASSC DIR HR TCH LEAD EFFCTVNSS	1	General Fund	100,068	245	6/28/2004
21099017	PROF DEV ACCOUNT SPECIALIST	1	General Fund/PD Grant	51,182	256	6/28/2004
21099018	ADMINISTRATIVE ASSISTANT II	1	General Fund	16,189	96	7/1/2011
<b>Law Enforcement</b>						
22089001	INTERIM DIRECTOR - LAW ENFORCEMENT	1	General Fund	26,761	207	6/28/2004
22089002	LAW ENFORCEMENT LIEUTENANT	1	General Fund	39,017	245	7/1/2012
22089003	LAW ENFORCEMENT LIEUTENANT	1	General Fund	41,853	245	7/1/2017
22089004	LAW ENFORCEMENT LIEUTENANT	1	General Fund			7/1/2017
22089005	ADMINISTRATIVE ASSISTANT III	1	General Fund	38,441	256	6/28/2004
22089006	ADMINISTRATIVE ASSISTANT II	1	General Fund	38,607	220	6/28/2004
22089007	DISPATCHER	1	General Fund	51,182	256	6/28/2004
22089008	DISPATCHER	1	General Fund	46,223	256	6/28/2004
22089009	WEEKEND DISPATCHER	1	General Fund	19,219	105	6/28/2004
22089010	WEEKEND DISPATCHER	1	General Fund	15,154	105	6/28/2004
22089011	WEEKEND DISPATCHER	1	General Fund	14,070	189	6/28/2004
<b>Senior Director of Operations</b>						
23105001	SENIOR DIRECTOR OF OPERATIONS	1	General Fund	143,936	245	7/1/2005
23105002	ADMIN ASST-CHIEF OFFICERS	1	General Fund	50,203	206	7/1/2005
23105003	COMMUNICATIONS SPECIALIST	1	General Fund	87,063	245	11/21/2005
23105004	CUSTODIAN	0.5	General Fund	18,115	256	1/12/2017
23105005	IAKSS RECEPTIONIST	1	General Fund	46,264	256	6/28/2004
23105006	IAKSS OFFICE ASSISTANT III	1	General Fund	48,067	256	7/1/2015
23105007	CUSTODIAL SUPERVISOR	1	General Fund	47,084	256	6/28/2004

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23105008	LEAD CUSTODIAL SERVICE WORKER	1	General Fund	42,947	256	6/28/2004
23105009	CUSTODIAN	1	General Fund	24,125	248	6/28/2004
23105010	CUSTODIAN	1	General Fund	28,856	256	6/28/2004
23105011	CUSTODIAN	1	General Fund	30,413	256	6/28/2004
23105012	CUSTODIAN	1	General Fund	29,942	256	6/28/2004
<b>Office of Administrative Services</b>						
24110001	SR DIR OF ADMINISTRATIVE SVCS	1	General Fund	124,625	221	7/1/2015
24110002	MANAGER ECONOMIC DEVELOPMENT	1	General Fund	91,380	245	7/1/2010
24110003	MANAGER - FINANCIAL SYSTEMS	1	General Fund	77,275	215	6/28/2004
24110004	MIS USER SUPPORT ANALYST	1	General Fund	97,178	245	9/22/2008
24110005	MIS USER SUPPORT ANALYST	1	General Fund	91,038	245	6/28/2004
24110006	COMPUTER PROGRAMMER	1	General Fund	85,392	256	6/28/2004
24110007	MIS USER SUPPORT ANALYST	1	General Fund	93,589	245	7/1/2015
<b>Budget and Staffing</b>						
25894001	DIRECTOR - BUDGET AND STAFFING	1	General Fund	109,043	245	6/28/2004
25894002	BUDGET ANALYST III	1	General Fund	72,192	256	6/28/2004
25894003	BUDGET ANALYST I	1	General Fund	41,442	221	7/1/2017
25894004	STAFFING AND BUDGET SPECIALIST	1	General Fund	80,060	245	7/1/2015
25894005	STAFFING AND BUDGET SPECIALIST	1	General Fund	89,063	245	7/1/2010
<b>Financial Services</b>						
26080001	DIRECTOR - FINANCIAL SERVICES	1	General Fund	115,502	245	6/28/2004
26080002	FINANCE ANALYST	1	General Fund	30,529	191	6/28/2004
26080003	ASSOCIATE DIRECTOR - FINANCE	1	General Fund	96,487	245	6/28/2004
26080004	ASSOCIATE DIRECTOR - FINANCE	1	General Fund	99,192	245	6/28/2004
26080005	ADMINISTRATIVE ASSISTANT II	1	General Fund	35,144	256	6/28/2004
26080006	GRANT ACCOUNTANT	1	General Fund	87,086	245	6/28/2004
26080007	FINANCE ANALYST	1	General Fund	37,382	220	6/28/2004
26080008	GRANT ANALYST	1	General Fund	53,576	256	6/28/2004
26080009	GRANTS PROGRAM COMPLIANCE	1	General Fund	66,807	215	6/23/2008
26080010	FINANCE ANALYST	1	General Fund	50,258	256	6/28/2004
26080011	SCHOOL BUSINESS OFFICE TRAINER	1	General Fund	57,037	256	7/1/2009
26080012	STDT ACT FUNDS BUDGET ANALYST	1	General Fund	57,631	256	6/28/2004
26080013	TAX AUDITING SPECIALIST	1	General Fund	18,445	156	7/1/2011
26080014	ACCTS PAYABLE SPECIALIST	1	General Fund	50,708	256	6/28/2004
26080015	ACCOUNT SPECIALIST	1	General Fund	38,625	256	6/28/2004
26080016	ACCOUNT SPECIALIST	1	General Fund	37,581	256	6/28/2004
26080017	INSURANCE SPECIALIST	1	General Fund	39,424	256	6/28/2004
26080018	INSURANCE SPECIALIST	1	General Fund	36,393	256	6/28/2004
26080019	INSURANCE SPECIALIST	1	General Fund	36,946	256	7/1/2017
26080020	ASSOC DIR - TAX COLLECTION	1	General Fund	92,026	245	6/28/2004
26080021	TAX PROCESSING SUPERVISOR	1	General Fund	64,287	256	6/28/2004
26080022	TAX AUDITING SPECIALIST	1	General Fund	46,858	256	6/28/2004
26080023	FINANCIAL SERVICES BOOKKEEPER	1	General Fund	21,020	136	6/28/2004
26080024	TAX PROCESSING SPECIALIST	1	General Fund	43,950	256	6/28/2004
26080025	TAX PROCESSING SPECIALIST	1	General Fund	41,206	256	7/1/2009
26080026	TAX PROCESSING SPECIALIST	1	General Fund	23,808	160	6/28/2004
26080027	TAX PROCESSING SPECIALIST	1	General Fund			6/28/2004
26080028	PAYROLL ACCOUNTING MANAGER	1	General Fund	59,631	215	6/23/2008
26080029	LEAD PAYROLL SPECIALIST	1	General Fund	29,365	181	6/28/2004
26080030	PAYROLL SPECIALIST	1	General Fund	22,682	160	6/28/2004
26080031	PAYROLL SPECIALIST	1	General Fund	38,625	256	6/28/2004
26080032	PAYROLL SPECIALIST	1	General Fund	49,951	256	6/28/2004
26080033	PAYROLL SPECIALIST	1	General Fund	23,213	156	9/1/2013
<b>Technology</b>						
27100001	DIRECTOR - TECHNOLOGY	1	General Fund	114,211	245	6/28/2004
27100002	ADMINISTRATIVE ASSISTANT II	1	General Fund	47,555	256	7/1/2016
27100003	ADMINISTRATIVE ASSISTANT III	1	General Fund	52,040	256	6/28/2004
27100004	LEAD WEB APPLICATION DEVELOPER	1	General Fund	90,112	256	6/28/2004
27100005	COMPUTER PROGRAMMER	1	General Fund	63,345	256	6/28/2004
27100006	DATA COMMUNICATIONS SPECIALIST	1	General Fund	95,178	245	6/28/2004
27100007	VOICE/DATA COMMUNICATION SPECL	1	General Fund	72,192	256	5/19/2008
27100008	SUPV - SYSTEMS INTEGRATION	1	General Fund	95,132	245	6/28/2004
27100009	LAN TECHNICIAN	1	General Fund	83,292	256	6/28/2004
27100010	SYSTEMS ANALYST	1	General Fund	53,371	256	6/28/2004
27100011	DATABASE ADMINISTRATOR	1	General Fund	76,943	256	6/28/2004
27100012	USER SUPPORT MANAGER	1	General Fund	107,805	245	6/28/2004
27100013	MICROCOMPUTER SPECIALIST	1	General Fund	72,192	256	6/28/2004



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27100014	DISTRICT TECH COORDINATOR	1	General Fund	105,743	245	6/28/2004
27100015	TECHNOLOGY RESOURCE INSTRUCTOR	1	General Fund	88,877	199	6/28/2004
27100016	TECHNOLOGY RESOURCE INSTRUCTOR	1	General Fund			6/28/2004
27100017	TECHNOLOGY RESOURCE INSTRUCTOR	1	General Fund	84,466	199	6/28/2004
27100018	MICROCOMPUTER SPECIALIST	1	General Fund	59,474	256	6/28/2004
27100019	TECHNOLOGY RESOURCE INSTRUCTOR	1	General Fund	77,156	199	6/28/2004
27100020	TECHNOLOGY RESOURCE INSTRUCTOR	1	General Fund	67,083	199	6/28/2004
27100021	LAN TECHNICIAN	1	General Fund	81,551	256	6/28/2004
27100022	COMMUNICATIONS SPECIALIST	1	General Fund	102,312	245	7/1/2009
27100023	LAN TECHNICIAN	1	General Fund	80,425	256	6/28/2004
27100024	LAN TECHNICIAN	1	General Fund	84,603	256	6/28/2004
<b>Media Services</b>						
28100001	CENTRAL MEDIA LIBRARIAN	1	General Fund	111,422	245	6/28/2004
28100002	MEDIA TECHNICIAN	1	General Fund	43,622	256	6/28/2004
28100003	MEDIA TECHNICIAN	1	General Fund	42,947	256	6/28/2004
28100004	MEDIA TECHNICIAN	1	General Fund	43,622	256	6/28/2004
28100005	MEDIA TECHNICIAN	1	General Fund	24,540	115	6/28/2004
28100006	STAFF SUPP ADMIN ASST I (12MO)	1	General Fund	49,303	256	6/28/2004
<b>Office of Facilities Operations Support</b>						
29086001	STAFF ARCHITECT	1	General Fund			7/1/2005
29086002	DIRECTOR FACILITY DESIGN/CONST	1	General Fund	110,157	245	6/28/2004
29086003	MAINTENANCE PROJECT COORD	1	General Fund	94,834	245	6/28/2004
29086004	CONSTRUCTION BUDGET ANALYST	1	General Fund	62,259	256	6/28/2004
29086005	STAFF SUPP ADMIN ASST I (12MO)	1	General Fund	45,752	256	7/1/2007
<b>Transportation</b>						
30901001	DIRECTOR - TRANSPORTATION	1	General Fund	113,416	245	6/28/2004
30901002	TRANSPORTATION RECORDS CLERK	1	General Fund	40,202	256	6/28/2004
30901003	ADMINISTRATIVE ASSISTANT II	1	General Fund	48,210	256	6/28/2004
30901004	LEAD BUS DRIVER TRAINER	1	General Fund	38,994	256	6/28/2004
30901005	LEAD BUS DRIVER TRAINER	1	General Fund	45,036	256	6/28/2004
30901006	TRANSPORTATION DATA ASSISTANT	1	General Fund	37,888	256	6/28/2004
30901007	TRANSPORTATION DATA ASSISTANT	1	General Fund	36,618	256	6/28/2004
30901008	TRANSPORTATION DATA ASSISTANT	1	General Fund	43,622	256	6/28/2004
30901009	TRANSPORTATION DISPATCHER	1	General Fund	41,430	220	6/28/2004
30901010	TRANSPORTATION DISPATCHER	1	General Fund	43,578	220	6/28/2004
30901011	TRANSPORTATION MANAGER	1	General Fund	64,287	256	6/28/2004
30901012	VEHICLE MAINTENANCE SUPERVISOR	1	General Fund	60,011	256	6/28/2004
30901013	AUTO BODY WORKER II	1	General Fund	39,977	256	6/28/2004
30901014	VEHICLE MAINTENANCE ASSISTANT	1	General Fund	39,608	256	6/28/2004
30901015	VEHICLE MECHANIC I	1	General Fund	-		6/28/2004
30901016	VEHICLE MAINTENANCE ASSISTANT	1	General Fund	35,041	256	6/28/2004
30901017	VEHICLE MECHANIC I	1	General Fund	45,240	256	6/28/2004
30901018	VEHICLE MECHANIC II	1	General Fund	54,088	256	6/28/2004
30901019	VEHICLE UPHOLSTERY/GLASS WORKR	1	General Fund	47,104	256	6/28/2004
30901020	LEAD BUS DRIVER TRAINER	1	General Fund	43,602	256	6/28/2004
30901021	LEAD BUS DRIVER TRAINER	1	General Fund	19,040	125	6/28/2004
30901022	LEAD BUS DRIVER TRAINER	1	General Fund	46,428	256	6/28/2004
30901023	TRANSP ACCOUNTS PAYABLE CLERK	1	General Fund	41,595	256	6/28/2004
30901024	TRANSPORTATION DISPATCHER	1	General Fund	38,878	220	6/28/2004
30901025	TRANSPORTATION DISPATCHER	1	General Fund	31,685	210	6/28/2004
30901026	TRANSP ROUTING SPECIALIST	1	General Fund	69,647	245	4/29/2013
30901027	MANAGER OF VEHICLE MAINTENANCE	1	General Fund			6/28/2004
30901028	VEHICLE MAINTENANCE SUPERVISOR	1	General Fund	60,072	256	6/28/2004
30901029	SAFETY TRAINING SUPERVISOR	1	General Fund	38,994	256	6/28/2004
30901030	IAKSS OFFICE ASSISTANT II	1	General Fund	41,226	256	6/28/2004
30901031	VEHICLE MAINTENANCE ASSISTANT	1	General Fund	33,812	256	6/28/2004
30901032	VEHICLE MECHANIC I	1	General Fund	42,660	256	6/28/2004
30901033	VEHICLE MECHANIC I	1	General Fund	18,860	125	6/28/2004
30901034	VEHICLE MECHANIC I	1	General Fund	43,295	256	6/28/2004
30901035	VEHICLE MAINTENANCE ASSISTANT	1	General Fund	12,935	86	6/28/2004
30901036	VEHICLE MECHANIC II	1	General Fund	48,189	256	6/28/2004
30901037	VEHICLE MECHANIC II	1	General Fund	29,924	186	6/28/2004
30901038	VEHICLE MECHANIC II	1	General Fund			6/28/2004
30901039	VEHICLE MECHANIC II	1	General Fund	43,274	256	6/28/2004
30901040	VEHICLE OPERATION CNTRL ANALYS	1	General Fund	43,622	256	6/28/2004
30901041	ASSOC DIRECTOR TRANSPORTATION	1	General Fund	90,446	245	7/1/2007
30901042	LEAD BUS DRIVER TRAINER	1	General Fund	42,230	256	6/28/2004



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30901043	LEAD BUS DRIVER TRAINER	1	General Fund	38,994	256	6/28/2004
30901044	LEAD BUS DRIVER TRAINER	1	General Fund	53,331	256	6/28/2004
30901045	CUSTODIAN	0.3	General Fund	15,146	247	6/28/2004
30901046	CUSTODIAN	0.3	General Fund			6/28/2004
30901047	CUSTODIAN	0.5	General Fund	14,869	86	10/1/2009
30901048	BUS MONITOR	215	General Fund			6/28/2004
30901049	BUS DRIVER	266	General Fund			6/28/2004
<b>Warehouse</b>						
31910001	DIRECTOR - WAREHOUSE	1	General Fund	91,069	245	6/28/2004
31910002	PURCHASING TECHNICIAN	1	General Fund	55,665	256	6/28/2004
31910003	ASSOCIATE DIRECTOR - LOGISTICS	1	General Fund			6/28/2004
31910004	MAIL SPECIALIST	1	General Fund	45,240	256	6/28/2004
31910005	WAREHOUSE SUPERVISOR	1	General Fund	64,895	256	6/28/2004
31910006	WAREHOUSE SUPERVISOR	1	General Fund	58,470	256	6/28/2004
31910007	WAREHOUSE WORKER II	1	General Fund	29,082	256	6/28/2004
31910008	LEAD WAREHOUSE WORKER	1	General Fund	47,084	256	6/28/2004
31910009	WAREHOUSE WORKER II	1	General Fund	45,752	256	6/28/2004
31910010	WAREHOUSE WORKER II	1	General Fund	37,888	256	6/28/2004
31910011	WAREHOUSE WORKER II	1	General Fund	42,271	256	6/28/2004
31910012	WAREHOUSE WORKER II	1	General Fund	41,001	256	6/28/2004
31910013	WAREHOUSE WORKER II	1	General Fund	37,888	256	6/28/2004
31910014	WAREHOUSE WORKER II	1	General Fund	37,130	256	6/28/2004
31910015	WAREHOUSE WORKER II	1	General Fund	37,130	256	6/28/2004
31910016	WAREHOUSE WORKER II	1	General Fund	38,461	256	6/28/2004
31910017	WAREHOUSE WORKER II	1	General Fund	35,041	256	6/28/2004
<b>Print Shop</b>						
32910001	PRINTING SUPERVISOR	1	General Fund	75,039	256	6/28/2004
32910002	PRINTING ASSISTANT	1	General Fund	51,166	256	6/28/2004
32910003	PRINTING ASSISTANT	1	General Fund	43,950	256	6/28/2004
32910004	PRINTING ASSISTANT	1	General Fund	9,060	66	7/1/2009
32910005	COMMUNICATIONS SPECIALIST	1	General Fund	87,063	245	6/28/2004
<b>Maintenance</b>						
33920001	DIRECTOR - MAINTENANCE	1	General Fund			6/28/2004
33920002	ADMINISTRATIVE ASSISTANT II	1	General Fund	50,708	256	6/28/2004
33920003	WORK CONTROL COORDINATOR	1	General Fund	49,951	256	6/28/2004
33920004	DRAFTING SPECIALIST	1	General Fund	59,453	256	6/28/2004
33920005	MAINT WAREHOUSE WORKER	1	General Fund	39,997	256	6/28/2004
33920006	MAINTENANCE SUPERVISOR	1	General Fund			6/28/2004
33920007	LEAD MAINTENANCE TECHNICIAN	1	General Fund			6/28/2004
33920008	MAINTENANCE TECHNICIAN II	1	General Fund	47,555	256	6/28/2004
33920009	MAINTENANCE TECHNICIAN II	1	General Fund	50,708	256	6/28/2004
33920010	MAINTENANCE TECHNICIAN II	1	General Fund			6/28/2004
33920011	MAINTENANCE TECHNICIAN II	1	General Fund	50,708	256	6/28/2004
33920012	MAINTENANCE TECHNICIAN II	1	General Fund	45,240	256	6/28/2004
33920013	MAINTENANCE TECHNICIAN II	1	General Fund	39,424	256	6/28/2004
33920014	MAINTENANCE TECHNICIAN II	1	General Fund	49,050	256	6/28/2004
33920015	MAINTENANCE TECHNICIAN III	1	General Fund	40,960	256	6/28/2004
33920016	LEAD MAINTENANCE TECHNICIAN	1	General Fund			6/28/2004
33920017	MAINTENANCE TECHNICIAN II	1	General Fund	50,708	256	6/28/2004
33920018	MAINTENANCE TECHNICIAN II	1	General Fund	16,067	256	6/28/2004
33920019	MAINTENANCE TECHNICIAN II	1	General Fund	35,697	256	6/28/2004
33920020	MAINTENANCE TECHNICIAN II	1	General Fund	46,858	256	6/28/2004
33920021	MAINTENANCE TECHNICIAN II	1	General Fund			6/28/2004
33920022	MAINTENANCE TECHNICIAN II	1	General Fund	20,349	141	6/28/2004
33920023	MAINTENANCE TECHNICIAN III	1	General Fund	42,824	256	6/28/2004
33920024	MAINTENANCE TECHNICIAN III	1	General Fund	41,595	256	6/28/2004
33920025	MAINTENANCE SUPERVISOR	1	General Fund	91,990	256	6/28/2004
33920026	LEAD MAINTENANCE TECHNICIAN	1	General Fund	57,426	256	6/28/2004
33920027	HVAC TECHNICIAN	1	General Fund	50,647	256	6/28/2004
33920028	HVAC TECHNICIAN	1	General Fund	54,088	256	6/28/2004
33920029	HVAC TECHNICIAN	1	General Fund	54,088	256	6/28/2004
33920030	HVAC TECHNICIAN	1	General Fund	41,800	256	6/28/2004
33920031	ENERGY SYS OPERATOR/DISPATCHER	1	General Fund	51,999	256	6/28/2004
33920032	HVAC TECHNICIAN	1	General Fund	42,619	256	6/28/2004
33920033	HVAC TECHNICIAN	1	General Fund	52,224	256	6/28/2004
33920034	HVAC TECHNICIAN	1	General Fund			6/28/2004
33920035	LEAD MAINTENANCE TECHNICIAN	1	General Fund			6/28/2004

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Position Control Number	MUNIS Job Description	FTE	Fund Source	Salary 2017-2018	Calendar	Creation Date
33920036	MAINTENANCE TECHNICIAN III	1	General Fund	53,331	256	6/28/2004
33920037	MAINTENANCE TECHNICIAN III	1	General Fund	42,230	256	6/28/2004
33920038	MAINTENANCE TECHNICIAN III	1	Food Service	52,838	256	6/28/2004
33920039	MAINTENANCE TECHNICIAN III	1	General Fund		256	6/28/2004
33920040	MAINTENANCE TECHNICIAN III	1	General Fund	39,567	256	6/28/2004
33920041	MAINTENANCE TECHNICIAN III	1	General Fund			6/28/2004
33920042	MAINTENANCE TECHNICIAN III	1	General Fund	45,036	256	6/28/2004
33920043	MAINTENANCE TECHNICIAN III	1	General Fund	42,230	256	6/28/2004
33920044	MAINTENANCE TECHNICIAN III	1	General Fund	43,602	256	6/28/2004
33920045	LEAD MAINTENANCE TECHNICIAN	1	General Fund	48,189	256	6/28/2004
33920046	MAINTENANCE TECHNICIAN III	1	General Fund	49,500	256	6/28/2004
33920047	LEAD MAINTENANCE TECHNICIAN	1	General Fund	54,088	256	6/28/2004
33920048	MAINTENANCE TECHNICIAN III	1	General Fund	52,838	256	6/28/2004
33920049	MAINTENANCE TECHNICIAN III	1	General Fund	42,230	256	6/28/2004
33920050	LEAD MAINTENANCE TECHNICIAN	1	General Fund	59,453	256	6/28/2004
33920051	MAINTENANCE TECHNICIAN II	1	General Fund	46,858	256	6/28/2004
33920052	MAINTENANCE TECHNICIAN II	1	General Fund	50,708	256	6/28/2004
33920053	MAINTENANCE TECHNICIAN IV	1	General Fund	54,886	256	6/28/2004
33920054	MAINTENANCE TECHNICIAN IV	1	General Fund	55,398	256	6/28/2004
33920055	MAINTENANCE TECHNICIAN IV	1	General Fund	53,064	256	6/28/2004
33920056	MAINTENANCE TECHNICIAN IV	1	General Fund	50,647	256	6/28/2004
33920057	MAINTENANCE TECHNICIAN IV	1	General Fund	55,398	256	6/28/2004
33920058	MAINTENANCE TECHNICIAN IV	1	General Fund	54,886	256	6/28/2004
33920059	MAINTENANCE TECHNICIAN IV	1	General Fund	48,189	256	6/28/2004
33920060	MAINTENANCE TECHNICIAN IV	1	General Fund			6/28/2004
33920061	MAINTENANCE TECHNICIAN IV	1	General Fund			6/28/2004
33920062	MAINTENANCE TECHNICIAN III	1	General Fund	49,500	256	6/28/2004
<b>Operations</b>						
34921001	DIRECTOR - PLANT OPERATIONS	1	General Fund	118,176	245	6/28/2004
34921002	ADMINISTRATIVE ASSISTANT II	1	General Fund	43,295	256	6/28/2004
34921003	CUSTODIAL SERVICES TRAINER	1	General Fund	62,220	256	6/28/2004
34921004	CUSTODIAL SERVICES TRAINER	1	General Fund	56,197	256	6/28/2004
34921005	CUSTODIAL EQUIPMENT MECHANIC	1	General Fund	38,625	256	6/28/2004
34921006	LEAD CUSTODIAL SERVICE WORKER	1	General Fund	39,608	256	1/18/2013
34921007	CUSTODIAN	1	General Fund	28,467	256	6/28/2004
34921008	VEHICLE MECHANIC II	1	General Fund	55,398	256	6/28/2004
34921009	LEAD CUSTODIAL SERVICE WORKER	1	General Fund	48,845	256	6/28/2004
34921010	GROUNDWORK SUPERVISOR	1	General Fund	61,727	256	6/28/2004
34921011	LEAD GROUNDWORK EQUIPMENT MECHANIC	1	General Fund	51,528	256	6/28/2004
34921012	GROUNDWORK EQUIPMENT MECHANIC	1	General Fund	19,122	256	6/28/2004
34921013	LEAD GROUNDWORK WORKER	1	General Fund	48,026	256	6/28/2004
34921014	LEAD GROUNDWORK WORKER	1	General Fund	41,595	256	6/28/2004
34921015	LEAD GROUNDWORK WORKER	1	General Fund	45,732	256	6/28/2004
34921016	GROUNDWORK WORKER I	1	General Fund	29,340	236	9/26/2005
34921017	GROUNDWORK WORKER I	1	General Fund	32,358	256	6/28/2004
34921018	GROUNDWORK WORKER II	1	General Fund	33,321	256	6/28/2004
34921019	GROUNDWORK WORKER II	1	General Fund	32,081	231	6/28/2004
34921020	GROUNDWORK WORKER II	1	General Fund	12,510	151	6/28/2004
34921021	GROUNDWORK WORKER II	1	General Fund	34,304	256	6/28/2004
34921022	GROUNDWORK WORKER II	1	General Fund	45,056	256	6/28/2004
34921023	GROUNDWORK WORKER II	1	General Fund	35,553	256	6/28/2004
34921024	LEAD GROUNDWORK WORKER	1	General Fund	38,994	256	6/28/2004
34921025	GROUNDWORK WORKER II	1	General Fund	33,812	256	6/28/2004
34921026	GROUNDWORK WORKER I	1	General Fund	31,826	246	6/28/2004
34921027	GROUNDWORK WORKER I	1	General Fund	31,334	256	6/28/2004
34921028	GROUNDWORK WORKER II	1	General Fund	36,618	256	6/28/2004
34921029	UTILITY SERVICES SUPERVISOR	1	General Fund	22,857	111	6/28/2004
34921030	LEAD UTILITY WORKER	1	General Fund	48,824	256	6/28/2004
34921031	LEAD UTILITY WORKER	1	General Fund	48,026	256	6/28/2004
34921032	LEAD UTILITY WORKER	1	General Fund	40,960	256	6/28/2004
34921033	LEAD UTILITY WORKER	1	General Fund	40,202	256	6/28/2004
34921034	UTILITY WORKER II	1	General Fund	38,625	256	6/28/2004
34921035	UTILITY WORKER I	1	General Fund	39,608	256	6/28/2004
34921036	UTILITY WORKER I	1	General Fund	39,608	256	6/28/2004
34921037	UTILITY WORKER I	1	General Fund	36,618	256	6/28/2004
<b>Risk Management</b>						
35922001	DIRECTOR - RISK MANAGEMENT	1	General Fund	98,338	245	6/28/2004

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Position Control Number	MUNIS Job Description	FTE	Fund Source	Salary 2017- 2018	Calendar	Creation Date
35922002	HEALTH SERVICES COORDINATOR	1	General Fund	86,059	245	7/1/2012
35922003	SUPV - SAFETY HEALTH ENVIRON	1	General Fund	104,569	245	6/28/2004
35922004	WORKERS COMP ANALYST	1	General Fund	53,576	256	6/28/2004
35922005	CONSTRUCTION BUDGET ANALYST	1	General Fund	60,928	256	6/23/2008
35922006	DW RESOURCE INSTRUCTOR	1	General Fund	78,080	219	7/1/2010
35922007	SCHOOL ENERGY MANAGER	1	General Fund	65,563	245	7/1/2010
<b>Food Service</b>						
46923001	DIRECTOR - FOOD SERVICE	1	Food Service	114,621	245	6/28/2004
46923002	IAKSS OFFICE ASSISTANT II	1	Food Service	30,787	256	6/28/2004
46923003	ACCOUNT SPECIALIST	1	Food Service	35,684	211	6/28/2004
46923004	DISTRICT CHEF	1	Food Service	32,923	190	6/28/2004
46923005	FOOD SERVICE BUDGET ANALYST	1	Food Service	57,631	256	6/28/2004
46923006	FOOD SERVICE PROGRAM ASST II	1	Food Service	29,246	175	6/28/2004
46923007	FOOD SERVICE TRAINER	1	Food Service	25,872	115	6/28/2004
46923008	FOOD SERVICE COORDINATOR	1	Food Service	80,060	245	6/28/2004
46923009	FOOD SERVICE SUPERVISOR	1	Food Service	48,488	220	7/1/2006
46923010	FOOD SERVICE SUPERVISOR	1	Food Service	47,115	220	7/1/2006
46923011	FOOD SERVICE SUPERVISOR	1	Food Service	39,635	220	7/1/2006
46923012	PURCHASING TECHNICIAN	1	Food Service	58,470	256	7/1/2016
46923013	FOOD SERVICE SUPERVISOR	1	Food Service	45,227	220	7/1/2016
46923014	MICROCOMPUTER SPECIALIST	1	Food Service	59,474	256	9/22/2008
46923015	MAINTENANCE TECHNICIAN III	1	Food Service	42,230	256	6/29/2004
46923016	MAINTENANCE TECHNICIAN III	1	Food Service	15,196	256	6/30/2004
46923017	LEAD MAINTENANCE TECH	1	Food Service	37,391	161	11/3/2017
46923018	MAINTENANCE TECHNICIAN III	1	Food Service	44,380	256	6/30/2004
<b>Deleted Positions - 2017-2018</b>						
	MTSS COACH	1	IDEA			
	COMPUTER PROGRAMMER	1	General Fund			
	BUDGET ANALYST	1	General Fund			
	IAKSS OFFICE ASSISTANT III	0.5	General Fund			
	DATA ENTRY ASSISTANT	1	General Fund			
	SCHOOL DIRECTORS (5 POSITIONS)	5	General Fund			
<b>Added Positions - 2017-18</b>						
	PK-2 LITERACY SPECIALIST	1	IDEA			7/1/2017
	PK-2 MATH SPECIALIST	1	IDEA			7/1/2017
	SCHOOL BASED INSTRUCTIONAL SPECIALIST (4 POSITIONS)	4	General Fund			7/1/2017
	IAKSS PROGRAM MANAGER	1	General Fund			7/1/2017
	LEAD WEB APPLICATION DEVELOPER	1	General Fund			7/1/2017
	BUDGET ANALYST III	1	General Fund			7/1/2017
	IAKSS CULTURALLY RESPONSIVE TEACHING COACH	1	General Fund			7/1/2017
	DISTRICT CHEF	1	Food Service			7/1/2017
	PRINTING ASSISTANT	1	General Fund			7/1/2017
	STUDENT FAMILY SUPPORT AND DROPOUT PREVENTION SPECIALIST	1	KENAN TRUST			7/1/2017
	LAW ENFORCEMENT LIEUTENANT (2 POSITIONS)	2	General Fund			7/1/2017
	CHIEF OF SCHOOLS (6 POSITIONS)	6	General Fund			7/1/2017
	SCHOOL LEADERSHIP SUPPORT SPECIALISTS (3 POSITIONS)	3	General Fund			7/1/2017
	BUS DRIVERS	3.5	General Fund			7/1/2017
	LEAD MAINTENANCE TECH	1	Food Service			11/3/2017
	FOOD SERVICE TRAINER	1	Food Service			11/3/2017
	INSTRUCTIONAL COORDINATOR	1	TITLE I			7/1/2017