

Curriculum

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

CAPACITIES

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

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

INSTRUCTIONAL GOALS

1. Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives;
2. Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, and practical living studies to situations they will encounter throughout their lives;
3. Become self-sufficient individuals of good character exhibiting the qualities of altruism, citizenship, courtesy, hard work, honesty, human worth, justice, knowledge, patriotism, respect, responsibility, and self-discipline;
4. Become responsible members of a family, work group, or community, including demonstrating effectiveness in community service;
5. Think and solve problems in school situations and in a variety of situations they will encounter in life;
6. Connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources; and
7. Express their creative talents and interests in visual arts, music, dance, and dramatic arts.

Curriculum

COUNCIL RESPONSIBILITY

In any school administered under the provisions of KRS 160.345, the curriculum and the instructional program may be determined by school policy adopted by the school council. All council policies shall be designed to meet student academic expectations and goals established by statute, regulation and Board policy.

ACADEMIC FREEDOM

The classroom teachers representing the District shall have the primary responsibility for the delivery of established program of studies in assigned areas. All methods and techniques utilized in the fulfillment of this responsibility shall be exemplified by sound educational practices and respect for all students.

COMPREHENSIVE ARTS EDUCATION

The Board supports a Comprehensive Arts Plan designed to serve as a framework to strengthen the developmental arts program; to utilize community resources; and to incorporate the arts into the total instructional program for all students of the District.

JUNIOR RESERVE OFFICERS TRAINING CORPS PROGRAM (JROTC)

The Board may establish and operate a high school JROTC program in accordance with federal requirements.

STUDENTS WITH DISABILITIES

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

REFERENCES:

KRS 156.160; KRS 156.162; KRS 158.075
KRS 158.183; KRS 158.188
KRS 158.301; KRS 158.302; KRS 158.305
KRS 158.645; KRS 158.6451; KRS 158.6453; KRS 160.345
704 KAR 3:303; 704 KAR 3:305; 704 KAR 3:440
Kentucky Academic Standards

RELATED POLICIES:

Section 02.4 (All Policies)

INSTRUCTIONAL GOALS

The board of education adopts the following ~~seven~~ six Learning Goals and recognizes that they form the basis for curriculum, instruction and assessment of student learning. Schools shall develop their students' ability to:

- ~~1. Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.~~
- ~~2. Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.~~
- ~~3. Students shall develop their abilities to become self-sufficient individuals.~~
- ~~4. Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.~~
- ~~5. Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.~~
- ~~6. Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.~~
1. Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives;
2. Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, and practical living studies to situations they will encounter throughout their lives;
3. Become self-sufficient individuals of good character exhibiting the qualities of altruism, citizenship, courtesy, hard work, honesty, human worth, justice, knowledge, patriotism, respect, responsibility, and self discipline;
4. Become responsible members of a family, work group, or community, including demonstrating effectiveness in community service;
5. Think and solve problems in school situations and in a variety of situations they will encounter in life;
6. Connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources; and
7. Express their creative talents and interests in visual arts, music, dance, and dramatic arts.

Commented [LJG1]: The seven goals are taken verbatim from KRS 158.6451, rather than the paraphrasing in the deleted text.

I INSTRUCTION

IA

Revised: November 13, 1995, Motion #27339
Adopted: October 22, 1979, Motion #12983

INSTRUCTION

IB

ACADEMIC FREEDOM

The classroom teachers representing the Jefferson County Public Schools shall have the primary responsibility for the delivery of established program of studies in assigned areas. All methods and techniques utilized in the fulfillment of this responsibility shall be exemplified by sound educational practices and respect for all students.

Reviewed: November 13, 1995. Motion #27339
Adopted: October 22, 1979. Motion #12983

INSTRUCTION

IGDK

JUNIOR RESERVE OFFICERS TRAINING CORPS PROGRAM

The board of education may establish and operate a high school Junior Reserve Officers Training Corps program in accordance with federal requirements.

Reviewed: November 13, 1995, Motion #27339
History: Policy L7.900
Adopted: August 26, 1974, Motion #8923
Adopted: October 22, 1979, Motion #12983
Reference: U.S. Code, Section 2031, Title 10
Army Regulation No. 145-10

INSTRUCTION

IGAP

COMPREHENSIVE ARTS EDUCATION

The Board supports a Comprehensive Arts Plan designed to serve as a framework to strengthen the developmental arts program; to utilize community resources; and to incorporate the arts into the total instructional program for all students of Jefferson County Public Schools.

Reviewed: November 13, 1995, Motion #27339
Adopted: March 8, 1982, Motion #15260
Reference: KRS 160.290

ACCELERATION

Pupils may advance through the established program of studies in accordance with the prescribed requirements, P1-12. Students shall not be penalized in grades 9-12 for work completed during an approved summer session.

Revised: November 13, 1995, Motion #27339

History: Policy I4.100

Adopted: August 26, 1974, Motion #8923

Adopted: October 22, 1979, Motion #12983

Promotion and Retention

All schools shall implement the uniform student progression, promotion, and grading procedures which have been developed by a broad-based committee and approved by the administrative staff and the Board. Written reports shall be sent to parents at established intervals.

Pupils may advance through the established program of studies in accordance with the prescribed requirements, P1-12. Students shall not be penalized in grades 9-12 for work completed during an approved summer session.

CERTIFICATE AND TRANSFERS

When a student in any public school completes the prescribed program of studies of the eighth grade, s/he is entitled to a certificate of completion. The certificate shall entitle the student to admission into any public high school. Any promotions or credits earned in attendance in any approved public school are valid in any other public school. In case a student transfers to the District from a school of another district, s/he may not be assigned to a lower grade or course until the student has demonstrated that s/he is not suited for the work in the grade or course to which s/he has been promoted.¹ Procedures for evaluation of transfer records shall be contained in the Student Progression, Promotion and Grading Handbook.

A student who has completed the requirements established by the State Department of Education for a vocational program shall receive a vocational certificate of completion specifying the areas of competence.¹

DIPLOMAS

Upon successful completion of all state and Board requirements, the student shall receive a diploma indicating graduation from high school.¹

PROMOTION/RETENTION

Student progress through the educational program shall be determined by criteria that reflects mastery of state-required capacities and is aligned with the Kentucky Academic Standards and as outlined in the Student Progression, Promotion and Grading Handbook,

STUDENTS WITH DISABILITIES

In cases which involve students with disabilities, the procedures mandated by federal and state law for students with disabilities shall be followed.²

REFERENCES:

¹[KRS 158.140](#); [KRS 158.860](#)

²P. L. 105-17

[KRS 158.031](#); [KRS 158.645](#); [KRS 158.6451](#); [KRS 158.6453](#)

[KRS 158.860](#); [KRS 160.1592](#); [KRS 160.345](#)

[OAG 82-473](#)

RELATED POLICIES:

08.113, 08.222, 08.5, 09.121

Adopted/Amended: 5/27/2014

Order #: 2014-084

Search and Seizure**REASONABLE SUSPICION**

No pupil's outer clothing, pockets, or his or her personal effects (e.g., handbags, backpacks, etc.) shall be searched by authorized school personnel unless there are reasonable grounds to believe the search will reveal evidence that the pupil has violated or is violating either a school rule or the law.¹ Search of a pupil's person shall be conducted only with the express authority of the Principal/designee.

AUTHORIZED PERSONNEL

Searches of a pupil's person or his or her personal effects shall only be conducted by a certified person directly responsible for the conduct of the pupil or the Principal/designee of the school which the student attends. However, when an immediate threat to the health or safety of others occurs off site with no certified employee reasonably available, a non-certified person (i.e., bus driver or coach/sponsor) that is responsible for the students is authorized to conduct the search of a student or his/her personal effects. Examples of immediate threats would include reasonable suspicion of the presence of illegal drugs or a weapon.

WITNESS/PERSONAL SEARCHES

When a pat-down search of pupil's person is conducted, the person conducting the search shall be the same sex as the pupil; and a witness of the same sex as the pupil shall be present during the search. In addition, no search of a pupil shall be conducted in the presence of other students.

These restrictions shall not apply to situations involving an imminent threat to students or staff where immediate action is required to prevent harm to health and safety.

STRIP SEARCHES

No strip searches of students shall be permitted.

FAILURE TO COOPERATE

Students who fail to cooperate with school authorities when requested to shall be subject to other disciplinary action.

REGULAR INSPECTION

School property, such as lockers, desks, and network systems, technology resources and accounts owned or supplied by the District are jointly held by the school and the pupil. School authorities have the right to conduct general inspection of all such property and resources on a regular basis. During these inspections, items which are school property, such as overdue library books, may be collected. Students should not expect privacy for items and information left in such locations. A single desk, locker or a technology resource/account may be searched if reasonable grounds exist to believe that evidence of a violation of the law or a school rule is contained therein.

ILLEGAL ITEMS

Illegal items (e.g., weapons, drugs, etc.) or other possessions reasonably determined by proper school authorities to be a threat to the pupil's safety or to others' safety and security may be seized by school officials.

Search and Seizure**OTHER DISRUPTIVE ITEMS**

Items which may be used to disrupt or interfere with the educational process may be temporarily removed from the pupil's possession by a staff member. Such items may be returned to the pupil by the staff member or through the Principal's office.

DISPOSITION OF ITEMS

All items which have been seized shall be turned over to the proper authorities or returned to the true owner.

REFERENCES:

¹New Jersey vs. T.L.O., 105 S.Ct. 733 (1985)
KRS 161.180; KRS 531.335
Safford Unified School Dist. No. 1 v. Redding, 129 S.Ct. 2633 (2009)

RELATED POLICIES:

08.2323; 09.4261

Base text is KSBA Sample language.

New text is recommended by JCPS staff.

SAMPLE LANGUAGE 10/26/18

STUDENTS

09.4281

Reporting Educational Concerns or Grievances

GENERAL

Any student who wishes to express an educational concern or grievance shall observe the following order of appeal:

1. Teacher;
2. Assistant Principal;
- 2.3.Principal;
- 3.4.School council, where appropriate;
5. Executive Administrator of School Support
6. Assistant Superintendent
- ~~4. Superintendent;~~
- ~~5. Board.~~

The order of appeal shall not be construed to mean that students are not free to confer with the Superintendent or Board whenever they so wish. ~~However, if the grievance concerns discipline of an individual student, the Board may, on a case-by-case basis, determine if it will hear the grievance based on whether the facts presented in the written grievance fall within its discretion or authority. If there is a question as to whether the grievance is within the Board's discretion or authority, the Board will consult with legal counsel.~~

PROCEDURES

~~Grievance procedures shall address, but not be limited to, the conditions for filing a grievance, time limitations for the filing and the appeal of a grievance, and a process for the orderly review and appeal of each individual grievance.~~

EXCEPTIONS

1. Appeals relating to discipline of an individual student shall be governed by Board Policy 09.431 and the due process and appeal procedures in the Student Support and Behavior Intervention Handbook.
- 1.2.Harassment/Discrimination allegations shall be governed by Board Policy 09.42811.
3. Federal law requires the District to implement separate and specific processes for responding to complaints/grievances about Title I programs, addressed in Board Policy 08.13451, and to those alleging discrimination in the delivery of benefits or services in the District's school nutrition program, addressed in Board Policy 07.1.
4. In cases which involve students with disabilities, procedures mandated by federal and state law shall be followed.¹

PROCEDURES

Grievance procedures shall address, but not be limited to, the conditions for filing a grievance, time limitations for the filing and the appeal of a grievance, and a process for the orderly review and appeal of each individual grievance.

REFERENCES:

¹P. L. 105-17; 707 KAR Chapter 1

RELATED POLICIES:

07.1
08.13451
09.42811
10.2

Base text is KSBA Sample language

Additional text is JCPS staff recommendation

STUDENTS

09.431

Due Process

RIGHT TO DUE PROCESS

Due process shall be followed as required by federal and state laws and regulations and Board policy for all children.

Before being punished for a violation of the Student Support and Behavior Intervention Handbook~~Code of Acceptable Behavior and Discipline~~, students shall have the right to the ~~following~~ due process procedures set forth in the handbook, including the following.¹

1. Students shall be given oral or written notice of the charge(s) and evidence against them.
2. Students shall be given an opportunity to present their own version of the facts concerning the charge(s).
3. Students shall be provided with an opportunity to appeal the decision.

STUDENTS WITH DISABILITIES

In cases which involve students with disabilities, procedures mandated by federal and state law shall be followed.²

REFERENCES:

¹KRS 158.150

²P. L. 105-17; 707 Chapter 1; Honig v. Doe, 108 S.Ct. 592 (1988)

RELATED POLICIES:

09.43

09.433

09.434

Base text is KSBA Sample language

Additional text is JCPS staff recommendation

SAMPLE LANGUAGE 10/26/18

STUDENTS

09.43

Student Disciplinary Processes

STUDENT DISCIPLINE AND BEHAVIOR IMPROVEMENT

Procedures used by schools for student discipline and behavior improvement shall conform with the provisions of the Student Support and Behavior Intervention Handbook under Board Policy 09.438.

SCHOOL-RELATED ACTIVITIES

The authority of the District in matters of student behavior is not limited to school buildings and grounds or to times when the pupil is on his/her way to or from school, but extends to any activity which is school-related or school-sponsored.

TREATMENT OF PUPILS

Student disciplinary measures should not be administered in a manner that is humiliating, degrading, or unduly severe or in a manner that would cause the pupil to lose status before his/her peer group. Teachers should guard against making remarks to other pupils concerning a student's shortcomings.

Unless an administrator or the Board acts under authority of KRS 158.150, no school, school administrator, teacher, or other school employee shall expel or punish a student based on juvenile court information received by the employee from any source. Administrators may act to protect staff and students when the student's conduct, as reflected by the information, indicates a substantial likelihood of an immediate and continuing threat of harm to students or staff. In cases where such actions are necessary, the following provisions shall apply:

1. Restrictions imposed on the student shall represent the least restrictive alternative available and appropriate to remedy the threat.
2. Supporting material shall be documented in and kept with the student's juvenile court record.
3. The student and/or parent/guardian may appeal actions taken to the Superintendent or to the Circuit Court with appropriate jurisdiction.¹

SERIOUS PROBLEMS

Serious disciplinary problems shall be promptly reported to the Principal and to the parent(s) of the student.

COUNCIL RESPONSIBILITY

Each school council shall select and implement discipline and classroom management techniques for the school. The council's discipline policies shall provide for involvement of parents in disciplinary situations involving their children.

In non-SBDM schools, the Principal shall make these decisions in compliance with Board policy.

REPORTING

Each school shall annually provide to the Department of Education, using the student information system, an assessment of school incidents relating to disruptive behaviors resulting in a criminal or juvenile status offense or public complaint, including whether:

Student Disciplinary Processes

1. The incident involved a public offense or noncriminal misconduct;
2. The incident was reported to law enforcement or the court-designated worker and the charge or type of noncriminal misconduct that was the basis of the referral or report; and
3. The report was initiated by a school resource officer.

CHILDREN AND YOUTH WITH DISABILITIES

Discipline for children and youth with disabilities shall be implemented using the procedures set forth in the Student Support and Behavior Intervention Handbook and shall be in conformity with, all applicable federal and state procedures and guidelines.

REFERENCES:

¹KRS 158.153
KRS 158.150; KRS 158.449
KRS 160.290; KRS 160.340; KRS 160.345
KRS 161.180; KRS 610.345
P. L. 105-17

RELATED POLICY:

09.14

Detention

PRINCIPAL TO ESTABLISH

The Principal or ~~their~~ ~~his~~-designee may ~~use~~ ~~establish a~~-detention ~~outside of instructional time~~ ~~hall~~ as an alternative disciplinary method as set forth in the Student Support and Behavior Intervention Handbook.

NOTICE TO PARENTS

A pupil's parent/guardian shall be notified prior to the detention so that transportation may be arranged by the parent.¹

REFERENCES:

¹KRS 160.290

KRS 160.340

Base text is KSBA Sample Language
Additional text is suggested by JCPS staff

STUDENTS

09.434

Suspension

WHO MAY SUSPEND

In accordance with KRS 158.150, the Principal, Assistant Principal, or Associate Principal Head Teacher may suspend a pupil for violations using the procedures set forth in the Student Behavior Support and Intervention Handbook of the Code of Acceptable Behavior and Discipline. ~~The pupil may be suspended up to a maximum of five (5) days per incident. A Central Office administrator may extend the suspension up to a maximum of twenty (20) days per incident.~~

~~A pupil may not be suspended for more than a total of twenty (20) days per incident.~~

Suspension of primary school students shall be considered only in exceptional cases where there are safety issues for the child or others, as determined by the Superintendent/designee.

PRIOR DUE PROCESS REQUIRED

A pupil shall not be suspended until due process procedures have been provided as established in the Student Behavior Support and Intervention Handbook in conformity with described in KRS 158.150 and Board Policy 09.431(09.431)¹, unless immediate suspension is essential to protect persons or property or to avoid disruption of the educational process.

A suspension of one to ten (1-10) school days requires a due process consultation an informal hearing in which the student is told of the charge against him or her, is given a chance to present his or her perspective regarding the incident, and is given the right to appeal the decision. If a student is believed to be a danger to him- or herself or to others, he or she may be suspended first and be provided a due process consultation at a later time and an informal hearing will be scheduled afterwards (within three school days).

A long-term, ~~Central Office~~ suspension of 11 to 20 school days requires a formal hearing unless such a hearing is waived by the parent/guardian. Procedures for a formal hearing are in the Student Behavior Support and Intervention Handbook.

WRITTEN REPORT REQUIRED

Within one (1) day ~~of the informal hearing~~, the suspending administrator shall report in writing¹ immediately to the Superintendent and to the parent/guardian the decision to suspend the student. The written report shall include the reason for suspension, the length of time of the suspension, and the conditions for reinstatement. Every suspension shall be documented by the suspending administrator in accordance with procedures established by the District.

RESTRICTIONS

A student on suspension cannot enter the school or go on any District school grounds unless arrangements to do so are made with an administrator. A student cannot attend any day or night school- or District-sponsored function or ride a District bus. Any violation of these conditions will result in further disciplinary action.

Procedures for parents/guardians/student to appeal a suspension and/or a related alternative placement shall be ~~set set forth in the Student Behavior Support and Intervention Handbook~~ out in the local code of acceptable behavior and discipline.

STUDENTS WITH DISABILITIES

In cases which involve students with disabilities, the procedures mandated by federal and state law for students with disabilities shall be followed.² Exceptional Child Education students, students identified under Section 504 of the Rehabilitation Act of 1973, and students who are being assessed for suspected disabilities have additional rights guaranteed under federal and state law. The Student Support and Behavior Intervention Handbook shall include specific procedures to ensure those rights are protected.

REFERENCES:

¹KRS 158.150

²20 U.S.C. Sections § 1400 et seq; 707 Chapter 1; *Honig v. Doe*, 108 S.Ct. 592(1988)

OAG 77-419; OAG 77-427; OAG 77-547

OAG 78-392; OAG 78-673

Goss v. Lopez, 419 US 565 (1975)

707 KAR 1:340

RELATED POLICIES:

09.43

09.431