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## PUBLICATIONS

***America's Choice: High Skills or Low Wages!*** National Center on Education and the Economy, 39 State Street, Suite 500, Rochester, NY 14614, Phone (716) 546-7620, FAX (716) 546-3145.

***Building a System to Connect School and Employment.*** Council of Chief State School Officers and the American Youth Policy Forum, AYPF, 1001 Connecticut Avenue, N.W., Suite 719, Washington, DC 20036, Phone (202) 775-9731.

***Child Labor Requirements in Nonagricultural Occupations Under the Fair Labor Standards Act.*** U.S. Department of Labor Employment Standards Administration, Wage and Hour Division, Room 31, Gene Snyder U.S. Courthouse and Customhouse, 601 West Broadway, Louisville, KY 40202.

***Handy Reference Guide to the Fair Labor Standards Act.*** U.S. Department of Labor, Employment Standards Administration Wage and Hour Division, Room 31, Gene Snyder U.S. Courthouse and Customhouse, 601 West Broadway, Louisville, KY 40202.

***How School to Work Works for Business.*** National Alliance of Business, Distribution, PO Box 501, Annapolis, MD 20701, Phone 1-800-7877788. For further information on this publication, please contact National Alliance of Business, 1201 New York Avenue, N.W., Ste. 700, Washington, DC 20005-3917, Phone (202) 289-2972.

***Kentucky Occupational Outlook to 2014.*** Research and Statistics Branch, Department for Workforce Investment, Office of Employment and Training, Frankfort, KY 40601.

***Learning Through Work: Designing and Implementing Quality Worksite Learning for High School Students.*** Susan Goldberger, Richard Kazis, Mary Kathleen O'Flanagan, Manpower Demonstration Research Corporation, 3 Park Avenue, New York, NY 10016, Phone (212) 532-3200; 88 Kearny Street, Ste. 1650, San Francisco, CA 94108, Phone (415) 781-3800.

***Licensed Occupations.*** Provides an overview of the specific minimum standards required by the Commonwealth of Kentucky for careers requiring a license or certificate before practice of these occupations may begin. The information is provided by the regulatory agencies following each regular session of the Kentucky General Assembly.

**Opening Career Paths for Youth: What Can Be Done? Who Can Do It?** Stephen F. Hamilton and Mary Agnes Hamilton, American Youth Policy Forum and Jobs for the Future, AYPF, 1001 Connecticut Avenue, N.W., Ste. 719, Washington, DC 20036-5541, Phone (202) 775-9731.

**Outline Questions and Answers for Cooperative Education Programs in Career and Technical Education**, Division of Career and Technical Education, Frankfort, KY 40601, Phone (502) 564-3775.

**School Lessons—Work Lessons**. Institute for Educational Leadership, 1001 Connecticut Avenue, N.W., Ste. 310, Washington, DC 20036, Phone (202) 822-8405, FAX (202) 872-4050.

**School to Career Legislation**. KRS Chapter 158.

**School-to-Work Connections: Formulas for Success**. U.S. Department of Labor, Employment and Training Administration, 1992, Office of Work-Based Learning, 200 Constitution Ave. N.W., Room N4649, Washington, DC 20210. (202) 523-0281.

**School-to-Work Opportunities: What Can Schools Look Like?** Center for Law and Education, 1875 Connecticut Avenue, SW, Ste. 510, Washington, DC 20009, Phone (202) 986-3000, FAX (202) 986-6648.

**School to Work: Research on Programs in the United States**. The Falmer Press (Taylor & Francis Group), 1900 Frost Rd., Ste. 101, Bristol, PA 19007, Phone (800) 821-8312.

**Service Learning for All Students**. Carl I. Fertman, Facebook #375, Phi Delta Kappa Educational Foundation, P.O. Box 789, Bloomington, IN 47402.

**Teenager's Guide to Kentucky's Labor Law and On the Job Safety**. The Kentucky Safety and Health Network, Inc., P.O. Box 4087, Frankfort, KY 40604-4087.

**What Work Requires of Schools: A SCANS Report for America 2000**. U.S. Department of Labor, Washington, DC.

**Work-Based Learning the Key to School-to-Work Transition**. Glencoe/McGraw-Hill, PO Box 508, Columbus, OH 43216, Phone 1-800-334-7344.

**Work-Based Education Tips Guide**. Dozens of short, to-the-point suggestions for getting maximum results from your co-op or internship program.

[http://shop.mark-ed.org/item-detail.cfm?cat\\_nmb=MSC-01-002&storeid=1](http://shop.mark-ed.org/item-detail.cfm?cat_nmb=MSC-01-002&storeid=1)

## WEBSITE ADDRESSES

Career Builder Campus— <http://www.careerbuildercollege.com>

Department of Labor—[www.state.ky.us/agencies/labor/labrhome.htm](http://www.state.ky.us/agencies/labor/labrhome.htm)

Division of Career and Technical Education--  
<http://www.kentuckyschools.org/KDE/Instructional+Resources/Career+and+Technical+Education/>

Kentucky Department of Education—[www.kde.state.ky.us](http://www.kde.state.ky.us)

Kentucky Occupational Outlook to 2014—<http://www.oet.ky.gov>

Kentucky TECH—<http://kytech.ky.gov>

Outline Q & A for Cooperative Education Programs in Career & Technical Education—  
<http://www.kentuckyschools.org/KDE/Instructional+Resources/Career+and+Technical+Education/Career+and+Technical+Ed+Resources/Work+Based+Learning+Guide.htm>  
(KDE website; click on “Career and Technical Education,” then click “CTE Resources,” and then “Work-based Learning.”)

Office of Career and Technical Education—[www.state.ky.us/agencies](http://www.state.ky.us/agencies)

Work-Based Education Tips Guide  
[http://shop.mark-ed.org/item-detail.cfm?cat\\_nmb=MSC-01-002&storeid=1](http://shop.mark-ed.org/item-detail.cfm?cat_nmb=MSC-01-002&storeid=1)

Workforce Kentucky—a resource for labor market information.  
[www.workforcekentucky.ky.gov](http://www.workforcekentucky.ky.gov)

**705 KAR 4:231. General program standards for secondary career and technical education programs.**

RELATES TO: KRS 151B.025(5), 156.029, 20 USC 2301-2471

STATUTORY AUTHORITY: KRS 151B.025(5), 156.029, 156.070, 20 USC 2301-2471

NECESSITY, FUNCTION, AND CONFORMITY: KRS 151B.025(5) requires the Kentucky Board of Education to establish program standards for secondary area vocational education and technology centers. This administrative regulation establishes standards for secondary career and technical education programs in local school districts and area centers essential for compliance with the Carl D. Perkins Vocational and Technical Education Act of 1998, 20 USC 2301-2471.

**Section 1. (1) Secondary career and technical education programs shall be designed to serve students enrolled in the following middle school and secondary program areas:**

- (a) Agricultural education;
- (b) Business education;
- (c) Health sciences;
- (d) Family and consumer sciences;
- (e) Industrial technology education;
- (f) Marketing education;
- (g) Technology education; and
- (h) Pathway to careers.

(2) Instructional programs shall not discriminate on the basis of race, color, national origin, age, religion, marital status, sex, or disability, in violation of state or federal statutes.

**Section 2. Instruction shall be designed to:**

- (1) Assist students preparing for school to work transition in recognized occupations and new or emerging occupations including high technology industries;
- (2) Prepare students for advanced or highly skilled postsecondary technical education programs, including Tech Prep, or entrance into community and technical colleges or universities;
- (3) Assist individuals in obtaining computer literacy skills; and
- (4) Provide career guidance and academic counseling in the development of the individual graduation plan as established in 704 KAR 3:305.

**Section 3. The content of the instruction in secondary career and technical education programs shall:**

- (1) Be aligned with state or national occupational skill standards that have been recognized by business and industry to include an understanding of all aspects of an industry;
- (2) Be developed and conducted in consultation with employers and other individuals having skills and knowledge of the occupational fields or industry included in the instruction;
- (3) Be developed to include a coherent sequence of academic and career or technical courses for each program, aligned with career clusters and majors;
- (4) Be sufficiently extensive in duration and intensive within a scheduled unit of time to enable students to achieve the objectives of the instruction;
- (5) Be structured to provide for the integration of rigorous academic content relevant to the career area and aligned with the academic expectations, 703 KAR 4:060; and
- (6) Be linked to postsecondary education in order to provide smooth and seamless transition to postsecondary education in related technical fields. If possible, articulation of credit from secondary to postsecondary education shall be provided for students.

**Section 4. (1) A student completing the requirements for a career major may receive a Career Major Certificate. Requirements for a Career Major Certificate shall include:**

- (a) Successful completion of high school graduation requirements to include four (4) career-related credits relevant to a career cluster or major;
  - (b) Participation in a structured work-based learning experience related to the career cluster or major; and
  - (c) A culminating project related to the career cluster or major.
- (2) A student may earn the Department of Education Career and Technical Certificate of Achievement by:
- (a) Earning four (4) credits within a career major; or
  - (b) Enrolling in a specific occupational area (in high school programs or vocational/technical schools) and successfully obtaining the competencies identified for a major (DOT) Dictionary of Occupational Title.

**Section 5. A secondary career and technical education program shall provide opportunities for students to participate in high quality work-based learning experiences related to the program in which they are enrolled. These work-based learning experiences may include:**

- (1) Job shadowing;
- (2) Mentoring;
- (3) Internships;
- (4) School-based enterprises;
- (5) Entrepreneurship;

- (6) Clinicals;
- (7) Cooperative education;
- (8) Service learning;
- (9) Apprenticeship; or
- (10) Work experience.

**Section 6. A secondary career and technical education program shall be designed to accommodate students with special learning needs, i.e., the disadvantaged, the disabled and individuals with limited English proficiency.**

**Section 7. A secondary career and technical education program shall provide a variety of learning experiences. Programs in grades six (6) through eight (8) shall be designed to allow students to become aware of and explore clusters of occupations. Programs in grades nine (9) through twelve (12) shall provide in-depth exploration, specialized skill development and preparation for advanced education. Students enrolled in public or private schools shall be permitted to enroll in a state-operated career and technical program consistent with that school district's enrollment quota.**

**Section 8. A career and technical preparation program shall provide a curriculum of sufficient length to permit students to secure entry level skills in the occupation for which they are training.**

**Section 9. Recognized career and technical student organizations shall be an integral part of a career and technical education program and shall be supervised by qualified career and technical education personnel. All students shall be provided an opportunity to participate in leadership development activities.**

**Section 10. Instructional and administrative personnel shall meet the certification requirements as specified by the Education Professional Standards Board in 704 KAR Chapter 20.**

**Section 11. Opportunities in secondary career and technical education programs shall be provided for students to receive an industry-recognized skill standard certificate based on skill standards and assessments.**

**Section 12. A vocational career and technical education program area shall have an active program advisory committee comprised of business and industry representatives, parents, education representatives, and, if applicable to the program area, labor organizations representatives to assist in planning, implementing, and evaluating programs.**

**Section 13. Requests for exceptions to any standards for career and technical instructional programs shall be submitted in writing by the local educational agency to the chief state school officer.**

**Section 14. (1) The maximum number of students per class shall be based on the class setting.**

- (a) For a classroom setting, the maximum enrollment shall be thirty-one (31).

(b) For a laboratory or shop setting, the number of students enrolled in a class shall not exceed the number of work stations available in the facility.

(2)(a) A program shall provide classrooms, laboratories, and other facilities including instructional equipment, supplies, teaching aids, and other materials in sufficient quantity and quality to meet the objectives of the instructional programs.

(b) Equipment used in career and technical education programs shall be similar to that used in business and industry.

(c) An inventory of all equipment with an original purchase price of \$500 or more shall be maintained by the local school district or area technology center.

(d) The facilities for each program shall be:

1. Of adequate size to accommodate the activities and the number of work stations unique to the program; and

2. Approved by the chief state school officer.

**Section 15. (1) A career and technical education program shall meet the performance indicators in accordance with the requirements of the Carl Perkins Vocational-Technical Education Act of 1998, 20 USC 2301-2471, which include:**

(a) State established academic and vocational technical skill achievement;

(b) Attainment of a secondary diploma;

(c) Placement in postsecondary education or employment;

(d) Nontraditional training and employment; and

(e) Issuance of a Career Major Certificate or Career and Technical Certificate of Achievement to students.

(2) The performance indicators shall be used to determine the effectiveness of the program in terms of its objectives and shall include annual follow-up data as well as annual enrollment reports.

(3) An audit of the utilization of federal and state funds shall be conducted by the Kentucky Department of Education or Department of Technical Education to assure that eligible recipients meet the requirements for each approved career and technical education program.

**Section 16. Federal funds to be received by a local school district under the Carl D. Perkins Vocational and Technical Education Act of 1998, 20 USC 2301-2471, may be withheld for noncompliance with this administrative regulation or with the Carl D. Perkins Vocational Technical Education Act of 1998. (20 Ky.R. 3391; Am. 21 Ky.R. 348; eff. 8-4-94; 27 Ky.R. 865; 1261; eff. 11-17-2000.)**

**780 KAR 2:110. Student medical and accident insurance.\***

RELATES TO: KRS 151B.025(3), 151B.110, 151B.175, EO 2000-990

STATUTORY AUTHORITY: KRS 151B.025(3), 151B.175(2), EO 2000-990

NECESSITY, FUNCTION, AND CONFORMITY: KRS 151B.175(2) authorizes the Commissioner for the Department for Technical Education to provide medical and accident insurance for students enrolled in the state secondary area technology centers and area vocational education centers. KRS 151B.175(2) and EO 2000-990 require the Commissioner of the Department for Technical Education to promulgate administrative regulations to implement the insurance program. This administrative regulation establishes the requirements of the student medical and accident insurance program.

Section 1. Definition. (1) "Kentucky TECH" means the system of state-operated secondary technical education programs.

Section 2. Students enrolled in a Kentucky TECH school, except continuing education and customized business and industry classes, shall have medical and accident insurance coverage during the period of enrollment.

Section 3. The commissioner shall enter into a contract with a surety or insurance company or its agent to provide medical and accident insurance coverage for students enrolled in Kentucky TECH.

Section 4. The policy shall:

- (1) Be a full excess policy; and
- (2) Pay the covered expenses incurred which are in excess of those paid or payable by another plan.

Section 5. The medical and accident coverage shall consist of a single contract applied to the plan of coverage contained in the contract between the Commonwealth and the carrier.

Section 6. Following an authorized signature by an official of the insuring company, the insurance policy shall:

- (1) Be attached to the contract; and
- (2) Become a part of the medical and accident insurance contract.

Section 7. Coverage shall:

- (1) Take effect on the date requested; and
- (2) Remain in effect through the expiration date shown on the application.

Section 8. (1) The Department for Technical Education shall authorize payment of the premium to:

- (a) A surety;
- (b) An insurance company; or
- (c) An agent thereof.
- (2) The premium shall be based on the average number of students that were enrolled:
  - (a) During the previous quarter; and
  - (b) In Kentucky TECH schools.

Section 9. Nothing in this administrative regulation shall be construed as a waiver of the sovereign immunity of the Commonwealth. (17 Ky.R. 725; eff. 10-14-90; Am. 18 Ky.R. 3232; 19 Ky. R. 52; eff. 7-4-92; 22 Ky.R. 363; eff. 10-5-95; 26 Ky.R. 2321; 27 Ky.R. 962; eff. 10-16-2000.)

\*Pursuant to Kentucky TECH

## 705 KAR 4:041. Cooperative program standards.

RELATES TO: KRS 151B.025, 156.029(7)

STATUTORY AUTHORITY: KRS 151B.025(5), 156.029(7), 156.070(1)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 151B025(5) requires the Kentucky Board of Education to establish program standards for secondary area vocational education and technology centers. This administrative regulation establishes program standards for cooperative vocational education in area vocational education and technology centers and local school districts.

### Section 1. Cooperative vocational education shall meet the following minimum requirements:

- (1) To participate in cooperative vocational education, a student shall be at least sixteen (16) years of age.
  - (a) A student who is under eighteen (18) shall secure a verification of age issued by the local superintendent of schools.
  - (b) A student who is between age eighteen (18) to twenty-one (21) shall have a certificate of age on file with the employer.
- (2) A student shall have:
  - (a) Successfully completed the basic vocational skills prerequisites required by the preparatory program he is pursuing; and
  - (b) Gained sufficient knowledge and skills necessary for success in a cooperative education program.
- (3) A student shall be enrolled in a related preparatory educational subject within the school year.
- (4) The cooperative education program shall be an integral part of the school's program of studies and be described in the school catalog.
- (5) A student may receive academic credit on an hour-for-hour-basis equivalent to a Carnegie Unit only for work experience directly related to the student's individual graduation plan and approvable under the Program of Studies for Kentucky Schools, 704 KAR 3:303.
- (6) A student shall receive a salary for the work experience phase of instruction in accordance with local, state, and federal minimum wage requirements.
- (7) The school shall arrange and coordinate with the employer for on-the-job training. A training agreement by the school, student, parent, and employer shall be placed on file with the school.
- (8) A student shall be excused from school attendance only for the purpose of participating in an approved cooperative education program activity.
- (9) The program shall include an evaluation component to assess the effectiveness of the program in assisting students in the achievement of their educational and career goals.
- (10) The student shall spend a minimum of ten (10) clock hours per week in a salaried position which provides work experience directly related to the student's career goals as identified in his individual graduation plan.
- (11) The school shall provide work site supervision of the student by a certified teacher-coordinator on a regular basis throughout the period of time a student is participating in the cooperative education program. (20 Ky.R. 3388; eff. 8-4-94; Am. 27 Ky.R. 864; 1260; eff. 11-17-2000.)

## 704 KAR 3:305. Minimum requirements for high school graduation.

RELATES TO: KRS 156.160(1)(a), (c), 158.645, 158.6451

STATUTORY AUTHORITY: KRS 156.070, 156.160(1)(a), (c)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 156.160 requires the Kentucky Board of Education to promulgate administrative regulations relating to the courses of study for the different grades and the minimum requirements for high school graduation. The content standards for the courses of study are described in the program of studies, 704 KAR 3:303. This administrative regulation establishes the minimum requirements necessary for entitlement to a high school diploma, including the requirements beginning with the graduating class of 2012.

Section 1. Until the graduating class of 2012, each student in a common school shall complete an individual learning plan which incorporates emphasis on career development and shall have a total of at least twenty-two (22) credits for high school graduation. Those credits shall include the following minimum requirements:

- (1) Language arts: Four (4) credits (including English I, II, III, and IV);
- (2) Social studies: three (3) credits (to incorporate U.S. History, Economic, Government, World Geography, and World Civilization);
- (3) Mathematics: three (3) credits (including Algebra I, Geometry, and one (1) elective as provided in the program of studies, 704 KAR 3:303);
- (4) Science: three (3) credits (including life science, physical science, and earth and space science as provided in the program of studies, 704 KAR 3:303);
- (5) Health: one-half (1/2) credit;
- (6) Physical education: one-half (1/2) credit;
- (7) History and appreciation of visual and performing arts (or another arts course which incorporates this content): one (1) credit; and
- (8) Electives: seven (7) credits.

Section 2. Beginning with the graduating class of 2012, each student in a common school shall have a total of at least twenty-two (22) credits for high school graduation. Those credits shall include the content standards as provided in the program of studies, 704 KAR 3:303. Additional standards-based learning experiences shall align to the student's individual learning plan and shall consist of standards-based content. The required credits and demonstrated competencies shall include the following minimum requirements:

- (1) Language arts - four (4) credits (English I, II, III, and IV) to include the content strands of reading, writing, speaking, listening, observing, inquiry, conventions, analysis, and using technology as a communication tool. Language arts shall be taken each year of high school;
- (2) Social studies - three (3) credits to include the content strands of historical perspective, including U.S. History, geography, economics, government and civics, and cultures and societies;
- (3) Mathematics - three (3) credits to include the content strands of number property and operation, measurement, geometry, data analysis and probability, and algebraic thinking, and including the following minimum requirements:
  - (a) One (1) mathematics course taken each year of high school to ensure readiness for postsecondary education or the workforce based on the student's individual learning plan;
  - (b) Required courses shall include Algebra I, Geometry, and Algebra II. An integrated, applied, interdisciplinary, occupational, or technical course that prepares a student for a career path based on the student's individual learning plan may be substituted for a traditional Algebra I, Geometry or Algebra II course on an individual student basis if the course meets the content standards in the program of studies, 704 KAR 3:303; and
  - (c) Pre-algebra shall not be counted as one (1) of the three (3) required mathematics credits for high school graduation but may be counted as an elective;
- (4) Science - three (3) credits that shall incorporate lab-based scientific investigation experiences and include the content strands of biological science, physical science, earth and space science, and unifying concepts;
- (5) Health - one-half (1/2) credit to include the content strands of individual well-being, consumer decision, personal wellness, mental wellness, and community services;
- (6) Physical education - one-half (1/2) credit to include the content strands of personal wellness, psychomotor, and lifetime activity;
- (7) History and appreciation of visual and performing arts (or another arts course which incorporates this content) - one (1) credit to include the content strands of arts, dance, music, theatre, and visual arts, or a standards-based specialized arts course based on the student's individual learning plan;
- (8) Academic and career interest standards-based learning experiences - seven (7) credits including four (4) standards-based learning experiences in an academic or career interest based on the student's individual learning plan; and
- (9) Demonstrated performance-based competency in technology.

Section 3. (1) A local board of education may substitute an integrated, applied, interdisciplinary, occupational,

technical, or higher level course for a required course if the alternative course provides rigorous content and addresses the same applicable components of 703 KAR 4:060.

(2) For students with disabilities, a local board of education may substitute a functional, integrated, applied, interdisciplinary, occupational, technical, or higher level course for a required course if the alternative course provides rigorous content and addresses the same applicable components of 703 KAR 4:060. These shall be based on grade-level content standards and may be modified to allow for a narrower breadth, depth, or complexity of the general grade-level content standards.

Section 4. (1) A district shall implement an advising and guidance process throughout the middle and high schools to provide support for the development and implementation of an individual learning plan for each student. The plan shall include career development and awareness and specifically address Vocational Studies Academic Expectations 2.36-2.38 as established in Academic expectations, 703 KAR 4:060.

(2) A district shall develop a method to evaluate the effectiveness and results of the individual learning plan process. The evaluation method shall include input from students, parents, and school staff. As part of the evaluation criteria, the district shall include indicators related to the status of the student in the twelve (12) months following the date of graduation.

(3) A feeder middle school and a high school shall work cooperatively to ensure that each student and parent shall receive information and advising regarding the relationship between education and career opportunities. Advising and guidance shall include information about financial planning for postsecondary education.

(4) A school shall maintain each student's individual learning plan. The individual learning plan shall be readily available to the student and parent and reviewed and approved at least annually by the student, parents, and school officials.

(5) Beginning with a student's eighth grade year, the individual learning plan shall set learning goals for the student based on academic and career interests and shall identify required academic courses, electives, and extracurricular opportunities aligned to the student's postsecondary goals. The school shall use information from the individual learning plans about student needs for academic and elective courses to plan academic and elective offerings.

(6) Beginning with the graduating class of 2013, the development of the individual learning plan for each student shall begin by the end of the sixth grade year and shall be focused on career exploration and related postsecondary education and training needs.

Section 5. (1) A board of education may award credit toward high school graduation for satisfactory demonstration of learning based on content standards described in the program of studies, 704 KAR 3:303, and a rigorous performance standards policy established by the board of education. A school shall establish performance descriptors and evaluation procedures to determine if the content and performance standards have been met.

(2) A board of education shall award credit toward high school graduation based on:

(a) A standards-based Carnegie unit credit that shall consist of at least 120 hours of instructional time in one subject; or

(b) A standards-based performance-based credit, regardless of the number of instructional hours in one (1) subject.

(3) A local board of education which has chosen to award standards-based performance-based credit shall award a standards-based credit earned by a student enrolled in grade 5, 6, 7 or 8 if:

(a) The content of the course is the same that is established in the Program of studies, 704 KAR 3:303; and

(b) The district has criteria in place to make a reasonable determination that the middle level student is capable of success in the high school course.

(4) A board of education which has chosen to award standards-based performance-based credit shall establish a policy for a performance-based credit system that includes, at least:

(a) The procedures for developing performance-based credit systems and for amending the system;

(b) The conditions under which each high school may grant performance-based credits and the related performance descriptors and assessments;

(c) Objective grading and reporting procedures;

(d) Content standards as addressed in 704 KAR 3:303, Program of studies, and 703 KAR 4:060, Academic expectations;

(e) The extent to which state-provided assessments will be used in the local performance-based credit system;

(f) The ability for students to demonstrate proficiency and earn credit for learning acquired outside of school or in prior learning; and

(g) Criteria to ensure that internships, cooperative learning experiences, and other learning experiences in the school and community are:

1. Designed to further student progress towards the individual Learning plan;

2. Supervised by qualified instructors; and

3. Aligned with state and local content and performance standards.

(5) A board of education may award standards-based, performance-based credit toward high school graduation for:

(a) Standards-based course work that constitutes satisfactory demonstration of learning in any high school course,

consistent with Section 1 or 2 of this administrative regulation;

- (b) Standards-based course work that constitutes satisfactory demonstration of learning in a course for which the student failed to earn credit when the course was taken previously;
- (c) Standards-based portfolios, senior year or capstone projects;
- (d) Standards-based online or other technology mediated courses;
- (e) Standards-based dual credit or other equivalency courses; and
- (f) Standards-based internship, cooperative learning experience, or other supervised experience in the school and the community.

(6) Each local board of education shall maintain a copy of its policy on high school graduation requirements. This policy shall include a description of how the requirements address KRS 158.6451(1)(b) and 703 KAR 4:060.

Section 6. (1) A student who satisfactorily completes the requirements of this administrative regulation and additional requirements as may be imposed by a local board of education shall be awarded a graduation diploma.

(2) The local board of education shall award the diploma.

Section 7. This administrative regulation shall not be interpreted as prohibiting a local governing board, superintendent, principal or teacher from awarding special recognition to a student.

Section 8. (1) Until the graduating class of 2012, if the severity of an exceptional student's disability precludes a course of study leading to receipt of a diploma, an alternative program shall be offered. This program shall be based upon student needs, as specified in the individual educational plan, and shall be reviewed at least annually. A student who completes this course of study shall be recognized for achievement. This may be accomplished by the local board of education awarding a certificate.

(2) Beginning with the graduating class of 2012, if the severity of an exceptional student's disability precludes a course of study that meets the high school graduation requirements established in Section 2 of this administrative regulation leading to receipt of a high school diploma, an alternative course of study shall be offered. This course of study shall be based upon student needs and the provisions specified in 704 KAR 3:303, Program of studies, and shall be reviewed at least annually. A student who completes this course of study shall receive a certificate of attainment to be awarded by the local board of education consistent with the graduation practices for all students. (5 Ky.R. 633; Am. 6 Ky.R. 53; eff. 7-17-79; 6 Ky.R. 238; 526; eff. 4-1-80; 9 Ky.R. 1027; 1208; eff. 8-3-83; 11 Ky.R. 1076; eff. 3-12-85; 17 Ky.R. 113; eff. 9-13-90; 23 Ky.R. 3419; 3827; 24 Ky.R. 82; eff. 7-2-97; 32 Ky.R. 1779; 2028; 33 Ky.R. 766; eff. 10-6-2006.)

## **School Council Policies (SBDM)**

### **Adoption of Policy**

The school council shall adopt policy to be implemented by the Principal in each of the following areas of responsibility based on statute KRS 360:345:

1. Determination of curriculum including needs assessment and curriculum development;
2. Assignment of all instructional and non-instructional staff time;
3. Assignment of students to classes and programs within the school;
4. Determination of the schedule of the schoolday and week, subject to the beginning and ending times of the school day and school calendar, and transportation requirements established by the Board;
5. Determination of the use of school space during the school day;
6. Planning and resolution of issues regarding instructional practices;
7. Selection and implementation of discipline and classroom management techniques as a part of a comprehensive school safety plan, including responsibilities of the student, parent, teacher, counselor, and Principal;

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

8. Selection of extracurricular programs and determination of policies relating to student participation based on academic qualifications and attendance requirements, program evaluation, and supervision;
9. Procedures, consistent with local Board policy, for determining alignment with state standards, technology utilization, and program appraisal;
10. Commitment to a parent involvement process that provides for:
  - a. Establishing an open, parent-friendly environment;
  - b. Increasing parental participation;
  - c. Improving two-way communication between school and home, including what their child will be expected to learn; and

- d. Developing parental outreach programs.
11. Procedures to assist the council with consultation in the selection of personnel by the Principal, including, but not limited to, meetings, timelines, interviews, review of written applications, and review of references. Procedures shall address situations in which members of the council are not available for consultation.
  12. Schools with K-5 organization, or any configuration thereof, shall develop and implement, in compliance with requirements of federal and state law and board policy, a wellness policy that includes moderate to vigorous physical activity each day, encourages healthy choices among students, and incorporates an assessment tool to determine each child's level of physical activity on an annual basis. The policy may permit physical activity to be considered part of the instructional day, not to exceed thirty (30) minutes per day, or one hundred and fifty (150) minutes per week. (In the absence of a council, the Principal of the school shall develop and implement the required wellness policy.)

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

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

### **Sample Policy**

Each secondary school-based decision making council shall establish a policy on the recruitment and assignment of students to advanced placement, International Baccalaureate, dual enrollment, and dual credit courses that recognizes that all students have the right to be academically challenged and should be encouraged to participate in these courses;

### **Other Policies**

Councils may adopt policies for areas other than those listed above to provide an environment that enhances student achievement and to help the school meet goals established by law and by the Board, provided the policies adopted are consistent with Board policies in those areas.

### **Review of Policies**

Before final adoption of a council policy, it shall be reviewed by the Superintendent who may request that the proposed policy be reviewed by the Board Attorney. Any concerns

shall be shared with the council within ten (10) working days of the Superintendent's receipt of the draft policy. If there are concerns, the Superintendent shall provide a copy of the council policy to the Board for review, along with any concerns s/he and the Board Attorney may have noted, such as possible conflicts with state and federal laws or contractual obligations, liability and/or health and safety questions, and budgetary issues.

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

### **Compliance with Board Policy**

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

### **Waiver of State Regulations**

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

### **References:**

KRS 156.072; KRS 156.160; KRS 158.197  
KRS 158.645; KRS 158.6451  
KRS 160.345; KRS 160.348  
OAG 93-55; OAG 94-29; 704 KAR 3:510  
*Board of Educ. of Boone County v. Bushee, Ky.*, 889 S.W.2d 809 (1994)  
U.S. Dept. of Agriculture's *Dietary Guidelines for Americans*

### **Related Policies:**

02.422; 02.4231; 03.112; 08.1



The Division of Career and Technical Education and the Office of Career and Technical Education complies with all federal regulations prohibiting discrimination on the basis of race, color, national origin, sex, disabilities, religion, mental status or age.  
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