

## **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)



### **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 shall receive appropriate credit 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.<sup>1</sup> 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.<sup>1</sup>

### **DIPLOMAS**

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

### **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.<sup>2</sup>

### **REFERENCES:**

<sup>1</sup>[KRS 158.140](#); [KRS 158.860](#)

<sup>2</sup>P. 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

STUDENTS

09.436

### **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.<sup>1</sup> 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/**certified** 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:**

<sup>1</sup>New 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.<sup>1</sup>

## **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:**

<sup>1</sup>P. 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.<sup>1</sup>

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.<sup>2</sup>

### **REFERENCES:**

<sup>1</sup>KRS 158.150

<sup>2</sup>P. 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.<sup>1</sup>

#### **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, in conformity with Board Policy. 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:**

<sup>1</sup>KRS 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 ~~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.<sup>1</sup>

### **REFERENCES:**

<sup>1</sup>KRS 160.290

KRS 160.340