duPont Manual High School



SBDM Policy Handbook

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Policy #	Required Policies	Adopted	Reviewed	ADIA/REAP	Month to Review
R1	SBDM By-Laws	10/15/24	7/21/26	04/25/21	August
R2	Alignment with State Standards	03/19/24	03/17/26		January
R3	Advance Learning Courses	11/18/25	10/20/26		September
R4	Committee Structure	09/15/26	09/15/26		August
R5	Consultation on for Hiring other than Principal	06/15/23	03/17/26		January
R6	Curriculum Responsibilities	10/17/23	08/11/26		August
R7	Discipline/Classroom Management/School Safety	09/4/19	06/02/26		June
R8	Emergency Plan	11/29/22	06/02/26		June
R9	Enhancing Achievement	11/29/22	07/21/26		August
R10	Extracurricular Programs	06/15/23	03/17/26		January
R11	Instructional Practices	06/3/15	05/12/26		May
R12	School Schedule	05/20/21	03/17/26	04/14/21	February
R13	School Space	10/17/23	08/11/26	04/19/21	August
R14	Staff Time Assignments	07/27/21	03/17/26	04/25/21	February
R15	Student Assignment	06/18/24	03/17/26	12/12/24	February
R16	Technology Use	10/18/22	05/12/26		May
Policy #	**Best Practices**	**Adopted**	**Reviewed**	**ADIA/REAP**	
B1	Anti Bullying Policy	01/9/20	04/21/26		April
B2	Budget/Spending Policy	10/15/24	10/20/26		September
B3	Professional Development	03/9/23	10/20/26	01/19/23	September
B4	Classroom Assessment	06/18/24	03/17/26		March
B5	Equity and Diversity	12/19/23	10/20/26		September
B6	Homework	11/20/20	06/02/26		February
B7	Improvement Planning (CSIP)	04/15/24	03/17/26		March
B8	Family and Community Engagement	09/15/26	09/15/26	10/30/23	August
B9	Principal Selection	04/23/24	04/21/26	10/30/23	April
B10	Protection of Instructional Time	07/24/23	06/02/26		June
Policy #	**Manual Policies**	**Adopted**	**Reviewed**	**ADIA/REAP**	
M1	Athletic Eligibility	01/28/25	10/20/26		September
M2	Attendance	04/21/26	04/21/26		February
M3	Dress Code	05/28/24	03/17/26	10/22/22	February
M4	Make up Work	04/21/26	04/21/26		February
M5	Personal Telecommunication & Electronic Devices	04/21/26	04/21/26	06/02/25	January
M6	Summer Assignments	04/12/17	10/20/26		October
M7	Changes to Magnet Requirements	11/14/22	01/28/25		December
M8	New Course Policy	06/15/23	10/20/26		October
M9	Academic Integrity Policy	06/15/23	03/17/26		January

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **R1**
Subject of the Policy: **School-Based Decision Making Council By-Laws**

I. PURPOSE

The School Council of duPont Manual High School has been established in accordance with KRS 160.345 for the purpose of exercising its responsibility to set school policy in the areas specified in the law. The Council's goal is to set school policy which shall provide an environment to enhance students' achievement and help the school meet the goals established by KRS 158.645 and 158.6451.
Throughout its deliberations, the Council will be guided by the principles contained in the school's Mission Statement and Comprehensive School Improvement Plan.

II. MEMBERSHIP

1) Composition: The Council will consist of the Principal, three teacher members, and two parent members, unless additional members are necessary to ensure minority representation following KRS 160.345(2)(b)2. In addition, one classified staff member and one student shall voluntarily serve as non-voting advisors to the Council.

2) Qualifications for Membership: Members must meet all requirements given in KRS 160.345(2)(a).

3) Terms: One parent Council member and one teacher Council member will be elected in each odd-numbered year. One parent member and two teacher members will be elected in each even-numbered year. All members will serve from July 1 of the year when elected until June 30 two years later. School council members may serve an unlimited number of terms as long as they continue to meet the eligibility requirements. Parent Council members may only serve a maximum of four consecutive years but then must take at least one year off in between terms.

4) Elections: Election of parent, teacher, and classified representatives will be completed by May 1 of each year. The duPont Manual High School Parent Teacher Student Association shall develop procedures to oversee the election of parent representatives. Teachers assigned to the school shall each develop procedures for electing their representatives. The Principal is responsible for organizing a special election to ensure minority representation, if such an election is necessary, according to KRS 160.345(2)(b)2.

5) Vacancies on the Council: If a member of the Council resigns or is removed from office, that member's group shall conduct an election, not more than one month after the vacancy occurs, to choose a representative to complete the remainder of the vacated term.

6) Standards of Conduct for Council Members: Any member who is unable to fulfill his or her duties to the Council will immediately submit a letter of resignation to the Council Chair. Examples of actions which warrant resignation include, but are not limited to:

- failure to obtain training under KRS 160.345(6);

- absence from more than three (3) regular meetings during an academic year;
- becoming aware of a conflict of interest under KRS 45A.340.

The council may refer any member to the Commissioner of Education for recommendation of removal from office under KRS 156.132 for immorality, misconduct in office, incompetence, willful neglect of duty, or nonfeasance.

Ill. COUNCIL OFFICERS

1) Chair: On the first meeting of each Council term, the Council will elect a Chair from its membership by majority vote. The Principal will act as Chair during the meeting at which the Chair is elected. In addition to presiding at Council meetings, the Chair of the Council will:

- provide all members of the Council with copies of all school-wide assessment results, provided by the principal, at the next meeting after those results are delivered to the school, and remind Council members of the terms of any embargo that applies to that data;
- coordinate standing and ad hoc committees and monitor committee progress;
- maintain a file of all correspondence addressed to the Council, and only remove items from that file, either to discard them or to file them elsewhere, after they have been brought to two regular Council meetings;
- make available a cost center budget printout, provided by the Principal, on all school spending, for the previous calendar month, as available, at each regular Council meeting;
- be the official custodian of Council records;
- exercise any other responsibility specified in these By-Laws.

2) Vice-Chair: On the first meeting of each Council term, the Council will elect a Vice-Chair from its membership by majority vote. The Vice-Chair will preside at any Council meeting that the Chair is unable to attend.

3) Secretary: A Secretary will be selected by the Council at its first meeting each year. The Secretary does not have to be a member of the Council, but must be willing to perform the duties of the office. The Secretary will prepare minutes for the Council in accordance with Section VII below.

IV. COUNCIL FUNCTIONS

1) Compliance with Board Policy- Unless the Council specifies otherwise, the Council will adopt the policies of the Jefferson County Board of Education.

2) Compliance with Contracts- The provisions of any collective bargaining agreement negotiated between the Board and any group of its employees will bind this Council and will in all matters pertaining to the operation and governance of the school. This clause may not be suspended, altered, or deleted for any specific employee group without prior consent by secret ballot of 2/3 of the affected employee group at Manual High School.

3) Required Functions - The Council will:

- Be responsible for the appropriation of all funds, regardless of source, not specifically designated for a particular program or job class.
- Determine, within the parameters of the total available funds, the number of persons to be employed in each job classification at the school.

- Determine which textbooks will be used at the school.
- Determine which instructional materials will be used at the school.
- Determine what student support services will be provided in the school.
- Select a new Principal for the school.
- Consult with the Principal before they select persons to be hired to fill other positions at the school.
- Work with appropriate stakeholders to adopt policies to be implemented by the Principal in the following areas:
    - Determination of curriculum, including needs assessment and curriculum development;
    - Assignment of all instructional and non-instructional staff time;
    - Assignment of students to classes and programs within the school;
    - Determination of the schedule of the school day and week, subject to the beginning and ending times of the school day and school calendar year as established by the local board;
    - Determination of use of school space during the school day;
    - Planning and resolution of issues regarding instructional practices;
    - Selection and implementation of discipline and classroom management techniques as part of a comprehensive school safety plan including responsibilities of the student, parent, teacher, counselor, and Principal;
    - Selection of extracurricular programs and determination of policies relating to student participation based on academic qualifications and attendance requirements, program evaluation and supervision;
    - Adoption of an emergency plan as required by KRS 158.162
    - Procedures, consistent with Jefferson County Board of Education policy, for determining alignment with state standards, technology utilization, and program appraisal;
    - 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.
- Other issues, consistent with Jefferson County Board of Education policy, necessary to provide an environment to enhance students' achievement and to meet the goals established by KRS 158.645 and KRS 158.6451.
- Determine the professional development offering allocation.
- Adopt a policy on committees, which will facilitate the participation of interested persons, including, but not limited to, faculty, administrators, classified employees, students, and parents and will include the number of committees, their jurisdiction, composition, and the process for membership selection.
- Adopt a school improvement plan that meets the requirements set in the board policy attached to these By-Laws.
- Other powers that may be granted by the Jefferson County Board of Education and/or the Kentucky Department of Education.

V. SCHEDULE OF MEETINGS

1) Regular Meetings: At the first meeting of each Council term, the Council will select at least one regular meeting date each month through June of the next calendar year. The Chair will post

a copy of the schedule on the main school office bulletin board. They will provide a copy of the schedule to the PTSA president, and may notify the local news media in advance of each meeting.

2) Special Meetings:

2.1) Calling a Special Meeting - If the Council needs to meet before its next regular meeting, the Chair or at least four members of the Council may call a special meeting.

2.2) Procedure for Holding A Special Meeting

2.2.1) Preparation of Notice - The Council Member(s) calling the meeting must prepare and sign a written notice that states the date, time, and place of the special meeting and the agenda for the meeting. Only issues listed on that agenda can legally be discussed at the special meeting. The agenda must be specific, and cannot contain topics such as "other or misc."

2.2.2) Council Member and Media Notice - The Council Member(s) calling the meeting must arrange for the notice to be delivered to every Council member, to the district SBDM specialist, and to any media organization that has asked to be notified of Council meetings. Notice must arrive at least 24 hours before the time set for the meeting.

2.2.3) Posting of Notice - The notice must be posted conspicuously at the school as soon as possible after the meeting is called, and definitely not less than 24 hours before the meeting will be held.

2.2.4) Teacher, Administrator, and Staff Notice - The Council Member(s) calling the meeting must notify all Manual teachers, administrators, and staff of the meeting in writing at least 24 hours before the meeting will be held.

3) Closed Sessions

3.1) Allowed Topics - Closed sessions are allowed only to discuss the topics specified in KRS 61.810. Among those topics, the ones pertaining to SBDM Councils are as follows:

3.1.1) Possible or actual litigation - KRS 61.810{3)(c);

3.1.2) To discuss appointment of individuals - KRS 61.810(3){f)

3.1.3) Those records the disclosure of which would have a reasonable likelihood if threatening the public safety by exposing a vulnerability in preventing, protecting against, mitigating, or responding to a terrorist act - KRS 61.878{1)(m).

3.2) Procedure for Starting Closed Sessions

3.2.1) Notice must be given in an open meeting that a closed session is needed, stating the general nature of the business to be discussed, the reason for the closed session and the specific Section of KRS 61.810(3) that allows the closed session to be held. (See V-3.1.1, V-3.1.2, V-3.1.3.)

3.2.2) A motion must be made in open session to hold a closed session.

3.2.3) The members must vote in open session on the motion, and it must carry by majority vote.

3.3) Conduct of a Closed Session

3.3.1) The Council can only discuss the topics announced in the notice given in the open session.

3.3.2) No final action can be taken. Instead, after discussing the topic fully, the Council must return to open session and make a final decision in public. The minutes of the open session must accurately record all actions taken.

VI CONDUCT OF MEETINGS

1) Quorum -

1.1) In order for the Council to meet, a quorum must be present. A quorum is reached when at least 2/3 of the Council members are present. At least one parent member and two teacher members must be present to have a quorum. Either the Chair or the Vice-Chair must be present to have a quorum.

1.2) The definition of quorum for the purpose of consultation in the hiring of personnel other than the principal, shall be the following: After prior verbal and written notification of the special meeting (at least 24 hours prior to the meeting) to all SBDM Council members, those who are in attendance shall constitute a quorum.

2) Attendance - The Council will abide by the Open Meetings Law which requires that meetings be open to the public unless the special procedure for closed meetings (Section V-3) is followed.

3) Materials To Be Brought to (or to have available for) Council Meetings

3.1) To be brought by the Chair

3.1.1) All items submitted for inclusion on the agenda.

3.1.2) All correspondence addressed to the Council that they have received.

3.1.3) A cost center budget printout, provided by the Principal, on all school spending for the previous calendar month, as available.

3.1.4) A copy of any school-wide testing results received since the previous regular meeting.

3.2) To be brought by the Secretary

3.2.1) A binder they maintain that holds copies of the Council's Bylaws, policies, annual budget, monthly spending reports, and minutes.

4) Agenda

4.1) Each regular or special Council meeting will operate by a written agenda that is developed for the Council by the Chair in cooperation with other Council Members, in advance of the meeting.

4.2) Council members may add items to a regular meeting agenda by contacting the Chair at least 72 hours in advance of the meeting. Items must be submitted in writing.

4.3) The Chair has the authority and responsibility to redirect agenda item requests from non- Council members to the appropriate Committee. Whenever possible, issues should be sent first to Committee. The Chair will operate under the principle that agenda items should come from Committees unless time or circumstances make this impossible.

4.4) Emergency agenda items (which, by their nature, could not be postponed to a later SBDM meeting) may be added at the time of the SBDM meeting only by unanimous consent of all members present at the time of the meeting.

4.5) The agenda will be distributed to all staff, the president of the PTSA, and other constituent groups at least 48 hours in advance of regular meetings and 24 hours in advance of special meetings.

5) Policy Making Procedure

5.1) Individuals or groups wishing to convey a concern or policy proposal for Council consideration should, whenever possible be directed to the appropriate SBDM Committee. Only if the concern or proposed policy does not fall appropriately under the jurisdiction of an existing Committee (or urgency of time does not permit Committee action) will it be added directly to the SBDM agenda.

5.2) If a Committee finds merit in a concern or proposed policy, it may elect to present it to the SBDM Council for consideration. New business before the Council should be developed through the Committee process.

5.3) Each concern and proposed policy for Council consideration will be presented to the SBDM Council by a Council member, the Chair of an SBDM Committee, or a Committee member designated by the Committee Chair. All policy proposals brought before the SBDM Council should include a completed Policy Form which explains the proposal. A proposal will be out of order if it:

5.3.1) is not consistent with the principles in the Manual Learner Goals and Objectives;

5.3.2) is contrary to local, state, or federal law or regulations;

5.3.3) is in conflict with JCPS collective bargaining agreements;

5.3.4) exposes the school or district to unreasonable liability;

5.3.5) exposes the students, staff, and/or others to unnecessary health and/or safety risks;

5.3.6) recommends the transfer or dismissal of any member of the school staff;

5.3.7) authorizes any purchase that exceeds the financial resources available;

5.3.8) is inconsistent with existing Council policy;

5.3.9) is inconsistent with Jefferson County Board of Education policy except for those areas listed in Sections IV-3.8.1 to IV-3.8.8.

5.4) The Council will discuss each policy proposal and concern in enough detail to be sure that members fully understand it. Council and non-Council members who are in attendance at the Council meetings will be provided an opportunity to discuss issues under consideration by the Council using the following procedures:

5.4.1) Input will be allowed before the Council makes its decision.

5.4.2) A Council member, Committee Chair, or Committee Chair designee who has recommended an item on the agenda will be given the opportunity to speak first on the issue.

5.4.3) As each topic is discussed the Chair will call on speakers in a fair manner, allowing equal opportunity for each to be heard. For the purpose of maintaining order or insuring the progress of the meeting the Chair may, at the request of any Council member including the Chair, limit the number of non-Council speakers and/or the time allowed per speaker (Council or non-Council members). However, in no case will the number of non-Council speakers be limited to no less than 8 for any agenda item, nor will the time per speaker be limited to less than three minutes.

5.5) After discussion of each issue, any member of the Council may make a motion as follows:

5.5.1) Concerns

5.5.1.1) Refer the concern to an existing Committee which may develop a proposal to address the concern. A resulting proposal would be presented at a later SBDM Council meeting by the Committee Chair or Committee Chair designee;

5 .5.1.2) Form an ad hoc Committee to develop a proposal to address the concern which would be presented at a later SBDM Council meeting by the ad hoc Committee Chair or ad hoc Committee Chair designee;

5.5.1.3) Take direct Council action by recommending a policy to the faculty, administrators, classified employees, students, and parents (Only when Vl-5.5.1.1 and Vl-5.5.1.2 are not appropriate.)

5.5.2) Policy proposals from Committees (and revised proposals from Committees)

5.5.2.1) Recommend the proposed policy to the faculty, administrators, classified employees, students, and parents;

5.5.2.2) Amend the proposed policy

5.5.2.3) Return the proposed policy to Committee for revision.

5.5.3) Policy proposals not from Committees

5.5.3.1) Recommend the proposed policy to the faculty, administrators, classified employees, students, and parents;

5.5.3.2) Refer the proposed policy to an existing Committee for further development. A revised proposal could be presented at a later SBDM Council meeting by the Committee Chair or Committee Chair designee;

5.5.3.3) Form an ad hoc Committee to revise the policy proposal, which would be presented at a later SBDM Council meeting by the ad hoc Committee Chair or ad hoc Committee Chair designee.

5.6) Without objection any such motion will pass by consensus. If consensus cannot be reached, The motion will be added to the agenda for the next regular or special called Council meeting where consensus will again be sought. If consensus is still not possible upon a second hearing, the motion will be decided by majority vote of the members present.

5.7) All policy proposals recommended by the Council will be submitted to the faculty for further reflection at the next faculty meeting. The faculty will be given time during the faculty meeting to discuss the recommended policy proposals and give feedback.

5.8) After recommended policy proposals have been submitted to faculty, administrators, classified employees, students, and parents, the SBDM will meet again to assess the faculty. At this time any Council member may make a motion as follows:

5.8.1) Adopt the recommended proposal as policy,

5.8.2) Amend the recommended proposal minimally to address minor problems;

5.8.3) Refer the proposal back to an existing Committee for more significant revision. A revised policy proposal could be presented at a later SBDM Council meeting by the Committee Chair or Committee Chair designee (see Vl-5.5.2 above);

5.8.4) Form an ad hoc Committee to revise the proposal more significantly. A revised policy proposal could be presented at a later SBDM Council meeting by the ad hoc Committee Chair or ad hoc Committee Chair designee (see Vl-5.5.2 above).

5.9) Without objection any such motion will pass by consensus. If consensus cannot be reached, the motion will be added to the agenda for the next regular or special called

Council meeting where consensus will again be sought. If consensus is still not possible upon a second hearing, the motion will be decided by majority vote of the members present.

5.10) If a motion, other than a routine motion such as adopting the agenda, adjournment, etc., is not already in written form when it is made, the Secretary will write the motion as it has been presented and read it back to the Council.

6) Non-Agenda Item Speakers - Time will be provided for individuals wishing to address the Council regarding issues not included on the meeting agenda. Speakers will be limited to a maximum of three minutes each. Individuals wishing to address the Council on non-agenda issues must sign, on a first come basis, a speakers list which will be provided immediately prior to the start of the meeting. The speaker must indicate the topic to be addressed. The speakers list will be limited to a maximum of 8 individuals. Groups expressing a similar position are encouraged to choose a spokesperson. Any further discussion or action must be forwarded to the appropriate Committee or added to the agenda for the next Council meeting. The chair will explain these rules to new speakers.

7) Staffing, Instructional Material Selection, Professional Development, and Budgeting Procedures

7.1) The Council will, through consultation with the appropriate committees, establish, maintain, and follow specific policies for staffing, planning professional development, selecting instructional materials, and budgeting.

8) Rules Of Procedures For Meetings - It is the goal of the Council to facilitate productive discussion by conducting meetings in a casual but orderly fashion; however, for the purpose of maintaining order or insuring the progress of the meeting, the Chair may, at the request of any Council member including the Chair, conduct the discussion of individual agenda items using Roberts Rules Of Order, Newly Revised.

9) Appeals of Council Decisions - The Jefferson County Board of Education has established a process of appeals of Council decisions, and a copy of that process is attached to these By-Laws.

10) Special Responsibilities for the First Meeting of Each Council Term

10.1) Review these By-Laws and policies adopted by the Council, with particular attention to any revisions which may be needed due to changes in the law.

10.2) Select a Chair, Vice-Chair, and Secretary.

10.3) Set a regular meeting schedule for the year. _

10.4) Verify that all members have copies of the following documents:

10.4.1) the Manual SBDM By-Laws;

10.4.2) the Manual High School Vision and Mission Statements, Learner Goals, and Objectives;

10.4.3) the Jefferson County Board of Education SBDM appeals policy and reimbursement policy;

10.4.4) all Council policies now in effect;

10.4.5) budgets, budget amendments, and spending reports in effect this year (as available) and the preceding year (as available);

10.4.6) the school's most recent testing data;

10.4.7) the school's current Comprehensive School Improvement Plan.

VII MINUTES AND OTHER COUNCIL RECORDS

1) Minutes To Be Kept And Approved

1.1) The Secretary will keep minutes of each Council meeting. The minutes will include the names of those in attendance and will state accurately each motion made and the action taken on it by the Council. If the action was to adopt a written statement of policy or a written statement of some other decision, the entire text of that statement will be attached to the minutes.

1.2) The Secretary will prepare a typed copy of the minutes of that meeting, marking them clearly as "Not Yet Approved By Council." To the minutes, the Secretary will keep copies of any policy, budget, By-Law, amendment, or other document approved by the Council. The Secretary will send copies of this document to each member of the Council.

1.3) The Council will review, revise, and approve the copy of the minutes at its next meeting. Immediately after the meeting at which they were approved, any member of the public is entitled to inspect them.

2) Distribution Of Council Documents

2.1) After each Council meeting, the Secretary will make copies of the approved minutes and any documents attached to them. The Secretary will distribute those documents as follows:

2.1.1) One copy will be distributed to each member of the SBDM Council.

2.1.2) One electronic copy, along with all supporting documents, will be sent to the SBDM Specialist.

2.1.3) One copy with all supporting documents will be kept in a binder in the possession of the Secretary, and that binder will be brought to each Council meeting.

2.2) Prior to the next regular SBDM meeting, the Secretary will enter the approved minutes into the computer to be used for reference at future SBDM meetings.

VIII. COMMITTEES

It will be the policy of the Manual School Council that several Committees be established, and that these Committees provide the bulk of the staff work done on behalf of the Council. All Manual teachers, counselors, administrators, support personnel, parents, students, and interested community members may be members of one or more of the Committees. Committees are encouraged to seek diverse members from all these groups. The Council will provide each Committee with a copy of the school's Committees Policy, explaining Committee responsibilities, membership, operating procedures, etc. The committees will be specified by the Committees Policy.

IX. AMENDMENT TO BY-LAWS

These bylaws may not be suspended. All motions to amend these By-Laws will be submitted in writing. No decision on a motion to amend the By-Laws will be made until after the topic has appeared twice in the preliminary agenda for regular Council meetings. Amendments will require at least 2/3 affirmative vote of those present to be adopted, and must take place during a regularly scheduled SBDM meeting.

Date of First Reading: August 27, 2024
Date of Second Reading: October 15, 2024
Date Adopted: October 15, 2024
REAP Date: April 25, 2021
Signature: Dr. Michael Newman
(SBDM Council Chairperson)

Date Reviewed: July 21, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **R2**
Subject of the Policy: **Alignment with State Standards and Program Appraisal**

Policy Statement:
The Procedures for Determining Alignment With State Standards and Program Appraisal Policy for duPont Manual High School ensures that all students have equitable opportunity and access to highly effective teaching practices at all levels and with all classes.

Procedures

Alignment with State Standards: In September, the SBDM Council shall charge a committee with reviewing the school's curriculum of the core instructional areas to ensure that each area is aligned with the Kentucky Academic Standards (KAS) and with district curriculum frameworks. Review of curriculum shall address any deviation from the districtwide curricula for math and reading including schoolwide alternate curriculum programs or schoolwide supplemental/auxiliary materials that will be used to offer augmented support or diverse points of view that are reflective of and relevant to the school's student population. This curriculum-focused review shall be completed and reported to the SBDM Council by the SBDM Council meeting in October.

Analysis of Needs: In October, the SBDM Council shall charge a committee with determining the barriers in student achievement. The student-focused review shall set preliminary goals and identify potential causes to help move our students to state standards. The committee may review state nonacademic data, gap groups, survey data (e.g., parent, teacher, and student), behavior summaries, and budget reports as well as any other data needed for its review. This review shall be completed and reported to the SBDM Council by the SBDM Council meeting in November.

Program Appraisal: Additionally, in October, the SBDM Council shall charge a committee with reviewing state, district, and school data to determine the effectiveness of instructional program initiatives. The program-focused review will suggest changes to programs to help move our students to state standards. The committee shall draft a report as to the strengths, barriers, and next steps for improvement for each program initiative. This review shall be completed and reported to the SBDM Council by the SBDM Council meeting in November.

Evaluation: Recommendations from the aforementioned committees shall be considered prior to the development of the School Improvement Plan (SIP).

Date of First Reading: January 23, 2024
Date of Second Reading: March 19, 2024
Date Adopted: March 19, 2024
READ Date:
Signature: Dr. Michael Newman
(SBDM Council Chairperson)

Date Reviewed: July 21, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **R3**
Subject of the Policy: **Advanced Learning Courses**

Policy Statement
All students have the right to participate in a rigorous and academically challenging curriculum.

When practicable, the SBDM Council shall offer advanced coursework for duPont Manual High School Students in at least these core subjects: Mathematics, English (Reading/Language Arts), Science, and Social Studies. Additionally, duPont Manual High School will offer advanced coursework in the following subjects: world language, the arts, and Career/Technical Education

The school, through counselor(s) and teachers, will notify students and parents of the benefits of advanced coursework and the opportunities available at duPont Manual High School including: Advanced Level Learning opportunities, Advanced Placement (AP), International Baccalaureate (IB), Cambridge International Examinations, Dual Credit, and/or Dual Enrollment course options. duPont Manual High School Counselors and Teachers will encourage students to consider more challenging coursework. Students identified for Advanced Learning courses will meet with the appropriate counselors to draft a schedule for the following school year. Counselors will make additional effort to increase the level of diversity in these courses and document their efforts.

The following steps will be followed to determine student assignment:

1. Review the student's Individual Learning Plan (ILP).
2. Obtain and review student interest and need (**March 1**).
3. Review curriculum changes as specified in the School Improvement Plan (SIP) (**April 1**).
4. Develop a draft of the master schedule (**June 1**).
5. Develop a draft of the individual student schedules (**June 30**).
6. When developing student schedules, give consideration to transcript review, needs of students, available subjects, class size, and teacher contractual obligations. Special care will be taken to ensure that Advanced Learning course enrollment reflects the overall population of the school.
7. Student schedules will be available at registration days in early August.
8. Students entering school after the initial scheduling will be assigned to Advanced Learning courses according to item 7. Final approval will be given by the principal/designee.

When duPont Manual's master schedule is unable to meet a student's educational goals beyond their approved Magnet Pathway, students will be informed and given the opportunity to take AP and/or Dual Credit courses available through the Pathfinder School of Innovation, University of Louisville, Jefferson Community & Technical College (JCTC), or other postsecondary partners.

Staff Assignment
The principal will complete the assignment of staff to Advanced Learning courses after the SBDM Council has determined the number of positions needed. Assignments will follow procedures as outlined in negotiated personnel contracts and also will include the following:

- Certification of staff in the content area

- Acquired credentialing that is required for specific Advanced Learning course options
    - AP: Pass the College Board AP Course Audit by subject
    - IB and Cambridge: Complete required professional development (PD) by subject
    - Dual Credit: Must be approved by the partner college/university as adjunct faculty
- Acquired PD to teach an Advanced Learning course
- Changes in student enrollment
- Changes in enrollment to a particular class or course requiring the abolishment of the class or course
- If a change is needed to meet the educational goals and needs of the students, all parties (teachers/classified staff, principal, and others involved in a particular situation) must agree that the move best meets the educational goals of the students.
- Notification to staff involved is provided by the principal, both orally and in writing.

Date of First Reading: November 18, 2025
Date of Second Reading: Waived
Date Adopted: November 18, 2025
REAP Date:

Signature: Dr. Michael Newman
(SBDM Council Chairperson)

Date Reviewed: October 20, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **R4**
Subject of the Policy: **Committees**

Policy Statement
The SBDM Council at duPont Manual will use standing committees to encourage expanded participation in the decision-making process. Equity and inclusion are a priority. Every effort will be made to ensure that minority and diverse staff members have the opportunity to be involved in the committees. At times, ad hoc committees may be formed by the Council for specific purposes (e.g., budget, scheduling, principal selection). The following standing committees have been established along with the areas of responsibility:

SBDM Assigned Committees:

- **Budget** - (Members must include principal, or designee; department chairs; parents; and students)
    - Recommends a budget to the Council.
    - Recommends budget adjustments if funds change during the year. Recommends policies related to purchasing to the Council.
- **CSIP** - (Members must include the principal, or designee; Academic Instructional Coach; and teachers)
    - Develops & Reviews Assessment Data for Needs Analysis
    - Facilitates planning and revising of the annual CSIP.
    - Reviews CSIP Progress Monitoring
- **Opportunity and Access Committee** - (Members must include the principal, or designee; teachers; classified staff, parents, and students)
    - Responsible for Setting the School's Opportunity and Access Goals.
    - Reviews School Needs Assessment and School Survey Data
    - Recommends action and monitors progress towards goal achievement.
    - Recommends activities and practices to promote a positive school culture and climate for all students at Manual High School.

Adhoc Committees:

- **Curriculum** - (Members must include principal, or designee; teacher representatives; and a counselor in charge of master schedule/scheduling; and Parents)
    - Reviews the school's curriculum.
    - Recommends policy adjustments to the Council, based on a Council request or Committee’s determination of a need.
    - Recommends new courses and changes to academic content areas.
- **Magnets** - (Members must include the principal, or designee; the Magnet Chairs; teacher representatives from each magnet; parents, and students)
    - Reviews the requirements of each magnet.
    - Recommends changes to magnet requirements to the Council.

Operational Procedures for SBDM Council-Assigned Committees

A. The SBDM Council at DuPont Manual will use an ad hoc and standing committee structure to encourage expanded participation in the decision-making process.
B. Faculty, classified staff, parents, and community members will be encouraged to serve on SBDM-assigned committees.
C. Standing and ad hoc committees will be formed and dissolved by the Council as needed.
D. Committee membership will be obtained through a sign-up list of volunteers. If the list of volunteers does not racially reflect the student population, additional outreach will be required to diversify the pool of candidates. The Council will review the list to determine if additional representation is needed and/or to approve this list. Once the list is approved, committee volunteers will be notified of their first meeting by the principal.
E. Each committee, unless otherwise specified in SBDM policies, shall elect a chairperson by majority vote at its first meeting. The term of the chairperson will be one year, and the chairperson may be reelected.
F. Each committee shall determine the frequency and agenda of meetings. Written minutes of each committee meeting will be kept as an open, permanent record of the activities of each assigned committee. These will be forwarded to the SBDM Council and will become a part of the required documentation of the Council.
G. Committees have the responsibility to carry out tasks assigned to them by the Council. Committees may research issues, gather schoolwide input, or prepare drafts for the SBDM Council but shall not discuss individual students.
H. Decisions of the SBDM-assigned committees shall be made by consensus. In the event that consensus cannot be reached, a majority vote will be used to decide the issue.
I. The committee chairperson/designee must report (orally and/or in writing) to the SBDM Council as requested by the Council.

Date of First Reading: August 11, 2026
Date of Second Reading: September 15, 2026
Date Adopted: September 15, 2026
REAP Date:

Signature: Dr. Michael Newman
(SBDM Council Chairperson)

Date Reviewed: September 15, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: duPont Manual High School
Policy Number: R5
Subject of the Policy: Consultation for Hiring Other Than the Principal

Policy Statement:

PURPOSE:
When it is determined that a vacancy in a Certified or Classified position exists within the school, the principal shall inform the superintendent designee of the vacancy and the district's transfer and overstaff policies become effective. If the position is not filled through the transfer or overstaff process, the principal will submit a personnel request. After the vacant position has been advertised for the required length of time, the superintendent designee will provide the principal access to all qualified applicants for each vacant position.

AD HOC COMMITTEE:
An ad hoc Interview Committee shall be selected by the principal and consist of appropriate stakeholders and interested SBDM Council members as detailed below. The principal will also ensure that the Interview Committee reflects the diversity of the school.

- After reviewing the racial/ethnic demographic of the student body and the staff, when possible (as determined by the available applicants), the principal shall review the applications, references, and support materials of the candidates and shall create a cohort of candidates that reflects the racial/ethnic background of the student population to interview for the position.
- The principal shall appoint an Ad Hoc Committee of no fewer than five people who will interview the persons considered for hiring purposes.
- For certified positions, a good faith effort shall be made to have representatives from the following groups on each committee: principal or designee, teacher transfer committee, content expert, SBDM parent representative, and minority representation
- For classified positions, a good faith effort shall be made to have representatives from the following groups on each committee: principal or designee, teacher transfer committee, classified representative, SBDM parent representative, and minority representation
- If a teacher is to be hired, at least half of the Committee shall be made up of teachers.
- Department Chairs (or Classified Division Leads) and the Principal (or Designee) shall develop a list of questions and "Look For" criteria to be used in the interview.
- Interview Committee members will sign a confidentiality agreement. All interviews and discussion of candidates shall be conducted in closed session and shall be kept confidential.
- The principal (or designee) will schedule all interviews and notify the Interview Committee of the date, time, and location of the interviews.
- Upon completion of the interviews, the Interview Committee shall prepare a recommendation for the principal and Council that reflects the most qualified candidates.
- The recommendation to the Council could include the top two or three candidates.
- After consideration is given to both the committee recommendation(s) and consultation with the Council in closed session, the principal shall make the final recommendation and submit this to the superintendent as required by KRS 160.345(2)(h).

- The principal will ensure that the hiring process outlined in this paragraph occurs within an appropriate time frame.

COUNCIL CONSULTATION:
The definition of *quorum* for the purpose of consultation in the hiring of personnel other than the principal **only**, shall be: After prior notification of the special-called meeting (at least 24 hours prior to the meeting) to all SBDM Council members and the media as required by Open Meetings laws, those who are in attendance shall constitute a quorum.

SPECIAL PROVISIONS FOR PERSONS ALREADY WORKING AT THIS SCHOOL:
Before a vacancy is filled, individuals already working at the school in a same job classification may communicate his or her interest in that work to the principal. The principal shall follow the current contractual obligations and personnel practices.

Date of First Reading: May 11, 2023
Date of Second Reading: June 15, 2023
Date Adopted: June 15, 2023
REAP Date: October 30, 2023
Signature: Dr. Michael Newman
(SBDM Council Chairperson)

Date Reviewed: March 17, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **R6**
Subject of the Policy: **Curriculum Responsibilities**

Definitions

Standards are what students need to know and be able to do to meet an expected level of performance.
Standards are the target.

Curriculum identifies the specific content, skills, and learning experiences students need to master the standards.
The curriculum is the map for how to get to the standards/target.

Instructional Materials include the supplies, equipment, software, and texts to help students learn the curriculum and master the standards.
Instructional materials are what teachers and students use to enable students to reach the target.

Student Support Services are additional services provided to students that include, but are not limited to, counseling, FRYSC services, and community support referrals.

Student support services are given to students who need more support to reach the target.

Curriculum Selection Process

The Superintendent has the authority under the SBDM law KRS 160.345 to determine the following for each school:

- Curriculum
- Instructional materials (which includes textbooks)
- Student support services

Before making those selections, the Superintendent will:

- Consult with the Jefferson County Board of Education
- Offer a reasonable review and response period for stakeholders in accordance with Board Policy 08.21 Curriculum.
- Consult with the principal.
- Consult with the SBDM Council through the principal.

When consulting with the superintendent, the SBDM council will:

- Ensure students, families, school staff, district leaders, and community members have opportunities to provide feedback on CURRICULUM strengths and areas of need.
- Request that INSTRUCTIONAL MATERIALS and STUDENT SUPPORT SERVICES are:
  - Matched to the unique strengths and needs of the school.
  - Backed by research and evidence of success in a similar school setting.

The curriculum documents determined by the Superintendent, as well as supporting curriculum and instructional documents can be found on the District Office of Teaching and Learning website at https://www.jefferson.kyschools.us/department/teaching-and-learning .

Diversity and Cultural Awareness in Curriculum and Instructional Materials and Practice

In conformity with *Board Policy 09.131 District Commitment to Racial Educational Equity*, when making decisions regarding curriculum and instructional materials and practice, the Superintendent and SBDM Council shall:

a) Identify, develop, utilize, and prioritize implementation of instructional practices that have been shown to improve learning outcomes for Students of Color at all achievement levels in order to minimize the prevalent and persistent learning outcome gaps among Students of Color and White students.
b) Identify, acquire, and develop rich curriculum resources for schools to implement that more effectively and accurately include the contributions and historical relevance of African-American, Latinx, Asian-American, and other non-White cultures; the experiences of People of Color; and the history of immigration and ethnic diasporas and their impact on U.S. history, culture, and society in all subject areas.

Date of First Reading: September 19, 2023
Date of Second Reading: October 17, 2023
Date Adopted: October 17, 2023

Signature: Dr. Michael Newman
(SBDM Council Chairperson)

Date Reviewed: August 11, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **R7**
Subject of the Policy: **Discipline and Classroom Management**

Policy Statement:

The SBDM Council shall adhere to the rights and responsibilities of all students as found in the JCPS *Student Support and Behavior Intervention Handbook* and in the school safety plan. The purpose of these documents is to provide students with a safe, secure, and positive learning environment.

Procedures:
Within one week of the first instructional day of school (or within one week of enrollment), students and parents/guardians will receive the JCPS *Student Support and Behavior Intervention Handbook.* Each student is required within one month of receiving the handbook to return the Acknowledgment of Receipt Form from the *Student Support and Behavior Intervention Handbook* signed by the student and their parent/guardian. The administrative team (i.e., principal, assistant principal, and guidance counselors) shall follow up with students and families whose forms are incomplete or not returned.

The school shall develop a school safety plan as required by district policy and state regulations. The school safety plan shall be reviewed annually by the SBDM Council.

The school shall ensure completion of the Multi-Tiered Systems of Support {MTSS) School Implementation Plan and will review and revise it regularly throughout the year to ensure that behavior interventions are used for each tier indicated in the plan.

A team consisting of an administrator and representatives from all stakeholder groups shall meet monthly at minimum to review Positive Behavior Interventions and Supports (PBIS) implementation and analyze behavior data. That data should include a review of referrals and disciplinary actions to ensure equity and proportionality, particularly in regard to BIPOC students and students with disabilities.

The school shall create a flowchart that defines classroom-managed and office-managed student behaviors and indicates the procedures that teachers and staff should follow for both. In addition, the school shall develop a continuum of responses for undesired behavior.

Each classroom teacher should establish specific expectations that govern the time students are in their classroom and are aligned with the school wide expectations of DuPont Manual. These expectations shall be posted in a prominent location and in print that is legible and easy to see from any place within the classroom. These standards shall be taught by the teacher during the first week of school to all classes and reviewed after each break (i.e., Fall Break, Winter Break, and Spring Break). Other reviews shall be at the teacher's discretion. In addition, each classroom teacher shall teach and reteach the expectations for the common areas of the school, such as the cafeteria, hallways, bathrooms, and gym. Each classroom teacher shall follow the process outlined in the school behavior flowchart and use the continuum of responses in their classroom.

Date of First Reading: August 18, 2022
Date of Second Reading: August 23, 2022
Date Adopted: August 23, 2022
REAP Date:
Signature: Dr. Michael Newman
(SBDM Council Chairperson)

Date Reviewed: June 2, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **R8**
Subject of the Policy: **Safety & Emergency Procedures Plan**

Policy Statement:

The adoption of a Safety & Emergency Procedures Plan Policy of duPont Manual High School ensures that students are provided a safe and secure learning environment.

Procedures:

The principal, in consultation with parents, teachers, other school staff, and local first responders, will collaboratively develop the school's emergency management plan as a way to document efforts to prevent, mitigate, prepare for, respond to, and recover from emergencies. The emergency management plan will include procedures for fire, severe weather, earthquake, and building lockdown as specified in Kentucky statutes and regulations. The plan will include, but not be limited to:

- The establishment of primary and secondary evacuation routes, which must be posted in each room by each doorway used for evacuation.
- The identifications of severe weather safe zones that have been reviewed by the fire marshal/fire chief, which must be posted in each room.
- Procedures for students to follow in an earthquake.
- Development and adherence to access control measures for each school building, which may include (but not be limited to):
    - Controlling access to exterior doors during the day.
    - Controlling front door access electronically or with a greeter.
    - Controlling access to individual classrooms.
    - Requiring visitor check-in and checkout with identification and purpose of visit provided.
    - Display of visitor's badge on outer clothing.
    - Practices for students to follow in case of fire that are consistent with the administrative regulations of the State Fire Marshal's Office, Department of Housing, Buildings & Construction (DHBC).
    - Procedures for lockdown of school.

Local law enforcement shall be invited to assist in establishing lockdown procedures.

Following adoption, the Safety & Emergency Procedures Plan and diagrams of the facilities will be provided to appropriate first responders. First responders, for the purpose of this policy, include local fire personnel; local, county, and/or state police personnel; and emergency medical personnel. Due to the need to maintain student and staff safety and security, the emergency plan and diagram of the facility will not be disclosed in response to any open records requests or discussed during an Open Session of any school council meeting.

Prior to the first instructional day of school, the principal or designee will present and review all emergency procedures with all staff. Documentation, including the time and date of the review, will be

kept on file at the school with a copy sent to the district office to document completion. Documentation may include such methods as a sign-in sheet with the printed name of each staff member (all certified and classified staff), the signature of each staff member, and the date and time of the review.

A comprehensive diagram of the school showing primary and secondary evacuation routes will be posted at each school doorway prior to the first instructional day of school. Identified severe weather sage zones, which have been reviewed by the local fire marshal or fire chief, will be posted at each school doorway prior to the first instructional day of school.

Annually, the principal is responsible for working with the central office to ensure that all local first responders have a current diagram of the school that notes the primary and secondary evacuation routes, the severe weather safe zones, and notations of the exterior and front entrance access points. Completion will be reported to the school council and documentation maintained in the principal's office. (Other items to be listed on map: Assembly Area, Parent/Student Reunification Area, First Aid Station, and other potential hazards, such as gas lines and overhead power lines).

Within the first 30 instructional days of the school year and again during the month of January, the school will conduct one severe weather drill, one earthquake drill, and one building lockdown. Fire drills will be conducted in accordance with the timelines, procedures, and requirements outlined in the DHBC regulations.

Whenever possible, first responders shall be given notice of possible drills and invited to observe. The principal is responsible for ensuring the implementation of these drills and reporting completion and problems noted during the drill to the school council and to the district central office for any remedial action needed.

Possible access control methods that will be used at duPont Manual High School are outlined below:

- All exterior doors must remain locked at all times.
- All visitors must enter through the posted front entrance, exit 1. If the visitor requires use of ramps to enter the building, he/she may use exit 22 with a school personnel opening the door and escorting the visitor to the front office.
- The front entrance must remain secure with electronic access only.
- All visitors must use the buzzer and be recognized prior to gaining access to the reception area.
- The principal is responsible for ensuring that trained personnel monitor the front entrance at all times. At no time during the school day are students allowed to monitor the front entrance or the reception area

- All visitors must report to the front office, state the purpose of the visit, and wear a school-specific badge on the outermost garment during the entire visit. Upon leaving, all visitors must report back to the front office.
- The office must keep an accurate log of each visitor, the date and time of the visit, the purpose of the visit, and with whom he or she visited.
- Students coming and going to YPAS must use exit 2.

Evaluation:
At the end of each school year, the emergency procedures are to be reviewed by the school council and first responders and revised as needed

Date of First Reading: November 14, 2022
Date of Second Reading: November 29, 2022
Date Adopted: November 29, 2022
REAP Date:
Signature: Dr. Michael Newman
(SBDM Council Chairperson)

Date Reviewed: June 2, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **R9**
Subject of the Policy: **Enhancing Student Achievement**

Policy Statement
SBDM Councils promote shared leadership between those who are closest to students. The SBDM Council of duPont Manual High School then has the responsibility through KRS 160.345 2(c)(1) to set school policy consistent with Jefferson County Board of Education (JCBE) policy, which shall provide an environment to enhance student achievement and help the school meet the goals established by KRS 158.645 and 158.6451.

Date of First Reading: November 14, 2022
Date of Second Reading: November 29, 2022
Date Adopted: November 29, 2022
REAP Date:
Signature: Dr. Michael Newman
(SBDM Council Chairperson)

Date Reviewed: July 21, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **R10**
Subject of the Policy: **Extracurricular Programs**

POLICY:

Extracurricular programs shall be selected based upon the following criteria:

- The program compliments the academic achievement of students.
- The program encourages students to develop self-confidence, self-esteem, and leadership skills.
- The program provides opportunities for students to participate in activities that encourage physical fitness, cooperation, and team building with adults and peers.
- The program provides the opportunity for students to interact socially in a positive manner with students within our school, other schools, and other districts.
- The program participation follows the guidelines as specified by Jefferson County Public Schools Academics/Activities/Athletics rules and regulations, as stated in the JCPS Athletic Directors Operational Manual.

When a new program is formed the program sponsor will provide the SBDM Council with information on how their program meets one or more of the above criteria and information on expected student participation. The following paperwork is to be filled out by the sponsor prior to presenting to the SBDM Council.

dMHS Student Club/Organization Application Guidelines

Thank you for your interest in starting a Student Club/Organization at duPont Manual High School. Please consider these basic guidelines:

- Existing Clubs or Organizations must submit annual data for JCPS Extracurricular Activity Participation Report to the Athletic Director as requested. Needed information includes group makeup by gender and race. Failure to submit this required data will result in the revocation of approved club status.
- Existing Clubs or Organizations must submit the attached Club Report by May 1 confirming their continuation intent.
- New Clubs or Organizations may apply (link listed below) through September 1.
- No new Club or Organization Applications will be reviewed after the September 1 deadline.
- If a new Club or Organization is similar or partially overlaps with an existing club, the founding members will be asked to meet with the existing club and then explain how it differs from the existing club before the New Club Review meeting in September.
- Club proposals will first be reviewed after school in the New Club Review meeting in September. The staff sponsor of the proposed club/organization must be in attendance.
- If the club/organization is approved, the dMHS SBDM will review at the next scheduled meeting to consider final approval.
- Each existing Club or Organization must meet at least on a monthly basis. A record of this meeting must be kept, and a Club Report must be submitted at the end of each semester. The

Club Report will include a record of meetings and all events (meetings, community service projects, social events, etc both on and off school property) that have occurred.

- It is recommended that each club/organization identifies at least one student leader, though a full executive slate is encouraged.
- Clubs may only meet under the direct supervision of a club sponsor, or their designee.
- A Club or Organization may be withdrawn from official status at any time if the Club or Organization fails to meet regularly and work towards its stated purpose/mission, fails to carry out planned activities, or if the club leadership structure cannot support continuance of club activities.
- All signage to be displayed in the school must be given to the Athletic Director to display in designated spaces.

Application Form

New Clubs Must Submit Online Application by September 1
duPont Manual - New Club Application Link (Sponsor Only)

Date of First Reading: May 11, 2023
Date of Second Reading: June 15, 2023
Date Adopted: June 15, 2023
REAP Date:
Signature: Dr. Michael Newman
(SBDM Council Chairperson)

Date Reviewed: March 17, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **R11**
Subject of the Policy: **Instructional Practices**

Policy Statement
Planning and concerns regarding instructional practices will be addressed through an ad-hoc committee. duPont Manual/YPAS High School's instructional practices reflect the Magnet School concepts and curriculum/pedagogy. Manual/YPAS Instructional Practices will follow Jefferson County Board of Education's instructional policies and procedures (unless otherwise stated in specific Manual/YPAS SBDM policies) and all negotiated contracts.

Date of First Reading: May 5, 2016
Date of Second Reading: June 3, 2016
Date Adopted: June 3, 2016
REAP Date:
Signature: *Dr. Michael Newman*
(SBDM Council Chairperson)

Date Reviewed: May 12, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **R12**
Subject of the Policy: **School Schedule**

Policy Statement
Determination of the schedule of the school day and week, subject to the beginning and ending times of the school day and school calendar year as established by the local board. DuPont Manual/YPAS High School will operate on a modified block schedule (JCPS/JCTA contract deviation is required annually) in order to provide opportunities to meet the individual needs and educational goals of each student. Incoming freshmen and transfer students are strongly encouraged to take a study skills class to help transition to Manual's block schedule.

Date of First Reading: May 5, 2021
Date of Second Reading: May 20 2021
Date Adopted: May 20 2021
REAP Date: April 14, 2021
Signature: *Dr. Michael Newman*
(SBDM Council Chairperson)

Date Reviewed: March 19th, 2024

Date Reviewed: March 17, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **R13**
Subject of the Policy: **School Space**

Policy Statement :
The principal will have the responsibility of assigning school space during the school day based on the following criteria:

- Class size
- Program needs
- Accessibility for students
- Appropriate supervision of students
- Safety
- Close proximity of instructional teaching teams
- Overall effective school management
- Academic and diverse needs of students
- Improving classroom teaching and learning

The principal will inform the faculty and staff in writing of space assignments for the next school year by **May 15**. Changes in space assignment will only be made after **May 15** due to an increase/decrease in a class/program or the addition or abolishment of a class/program. If a change is necessary, the principal will notify those affected as soon as possible to explain the necessity of the change.

PHYSICAL PRIVACY AND SAFETY OF STUDENTS

a.) Students may not use restrooms, locker rooms, or shower rooms that are reserved for students of a different biological sex; A student's biological sex shall be recorded in the District student data system as reported by the student's parent/guardian; and
b.) If a student asserts to school officials that his/her/their gender is different from his/her/their biological sex and whose parent/guardian provides written consent to school officials with the best available accommodation, accommodation shall not include the use of school restrooms, locker rooms, or shower rooms designated for use by students of a different biological sex while students of a different biological sex are present or could be present.

Accommodations may include but are not limited to access to, single-stall restrooms or controlled use of faculty bathrooms, locker rooms, or shower rooms.

EXCEPTION TO POLICY FOR A STUDENT WITH GENDER DYSPHORIA

The American Psychiatric Association describes Gender Dysphoria as a condition characterized by "psychological distress that results from an incongruence between one's sex assigned at birth and one's gender identity." To meet the criteria for a diagnosis of Gender Dysphoria under the Diagnostic and Statistical Manual of Mental Disorders, 5th Education (DSM-5), the condition must be associated with clinically significant distress or impairment in social, occupational and other important areas of functioning.

A diagnosis of gender dysphoria may support a finding that a student has a disability and is eligible for either a 504 Plan under Section 504 of the Rehabilitation Act of 1973 or an Individual Education Program (IEP) under the Individuals with Disabilities Education Act (IDEA). Such accommodations may include permitting access and use of a certain restroom for a student, which may include the bathroom(s) consistent with the student's gender identity.

Date of First Reading: September 19, 2023
Date of Second Reading: October 17, 2023
Date Adopted: October 17, 2023
REAP Date: April 19, 2021
Signature: Dr. Michael Newman
(SBDM Council Chairperson)

Date Reviewed: August 11, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **R14**
Subject of the Policy: **Staff Time Assignment**

Policy Statement

The principal shall complete the assignment of all instructional and non-instructional staff-time. Achievement of the goals as established by the SBDM Council for student achievement shall be the basis for assignment of staff time. The principal will prioritize equity and diversity goals as a factor when assigning teachers and staff to serve our students who have been historically marginalized and underrepresented.

Staff assignments will follow the Jefferson County Board of Education Policies and all negotiated contracts. All staff members will be notified in writing of intended assignments by July 1 of each year. Intended assignments may be modified as needed due to student enrollment.

Date of First Reading: May 20, 2021
Date of Second Reading: July 27, 2021
Date Adopted: July 27, 2021
REAP Date: April 25, 2021
Signature: Dr. Michael Newman
(SBDM Council Chairperson)

Date Reviewed: March 17, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **R15**
Subject of the Policy: **Student Assignment**

Policy Statement
The appropriate counselor for each level will assign students to classes. The following steps will be used to determine student assignment:

1. Review curriculum changes as specified by the CSIP, local BOE and KDE.
2. Obtain and review student interest and need to ensure all students have access to comprehensive advising when selecting courses. Information from an IEP, 504 Plan, PSP, ILP, and/or GSSP can be used to identify specific student needs.
3. Develop a master schedule.
4. Develop individual student schedules.
5. When developing student schedules, consideration must be given to transcript review of graduation requirements, needs of Individual students, available subjects, class size, post-secondary preparation, program of study, and class size caps (adhering to state guidelines and the Collective Bargaining Agreement).
6. *All magnet program students must complete a pre-college curriculum. This curriculum is defined as the minimum pre-requisites for admission to a state supported university in the Commonwealth of Kentucky. When duPont Manual's master schedule is unable to meet a student's educational goals beyond their approved Magnet Pathway, students will be informed and given the opportunity to take AP and/or Dual Credit courses available through the Pathfinder School of Innovation, University of Louisville, Jefferson Community & Technical College (JCTC), or other postsecondary partners. (Exceptions to this provision can only be made if the counselor of record determines that such alternate course options are needed in order for a student to meet special magnet program or graduation requirements.)*
7. *Students may not enroll in eSchool, un-approved courses (including Dual Credit), or un-accredited programs to fulfill the pre-college curriculum. Students are unable to use online or self-enrolled courses/programs in order to complete more elective classes as credit on their transcript beyond those opportunities afforded them in their four-year graduation plan. (Exceptions to this provision can only be made if the counselor of record determines that such alternate course options are needed in order for a student to meet special magnet program or graduation requirements.)*
8. Students will be given their class schedule at registration. If the student is unable to attend registration, his or her class schedule will be provided to him or her by the first day of school. (Instructions on how to access this information will be provided.)
9. Students entering school after the initial scheduling will be assigned to classes according to items 2 and 5 above. Final approval will be given by the principal/designee.
10. Students are expected to remain enrolled in a course until its conclusion. Students will have the first ten days of the semester to request a course change. Schedule changes will be considered based on course level, graduation requirements, and to correct errors. Consideration will not be given to requests for teacher preference. *(Exceptions to this provision can only be made if the counselor of record and principal determines that such an option is needed in order for a student to meet special magnet program or graduation requirements.)*

In assigning students in accordance with the above considerations, no student shall be assigned to a class or a program solely on the basis of his or her age, color, disability, marital or parental status, national origin, race, sex, sexual orientation, political opinion or affiliation or religion, or any other legally protectable category.

Date of First Reading: April 15, 2024
Date of Second Reading: June 18, 2024
Date Adopted: June 18, 2024
REAP Date: December 12, 2024
Signature: Dr. Michael Newman
(SBDM Council Chairperson)

Date Reviewed: March 17, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **R16**
Subject of the Policy: **Technology Utilization**

Policy Statement
Technology use in the twenty-first century has become a vital component of all aspects of life. For all students to be contributing citizens, they must receive an education that incorporates and provides equitable access to technology in all aspects of learning. duPont Manual High School will ensure that its technology approach is aligned with the Jefferson County Public Schools (JCPS) Digital Transformation and Everyone: 1 plan. As such, duPont Manual High School will assign an instructional device to all students in 1:1 manner to support digital instruction and content for both school and at home use (when applicable). duPont Manual will create competent digital citizens by providing integrated internet safety and digital citizenship instruction to all students.

All students at duPont Manual High School will demonstrate technology competency prior to graduation per the current *Student Progression and Promotion (SPP) Handbook*, which includes authentic demonstrations of technology competency incorporated during the defense of learning process.

Within the constraints of the budget, the Council will ensure that the technology infrastructure is modern and fully functional and that it meets the teaching, learning, and operational needs of all stakeholders. The Council will ensure that procedures are aligned with JCPS school board policies and district initiatives while ensuring consistency with state standards, technology utilization, and technology programmatic appraisal. School personnel will develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology use and barriers, and the resulting plan will be monitored by the Council.

Date of First Reading: October 13, 2022
Date of Second Reading: October 18, 2022
Date Adopted: October 18, 2022
REAP Date:
Signature: Dr. Michael Newman
(SBDM Council Chairperson)

Date Reviewed: May 12, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **B1**
Subject of the Policy: **Anti-Bullying**

Policy Statement:
At duPont Manual High School, we believe that all students have a right to a safe and healthy school environment. KRS 158/148 defines *bullying* as "any unwanted verbal, physical, or social behavior among students that involves a real or perceived power imbalance and is repeated or has the potential to be repeated:

1. That occurs on school premises, on school-sponsored transportation, or at a school-sponsored event; or
2. That disrupts the educational process.

"This definition shall not be interpreted to prohibit civil exchange of opinions or debate of cultural practices protected under the state or federal Constitution where the opinion expressed does not otherwise materially or substantially disrupt the education process." duPont Manual High School has an obligation to promote mutual respect, tolerance, and acceptance. duPont Manual High School will not tolerate behavior that infringes on the safety of any student.

At duPont Manual High School, students will be educated by staff in all grade levels to help them identify and respond to the dangers of bullying. There are five types of bullying recognized in this policy, these include but are not limited to:

1. Relational bullying, sometimes referred to as "social" or "psychological" bullying. This takes the form of disrupting another student's peer relationships through gossiping, whispering, and spreading rumors. It also includes turning your back on them, giving them the silent treatment, or leaving them out.
2. Cyberbullying, sometimes referred to as social bullying, is often indirect; students communicate negative representations of the target to third parties, often through social network sites, instant messaging, texting, chat rooms, or posting on web pages or blogs.
3. Verbal bullying, such as threatening, taunting, intimidating, insulting, sarcasm, teasing, ridiculing, making faces, rolling eyes, and other gestures.
4. Physical bullying, (such as hitting, pushing, shoving, kicking, pinching, holding a person down) includes both the person and/or their possessions (through extorting money, stealing or causing damage to possessions).
5. Sexual bullying, sometimes referred to as sexual harassment, includes unwanted sexual attention and comments, gender-demeaning remarks and jokes, using sexually offensive names, circulating pornography, touching the private parts of another student's body, molestation, assault, and rape.

Reporting Procedures shall include the following:

- Tell a teacher or another adult at school. The teacher or adult will refer the student to the online form.
- A staff member will report immediately to the school administration when they witness or become aware of conduct that may be bullying or retaliation.
- Witness statements may be completed by other students per the Bullying Witness Statement Form.

- An Assistant Principal or designee will review and investigate the report from the student and/or reporting adult to verify acts of bullying.
- Potential illegal bullying acts will be reported to the appropriate authority.
- Student reports that are found to have been intentionally filed under false pretenses or in retaliation will be subject to disciplinary action.
- Additional resources are provided at: https://www.jefferson.kyschools.us/student-support/bullying

Progressive Discipline Process

Level One Intervention: Level 1 behaviors represent minor disruptions to the classroom environment. Typically, these are not referred to an administrator until the classroom level interventions are not correcting the behavior. With Level 1 behaviors, the goal is to correct the behavior while limiting time missed from class. Repeated misbehavior requires a parent/teacher conference, a conference with the counselor and/or a conference with an administrator. Staff should use responses in a graduated fashion.

Level Two Intervention: Level 2 behaviors represent acts whose frequency or seriousness disrupt the learning environment of the school. These violations always result in the involvement of school administration. With Level 2 behaviors, the goal is to correct the behavior by stressing the seriousness of the offense while keeping the student in school. Staff should use responses in a graduated fashion.

Level Three Intervention: Level 3 behaviors represent acts against a person(s) or property which indirectly endanger the health of safety or others in the school. These offenses may result in the short term removal of the student from the school environment because of the severe nature of the offense. Response options may include combinations of interventions, resolutions, and discipline. Staff should use responses in the graduated fashion. Out of school suspensions should include a conference with the parent and student the morning the student returns to school at the end of the suspension.

Level Four Intervention: Level 4 behaviors represent acts against a person(s) or property which may directly or indirectly endanger the health or safety of others. These offenses always result in administrative action, possible notification of appropriate law enforcement authorities, and immediate removal of the student from school. The school will make a recommendation to the Office of Student Relations for an administrative hearing to determine next steps. In the case of Level 4 violations, response options at the school level are limited due to the seriousness of the violation and the direct or indirect endangerment to the health and safety of others.

At the conclusion of the discipline process outlined above, questions and concerns may be directed to the principal.

Date of First Read: January 8, 2020
Date of Second Reading: January 9, 2020
Date Adopted: January 9, 2020
REAP Date:
Signature: *Dr. Michael Newman*
(SBDM Council Chairperson)

Date Reviewed: April 21, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **B2**
Subject of the Policy: **Budget**

Policy Statement
The school budget shall consist of funds appropriated to the school for a period beginning **July 1 and ending June 30** of the next year. The initial budget of the new year must be approved by the SBDM Council no later than **March 15** of the preceding year. Any adjustments based on allocation changes after the opening of school must be approved by the SBDM Council no later than **August 30** of the new school year.

Budget Development
A committee shall develop a draft budget for the SBDM Council. This budget committee shall include a needs analysis that considers the impact of budget decisions on student achievement, closing the achievement gap and addressing racial inequities. A comprehensive needs analysis will include student achievement data, the Comprehensive School Improvement Plan, and the school Racial Equity Plan. The Committee will consult with the school librarian on maintenance of the school library media center including the purchase of instructional materials, information technology, and equipment.

The budget committee shall consist of:

- Principal and one elected administrator (defined as assistant principal/counselor) elected by vote of the administrative staff
- Department Chairs
- Two parents elected through PTSA-conducted election; (membership encouraged but not required)
- One classified employee elected by classified employees
- Every attempt must be made to ensure minority representation

The committee shall use the *School Budget Instructions* and *School Budget FAQs* as provided by the JCPS Budget Department. The budget committee shall provide opportunity for feedback from staff and will apply the JCPS Racial Equity Assessment Protocol (REAP) to budget recommendations. The committee shall develop a draft budget and shall conduct a meeting on the budget before it is recommended to the SBDM Council

Budget Approval
The SBDM Council has the responsibility of reviewing and/or amending the budget, as necessary, before final approval. The approved budget shall be communicated to the staff and available for public access. The timeline for submitting the school budget shall adhere to deadlines as required by the JCPS Budget department and the JCPS Human Resources department.

Budget Monitoring
The SBDM Council shall be responsible for monitoring the budget. The principal shall be responsible for reporting the status of the budget to the SBDM Council during the regularly scheduled meetings, which shall include a report of General Fund Flex. Best practice on budget monitoring is a principal report

providing a monthly summary list of all individual flexible account balances, the total available flex balance remaining, and a report on significant expenditures since the last SBDM budget report.

Budget Adjustments

The initial budget was approved to establish anticipated needs in each expense category. However, to maintain efficient operations of the school, the principal may transfer among flexible account codes, but this level of flexibility is limited to transfers totaling no more than $5,000 to/from any one code. For expenses necessitating transfers more than this amount, the principal must convene the SBDM Council and obtain SBDM Council approval. The Council shall be responsible for the school operating within the overall budget allocated to the school.

Staffing

The school council shall determine, within the parameters of available funds, the number of persons to be employed in each job classification at the school (KRS160.345 and 702 KAR 3:246). Changes of staffing levels must be approved by the SBDM Council prior to implementation. The Council will restrict itself to discussion on positions and will not discuss staff member names, except in the case of a principal vacancy. The Council must operate in accordance with timelines, contracts, and procedures established by the JCPS Human Resources department.

Financial Audit Reports

A copy of annual financial audit reports shall be shared with the SBDM Council at the meeting after it is received.

School Activity Funds

The school administration shall follow state Redbook requirements managing school activity funds. School activity funds shall be used in accordance with their purpose intended upon collection.

To support permitted athletic expenditures, 10% percent of all athletic gate revenue shall be transferred from the school Activity Account to the school Fund 22 account. The remaining 90% percent will be kept in the school Activity Account for the purpose of supporting permissible athletic needs.

One hundred percent (100%) of unrestricted donations/grants may be deposited in the Adult General/Adult Generated Funds account and spent on adults at the principal's discretion.

Date of First Reading: August 27, 2024
Date of Second Reading: October 15, 2024
Date Adopted: October 15, 2024
REAP Date:

Signature: Dr. Michael Newman
(SBDM Council Chairperson)

Date Reviewed: October 20, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **B3**
Subject of the Policy: **Professional Development/Learning (PD/L)**

Policy Statement

Highly effective Professional Development and Learning (PD/L) should be informed by student learning outcomes and overall academic performance as evidenced by state assessments; staff reflections based on analysis of the school Comprehensive School Survey (CSS) and IMPACT Kentucky Survey results; the JCPS six systems and three pillars; the Racial Equity Policy; Equity Scorecard data; State and National Professional Learning Standards*; and a myriad of evaluative tools, including observational data from the Danielson Framework (Professional Growth and Effectiveness System [PGES]).

The Instructional Leadership Team (ILT) and the principal shall ensure that the professional growth and development needs of staff are included in the needs assessment portion of the planning process. Additionally, the ILT and the principal shall ensure that the appropriate objectives and strategies are included in the School PD Plan as part of the Comprehensive School Improvement Plan (CSIP) to provide for the differentiated needs of teachers for the coming school year.

Approval of the CSIP will also constitute approval of the school PD/L offerings for the upcoming year. Consideration of professional learning that focuses on racial equity/implicit bias, culture and climate, the Journey to Success Skills, and deeper learning strategies should be included in the planning process. PD/L that is not included in the CSIP requires principal approval and must address a need that is included in the individual's evaluation and professional growth plan.

Resources include:
*The Standards Assessment Inventory (SAI) and Innovation Configuration (IC) Maps are available through the Department of Professional Development and Learning to identify teacher professional-learning needs within the state/national standards as well as to provide scaffolded language for CSIP, PLC, and Professional Growth Plan goals.

- ❏ Models and Evidence of High-Quality Professional Learning Framework
- ❏ Standards for Professional Learning

JCPS holds a district membership with Learning Forward, the leading national organization for professional learning. To access these resources at no cost, contact Professional Development and Learning for username/password. The PD Department will also assist each school with step-by-step guidance through any of these processes.

Date of First Reading: January 19, 2023
Date of Second Reading: March 9, 2023
Date Adopted: March 9, 2023
REAP Date: January 19, 2023
Signature: Dr. Michael Newman
(SBDM Council Chairperson)

Date Reviewed: October 20, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **B4**
Subject of the Policy: **Classroom Assessment**

Policy Statement:
The duPont Manual High School Instructional Leadership Team (ILT) shall establish and maintain a balanced, comprehensive school assessment system that effectively uses (a) universal screeners, (b) common formative assessments, (c) district common assessments (optional), (d) summative assessments, and (e) demonstrations of learning to continuously inform teaching and improve learning for **every** student. School assessment practices shall also be consistent with the Kentucky Academic Standards (KAS).

Both teachers and students are associated with assessment practices. Teachers shall collaboratively design and use assessments to demonstrate mastery of key concepts and skills, to track and communicate student progress, and to provide students with additional learning opportunities toward mastery and proficiency. Students shall be routinely engaged in setting goals, monitoring their own progress, and using descriptive feedback to adjust their own learning. Classroom assessment criteria/standards (e.g., using rubrics, scoring guides, models, and exemplars) will be clearly written and provided to students prior to assessments to encourage students to demonstrate rigorous work that is developmentally appropriate. Particularly for demonstrations of learning, rubrics can include both content standards and process standards, such as the Standards for Mathematical Practice. Following each assessment, students should receive any rubrics/scoring guides with teacher feedback to clarify their performance toward proficiency and understand areas for future growth.

The principal and ILT shall recommend to the SBDM Council ongoing Professional Development/Learning (PD/L) to increase the assessment literacy of all instructional staff. Assessments designed by teachers should be culturally sensitive and responsive to the needs of diverse populations. School teachers shall administer district and state assessments according to the recommended assessment calendar (to be modified each year in accordance with district and state expectations). Required documentation of performance shall be based on multiple assessments of student learning as outlined in the JCPS *Student Progression and Promotion Handbook* and *Student Grading Framework.*

The SBDM Council shall be responsible for reviewing recommendations for schoolwide assessment practices and determining if the recommendations promote student learning and increase student achievement. The school will have a school-based plan to use data from assessments to provide interventions and enrichments. The SBDM Council shall provide final approval of the recommended assessment practices. The SBDM Council shall regularly review and/or update this Classroom Assessment Policy based on the emerging needs of students in the school. Each of these recommendations and reports will be considered part of the school council's School Improvement Plan or SIP Progress Notes.

Date of First Reading: April 15, 2024

Date of Second Reading: June 18, 2024
Date Adopted: June 18, 2024
REAP Date:
Signature: Dr. Michael Newman
(SBDM Council Chairperson)

Date Reviewed: March 17, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **B5**
Subject of the Policy: **Equity and Diversity**

Policy Statement

To ensure that all our students receive rigorous, equitable, and research-based educational experiences, opportunities, and outcomes, we will ensure that each and every student:

- Is able to achieve at high academic levels.
- Feels safe, welcome, and valued at our school.
- Receives a full, fair share of the opportunities our school has to offer.
- Knows and honors the achievements of their ethnicity, cultural identity, perspectives, and tradition.
- Knows and honors the achievements of other cultural traditions they may encounter in our community and later in life.
- Respects and understands that different life experiences lead to different perspectives.
- Allows/Encourages equal access to all programs.

We commit ourselves to annual reflection on how well we are fulfilling this commitment, including review of the following data disaggregated by gender, race, ethnicity, socioeconomic status, and disability:

- Student academic performance
- Student participation in our academic and extracurricular programs
- Student disciplinary referrals and removals (e.g., suspension, ISAP)
- Family involvement in school activities
- Feedback from students, parents, staff, and community leaders on their perception of our performance in this area
- Efforts to establish a diverse staff that is reflective of the student population
- Attendance

Based on what we learn from that reflection, we will develop and implement the plans needed to address any area of growth to fulfill the commitment made above. We will combine this work with our School Improvement Plan (SIP) process and the School Racial Equity Plan and ensure that our staff members are caring and culturally responsive. Additionally, the school's Comprehensive School Survey results will be used to gauge actual student perception and facilitate our decision making.

We will establish a Opportunity and Access Committee. This committee is established in response to the Jefferson County Board of Education (JCBE) District Commitment to Racial Educational Equity policy and shall include teachers, the principal and/or assistant principal/counselor, a classified staff member, two parent representatives, two student representatives (when appropriate), and two community members (a demographically diverse group is advised).

Purpose:

- Review the effectiveness of, and recommend further professional development regarding equity on campus
- Review (with the administrative team & Culture and Climate Committee) current discipline data, focusing especially on disparities in subgroups as well as suspension data
- Review (with the administrative team & Academic Success Committee) policy and practice regarding access to Advanced Placement (AP), college, dual-credit, and Career and Technical Education (CTE) course work for all students, specifically focusing on ensuring equitable access for students
- Review hiring policy and practice regarding diversity in staffing
- Use the Racial Equity Analysis Protocol (REAP) for making decisions that impact students; report findings of the REAP to the administrative team and SBDM
- Draft, train, and maintain the school-based Racial Equity plan each year, reporting information quarterly to SBDM

Meeting and Reporting Schedule

Meet monthly as a committee and report at least quarterly to SBDM (September, December, February, and May) on the progress of the committee's charges.

Date of First Reading: November 28, 2023
Date of Second Reading: December 19, 2023
Date Adopted: December 19, 2023
REAP Date:
Signature: Dr. Michael Newman
(SBDM Council Chairperson)

Date Reviewed: October 20, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **B6**
Subject of the Policy: **Homework**

Policy Statement

Homework can help students to build responsibility, self-discipline, and life-long learning practices. Therefore, duPont Manual High School/YPAS supports staff assignment of relevant, challenging, and meaningful assignments that reinforce learning objectives. These assignments may include unfinished assignments, independent work, and/or creative assignments, all of which allow students to practice and review classroom lessons, preview upcoming topics, and/or extend learning. Teachers will use homework as a means to evaluate learning and will provide students with written or verbal feedback (feedback may be, but is not limited to, a grade, comments on individual student work, global feedback, and teacher-guided self-assessment) that will help them to improve academically. The content and skills on homework assignments should not be assessed for Mastery until they have been reviewed as part of the learning process towards the mastery; this includes providing feedback. Teachers will work with students and families to ensure that all students have equitable access and opportunities to complete the homework and provide support for students to overcome barriers.

Teachers will refrain from assigning any homework during the major breaks: Fall Break, Winter Break, and Spring Break. During short breaks (Labor Day, Martin Luther King, Jr. etc.), or extended weekends, (Parent Teacher Conferences, Derby, etc.) teachers will not assign additional homework on top of their typical homework amount. Long-term projects should be considered in calculating the homework workload.

For Parents and Students: Actual homework completion time will vary depending on student habits, accommodations, differing needs, and/or class load. Additional time may be necessary to complete requirements for AP and magnet specific classes.

Date of First Reading: October 20, 2020
Date of Second Reading: November 20, 2020
Date Adopted: November 20, 2020
REAP Date:
Signature: *Dr. Michael Newman*
(SBDM Council Chairperson)

Date Reviewed: June 2, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **B7**
Subject of the Policy: **Improvement Planning**

Policy Statement:
The primary purposes of the School Improvement Plan (SIP) are that it shall:

- Improve student learning, growth, and development.
- Eliminate achievement gaps among groups of students and address targeted needs.
- Involve and communicate programmatic decisions and actions to all stakeholders to ensure representation of diversity of the student body.

Each year, a standing committee, in collaboration with the faculty and families, shall work with the district planning unit and the principal to conduct a needs assessment and to create, implement, and monitor the SIP. The standing committee shall use the platform provided by the Kentucky Department of Education (KDE). The SIP structure shall include the components set out in 703 KAR 5:225 and the elements required by KRS 158.649. This committee shall include family stakeholders in the SIP process prior to final approval in SBDM to allow for authentic representation and opportunities to provide feedback. The standing committee will give the principal a written draft of the SIP each year for Council approval. Component managers and the committee will follow the district planning policy to ensure that all timelines are met and that the plan is developed in accordance with district planning guidelines set in board policy and state law.

Component managers and the committee will collaborate to adhere to timelines set in statutes for data analysis and plans to close the achievement gaps in their school. The principal will communicate with the district staff, the Council and committees, and their leaders throughout the planning process to ensure that the plan is appropriate and will accomplish the school's mission.

The principal will differentiate their efforts when inviting parents, teachers, and the community to a Council meeting to share and discuss the draft SIP for the coming school year. After hearing the discussion and comments, the Council will approve the SIP and submit it to the appropriate assistant superintendent for review and final submission to KDE.

The principal will update the SBDM Council and all relevant stakeholders at each Council meeting as to the progress of the school plan.

Date of First Reading: March 19, 2024
Date of Second Reading: April 15, 2024
Date Adopted: April 15, 2024
READ Date:
Signature: Dr. Michael Newman
(SBDM Council Chairperson)

Date Reviewed: March 17, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **B8**
Subject of the Policy: **Family and Community Engagement**

Policy Statement:
Our SBDM Council recognizes our students' families and our local community as essential partners in helping each student succeed. We commit ourselves to supporting teacher and staff efforts to:

- Share clear information about each student's progress with their family.
- Offer practical suggestions to families on how they can support student learning at home.
- Make parents and community members full partners in our decision-making.
- Seek and support adult volunteers to work with and inspire students.

We will achieve each of these goals through the methods listed below.

Information on Student Progress
Each grading period, teachers will provide each student's family with the following:

- A written report on the student's progress
- A written report on how each student with a disability is progressing toward the goals of the Individual Education Program (IEP)
- An invitation to meet in person and/or virtually to discuss the student's progress
- An opportunity for the student to participate in sharing information on their progress with the parents
- The email address and telephone numbers they can use to communicate with their child's teacher

Home Support for Student Learning
Our principal and teachers will:

- Assign homework that is consistent with our Instruction, Homework, and Assessment policies.
- Provide information on the content students will learn each year through the methods listed in our Curriculum Policy.
- Send home newsletters through various means at least four times a year that include information on constructive family practices.
- Support our Parent Teacher Association (PTA).

Our Family Resource Youth Services Center (FRYSC) will

- Survey families at least once a year to learn what services and activities would most help them support their children.
- Offer a well-planned, well-publicized set of programs to meet those needs.
- Provide information on services and activities on our school website.

Decision-Making
We invite adults throughout our community to join in our decision-making by:

- Signing up to serve on our SBDM committees.
- Attending SBDM Council or committee meetings.

- Commenting on draft policies and plans as they are made available.
- Participating in surveys, input meetings, and other opportunities to define school needs and develop solutions.
- Ensuring that there is racial/ethnic representation adequately reflecting the student population.
- Using the Assessing Decisions Impacting Access (ADIA) for policies and practices.

Volunteers
We invite members of our community, including parents/guardians, to volunteer to help our students in the following capacities:

- Completing the Volunteer Records Check Form
- Joining Committees
- Tutoring and/or mentoring
- Assisting with classroom activities
- Preparing materials
- Joining our PTA and/or Magnet Boosters supporting their efforts to strengthen our school
- Helping increase communication with families who have a pattern of low engagement with the school

Date of First Reading: August 11, 2026
Date of Second Reading: September 15, 2026
Date Adopted: September 15, 2026
REAP Date: October 30, 2023

Signature: Dr. Michael Newman
(SBDM Council Chairperson)

Date Reviewed: September 15, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **B9**
Subject of the Policy: **Principal Selection**

Policy Statement:
Once the superintendent has verified a vacancy, the SBDM Council will form an Interview Committee. The Principal Recommendation Committee shall consist of the current SBDM Council and five (5) additional members:

- One administrator (defined as assistant principal/counselor) elected by vote of the administrative staff. Any candidates for the principal position are prohibited from serving on the SBDM Council or Principal Recommendation Committee;
- One parent elected through PTSA-conducted election;
- Two teachers elected by the faculty; and
- One classified employee elected by the classified employees.

When selecting these additional members, the Council will ensure that the committee contains a diverse representation, inclusive of racial diversity. The outgoing principal shall not serve on the Council during the principal selection process. The superintendent or the superintendent's designee shall serve as the chair of the Council for the purpose of the hiring process and shall have voting rights during the selection process. The SBDM Council shall receive training in the process of selecting a principal, which will include a review of the school's bylaws, principal selection policy, and KRS 160.345. Additionally, all members shall sign a nondisclosure/confidentiality agreement forbidding the sharing of information and discussions held in the closed session.

The Interview Committee, as established above, shall develop a survey to get input from teachers, staff, parents, and community members for the development of specific criteria for the selection of a principal. The SBDM Council shall communicate to the school community the timeline for selection of the principal. The Interview Committee shall have access to the applications of all persons certified for the position. No principal who has been removed from a position in the district for cause may be considered for appointment as principal.

The Interview Committee will schedule a series of meetings to review candidates' materials, to formulate interview questions using the criteria, and to conduct the oral interview and complete written tasks as requested. The committee may request that one or more candidates return for a second interview. All interviews and discussion of candidates will be conducted in closed session.

After thorough discussion and review of the candidates, the Interview Committee shall make a recommendation of its top choice to the SBDM Council. After consideration has been given to the

committee's recommendation, the Council shall have the responsibility of selecting the principal for the school as mandated by KRS 160.345. The principal shall be selected on a majority vote of the membership of the Council, and the minutes reflecting this vote will be immediately forwarded to the superintendent's designee for review. The selection of the principal shall be subject to approval by the superintendent. If the superintendent does not approve the principal selected by the Council, then the superintendent may select the principal.

Date of First Reading: April 15, 2024
Date of Second Reading: April 23, 2024
Date Adopted: April 23, 2024
REAP Date: October 30, 2023
Signature: Michael Newman
(SBDM Council Chairperson)

Date Reviewed: April 21, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **B10**
Subject of the Policy: **Protection of Instructional Time**

Policy Statement
duPont Manual High School ensures that every student will be actively engaged in instructional activities throughout the school day. It is important that interruptions to the instructional process be kept to a minimum. Instructional time will be protected in the following ways:

- Announcements will occur at a specified time or on an emergency basis only.
- Classroom instruction will begin when the bell rings. Calls to the classroom will only occur in emergency situations. Transition time will be minimized in the master schedule.
- Videos and television broadcasts will be used for instructional purposes only and will align to the standards.
- The School Discipline and Classroom Management policy, as well as the School Safety Plan, will be used to develop a positive school culture and maximize instructional time.
- The principal will set the expectation that students should be engaged in learning from the moment they walk into the classroom until the moment they leave.
- Crimson Hour Days will be scheduled at least once every six weeks.

Field Trips
Many opportunities for deeper learning exist beyond the school walls. Field trips are part of the students' instructional day. Therefore, all field trips must be an extension of the curriculum taught in the classroom and aligned to the standards. Given the relationship between field trips and learning, all students shall have access and opportunities to participate in field trips. Students shall not be excluded from this opportunity to learn. If there is a concern about a student attending a field trip, a plan for the student must be developed and approved by the principal.

For field trips to be approved, the relationship between the curriculum and the field trip must be evidenced in the Request Form completed by the teacher(s). This request must be submitted following appropriate procedures and timelines. (As outlined in Jefferson County Board of Education [JCBE] policy, these procedures and timelines are reviewed each year with the staff and are in the *Faculty Handbook*.) When a parent volunteers to chaperone field trips, a background check must be completed.

Considerations for field trips:

1. No flexible activities that require students to miss instructional time, but whose specific time is not fixed by concerns outside the school (e.g. visits to museums, off-campus sites, or other events without fixed starting times) may be scheduled during the period between Spring Break and the conclusion of scheduled standardized assessments such as Advanced Placement tests and End of Course exams.
2. Teachers must submit a list of students attending field trips to the faculty no later than 3 school days before the trip takes place, unless an exception is granted by school administrators.
3. Students must be provided with make up work in accordance with the Make Up Work Policy.

4. The principal shall have final authority to approve or deny staff and students' activity requests consistent with the overall intent of this policy.
5. Ensure that all students have equitable access to attend out-of-class activities and provide support for students to overcome barriers that might preclude them from attending.

Date of First Reading: June 15, 2023
Date of Second Read: July 24, 2023
Date Adopted: July 24, 2023
REAP Date:
Signature: Dr. Michael Newman
(SBDM Council Chairperson)

Date Reviewed: June 2, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **M1**
Subject of the Policy: **Athletic Eligibility**

Policy Statement:
Semester Eligibility

1. Student must be in the proper grade level.
2. Student must be on schedule to graduate as determined by the schools' counseling office.
3. Student must have a GPA of 2.0 for the previous semester grades.

If the student is above KHSAA Academic Eligibility Requirements for the previous semester, the student will be allowed to practice with his/her team, but will be ineligible for competition until all SBDM Eligibility requirements are satisfied.

A student athlete eligible has the opportunity to regain eligibility through one of the following:

- The student successfully completes an e-school, summer school, or correspondence course which resolves the academic issue from the previous semester.
- The student is at or above KHSAA Academic Eligibility Requirements and Manual's 6 week Progress Report Eligibility Requirements at the end of the current semester's first grading period.

6-WEEK PROGRESS REPORT ELIGIBILITY (In addition to KHSAA Academic Eligibility Requirements)

- A student athlete not passing all JCPS Board of Education Graduation Requirement Courses or having below a 2.0 GPA for the current semester must attend Athletic Extended School Services for one hour daily for the remainder of the current grading period (up to 6 weeks).
    - During the first Athletic ESS period, the student athlete may continue to practice and participate in competition. Failure to attend Athletic ESS will cause the student athlete to be ineligible for practice and competition that day.
    - Student Athletes are expected to use Athletic ESS to work on their academic issue(s) and should bring study material with them daily. Student athletes failing to use the time effectively will result in the immediate revocation of Athletic Eligibility until a conference has taken place with the Athletic Director to address the issue.
    - If the student athlete resolves the academic issue during the Athletic ESS period, the athletic director has the discretion to waive the requirement to attend the remainder of the Athletic ESS period.

- At the end of the Athletic ESS period, any student athlete still below academic requirements will be assigned to an additional Athletic ESS period for one hour daily for the remainder of the current grading period (up to 6 weeks).
    - During the second Athletic ESS period, the student athlete may continue to practice, but is ineligible for competition until the student is at or above academic requirements.

- If the student athlete resolves the academic issue during the Athletic ESS period, the athletic director has the discretion to waive the requirement to attend the remainder of the Athletic ESS period.

Date of First Reading: December 17, 2024
Date of Second Reading: January 28, 2025
Date Adopted: January 28, 2025
REAP Date:

Signature: Dr. Michael Newman
(SBDM Council Chairperson)

Date Reviewed: October 20, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **M2**
Subject of the Policy: **Attendance**

Policy Statement:
Much of the success of duPont Manual High School comes from the emphasis on daily attendance. Attendance is perhaps the most critical factor in student achievement in school. Regular attendance and punctuality are essential for college and career readiness. The following attendance policies are designed to encourage students to be in school every day they are able and emphasize the importance of parent or guardian communication with the school concerning student absences.

ABSENCE FROM SCHOOL
If a student is absent from school, the following is required

- We request Parent/Guardians call the school before 9:00 a.m. on the day of the absence to inform the school that the child is not in attendance for the day. **This phone call will not excuse the absence**. Please call **502-485-8241** to report the absence. **Attendance email address: Attendance@dupontmanual.com**
- Written or emailed notification must be received in order for the absence to be excused. Absence notes are to be turned in to the attendance office *immediately* upon your students return to school. Failure to present an acceptable note warrants an unexcused absence. The student has **three (3) consecutive** school days to produce a valid absence note.
- Any student who has not reached his or her eighteenth birthday, who has been absent from school without valid excuse for three (3) or more days, or tardy without valid excuse on three (3) or more days, is a truant.
- After ten (10) parent notes of absenteeism and for each occurrence thereafter, a medical statement is required to excuse an absence.
- Students who are absent will be excused for the following with valid documentation:

Absence Type	**Required Documentation for Excuse**
Student illness (including mental health)	Doctor note or Parent note (after 10 parent notes, Doctor notes only)
Appointments with health professionals	Professional note from Doctor/Dentist, etc.
Educational trips	Approved EHO request form
Court appearance	Court clerk or judge verification
Death of a family member	Documentation from funeral home or Obituary

Test for Driver's permit/license	Permit, license or parent note
College visit	a letter from college visited
Kentucky State Fair	Ticket stub accompanied by parent note
Religious holidays and practices	Parent note

- Students absent for any reason other than those reasons listed as excused absences will be considered as unexcused.

TARDY TO SCHOOL / EARLY DISMISSALS

- Late Arrivals and Early Dismissals are accumulated into whole day absences based on attendance events over time.
- The following are required documentation for Tardy to School/Early Dismissal

Tardy to School/Early Dismissal Type	**Required Documentation for Excuses**
Student illness/emergency	Doctor note or Parent note (after 3 parent notes, Doctor notes only)
Appointments with health professionals	Professional note from Doctor/Dentist, etc.
Court appearance	Court clerk or judge verification
Death of a family member	Documentation from funeral home or Obituary
Test for Driver's permit/license	Permit, license or parent note
Religious holidays and practices	Parent note

Tardy to School

If a student is tardy to school, we require the following:

- The student must report to the attendance office to sign in immediately upon arrival or at the YPAS office for students with classes at YPAS.
- Students can accumulate up to three (3) unexcused tardies during the course of a semester before disciplinary action is taken.
- Parents will be able to provide parent notes for three (3) tardies per semester.

Early Dismissals

- Parents will be able to provide parent notes for three (3) early dismissals per semester.
- After three parent notes, all additional early release requests must have documentation from the chart above or will be marked unexcused.

- Students can accumulate up to three (3) unexcused early releases during the course of a semester before disciplinary action is taken.
- To be released early from school by note, the student should report to the attendance office before first period and present a note from their parent/guardian with the student's name and grade, release time, reason for leaving school, parent's/guardian's signature, and phone number where parent/guardian may be reached to verify the request.
- **For unexpected early dismissals, students may not sign themselves out (all grades 9-12). A parent may submit the unexpected request from their email address listed in IC to attendance@dupontmanual.com. Please note, students will not be released by phone or fax as they are too difficult to authenticate.** If a parent is unable to email their request, a legal guardian (or person (s) listed on student information form) is required to sign out a student. Picture identification is required for the person signing out the student.
- Failure to sign-out properly before leaving school grounds will result in disciplinary action. **All students must be signed out at Manual, regardless of where their current class is located.**
- A student who becomes sick at school should go directly to the attendance office to see duPont Manual's school nurse. Our nurse is here to assist our students with a variety of services such as:
    - Provide direct care to students (including medicine administration)
    - Provide care for injuries and acute illness for all students
    - Assessment students for various illnesses
    - Report communicable diseases, COVID, Flu, Influenza etc., as required by law
    - Monitor the school's emotional environment (e.g., the social and emotional well-being of students)
    - Monitor immunizations records
    - Keep open communication with students, teachers, and parents.

  In the event you have a sick student, our nurse can assess the student's health status, identify health problems that may create a barrier to educational progress, develop a health care plan for management of the problems, and/or ensure the student can return safely to class for the remainder of the day.
- In the event a student is unable to continue throughout the day, the attendance office must talk with the parent that the student resides with in order to be released. In the event that a parent is unable to be contacted, we will contact the emergency numbers on record. The sick student will be signed out through the attendance office. If the attendance office staff cannot contact anyone, the student must return to class if the nurse determines appropriate.
- **If you sign out for illness, you will not be allowed to sign back into school that day nor participate in extracurricular activities, sports and performances.**
- Students must be in school a minimum of three hours to participate that day in extracurricular activities, sports and performances.

COLLEGE VISITATION FOR JUNIORS AND SENIORS

- Students are encouraged to make college visits on days when school is not in session.
- Seniors are permitted three (3) excused college visits. Juniors are permitted two (2) college visits. Students must provide verification on college letterhead of attendance.

PERFECT ATTENDANCE

- Students will be permitted to accumulate ninety (90) minutes total in tardies/early dismissals and still be considered for perfect attendance.

EDUCATIONAL ENHANCEMENT OPPORTUNITIES (EHO)

An Educational Enhancement Opportunity (EHO) allows students to engage in educational activities outside of the school environment that offer significant educational value and are aligned with Kentucky's core curriculum. An approved EHO will provide students an excused absence to and be counted present in attendance. A student may be approved for up to ten (10) days. Please review the following as it relates to Educational Enhancement Opportunities:

- Explain the nature of the event and how the activity meets the criteria of (1) having an educational purpose, (2) having significant educational value, and (3) includes an **intensive instructional program in one of the core curriculum subjects such as English, science, mathematics, social studies, foreign language or the arts**.
- Funerals, family vacations, sports events, community events and religious events are **not** within the standards for approval of EHO days.
- Requests for EHO absences will not be approved during School, State, or district-wide assessments - including end of semester final exams.
- EHO absences may not be consecutively combined with parent excused notes for durations longer than two days, making a total of 12 consecutive missed days of instruction.
- Students must have a GPA of 3.0 or higher and zero unexcused absences to be eligible for an approved EHO from duPont Manual High School (Or state that students must be in Good Standing)
- All work missed due to the EHO absence(s) must be made up in accordance with excused absences within the Make Up Work Policy.
- This form and the criteria can be found on our website, in the main office, in our weekly updates, or in the attendance office for the current year.
- This completed form must be turned in to the attendance office five (5) school days prior to the scheduled event.

Students Requesting an EHO for Professional and Community Productions:

- Manual students may have a maximum of five (5) excused absences from classes to perform in professional productions (i.e. Actors Theatre, Derby Dinner Playhouse, Stage One etc.) per semester. Educational Enhancement may be used as long as the student meets the requirements. Additional requests must be approved by school administration, and cannot conflict with other school events.
- The students involved must maintain a 3.0 average or better in all classes and have zero (0) unexcused absences. The sponsoring organization of the production must provide to the Manual administration a written request to excuse the student at least two weeks prior to such event. A written request from the parent must be received by the school administration as well (to insure parent involvement and knowledge that their child will be missing classes at school).

Date of First Read: March 17, 2026
Date of Second Read: April 21, 2026
Date Adopted: April 21, 2026
REAP Date:
Signature: *Dr. Michael Newman*
(SBDM Council Chairperson)

Date Reviewed: April 21, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **M3**
Subject of the Policy: **Dress Code Policy**

Policy Statement:
It is the policy of duPont Manual that the student and their parent/guardian hold the primary responsibility in determining the student's personal attire, hairstyle, jewelry, and personal items (e.g. backpacks, book bags). Schools are responsible for ensuring that student attire, hairstyle, jewelry, and personal items do not interfere with the health or safety of any student and do not contribute to a hostile or intimidating environment for any student.

Core Values
In relation to student dress, the school's core values are the following:

- Students have the right to be treated equitably. Dress code enforcement will not create disparities, reinforce or increase marginalization of any group, nor will it be more strictly enforced against students because of racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size/type, hair texture, or body maturity, or any other issue prohibited by law;
- Students and staff are responsible for managing their personal distractions;
- Students will not face unnecessary barriers to instructional time and attendance;
- Students will be able to dress and style themselves for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming; and
- Teachers will focus on teaching without the additional and often uncomfortable burden of dress code enforcement.

Universal Dress Code
Students must wear:

- Their current Manual-issued school ID and it must be visible and free of any obstruction/defacement;
- Top that approaches the waistband of the bottom. (shirt, blouse, sweater, sweatshirt, tank, etc.);
- Bottom (pants, shorts, skirt, dress, etc.);
- Their hoods down, and hat with a bill off, except when they are outside and traveling between the buildings. For safety: No hoods or hats with bills are allowed in hallways or common areas. (Teachers have discretion for their classroom); and
- Footwear.

To ensure safety, this policy permits additional student attire requirements and reasonable variations when necessary while in certain academic settings (e.g. physical activity, theater, dance, science, or other courses).

Students may not wear clothing, jewelry, or personal items that:

- Are pornographic, contain threats, or that promote illegal or violent conduct such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia;

- Demonstrate hate group association/affiliation and/or use hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups;
- Intentionally show genitalia or buttocks or visible undergarments beyond the otherwise permissible waistbands and straps [NOTE: Clothing must be opaque (not able to be seen through) material.]; or
- Demonstrate gang association/affiliation.
- Attire worn in observance of a student's religion are not subject to this policy.

Enforcement

- The principal is required to ensure all staff are aware of and understand the guidelines of this policy.
- Staff will use reasonable efforts to avoid dress-coding students in front of other students.
- **No student will be referred to as "a distraction" due to their appearance or attire.** If the student can correct the violation immediately, they will not be disciplined or removed from class as a consequence. If the student cannot correct the violation immediately, they will be referred to the administration.
- Violations will adhere to the Student Support Behavior Handbook.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes, but is not limited to:
    - kneeling or bending over to check attire fit;
    - measuring items of clothing;
    - asking students to account for their attire in the classroom or in hallways in front of others;
    - calling out students in front of others in spaces, in hallways, in classrooms, or at school-sponsored events; and
    - accusing students of "distracting" other students with their clothing.

These dress code guidelines shall apply to regular school days and summer school days.

When a question arises, the administrative team will use discretion in deciding if a student meets the requirements of this policy.

Date of First Reading: April 23, 2024
Date of Second Reading: May 28, 2024
Date Adopted: May 28, 2024
REAP Date: October 22, 2022

Signature: *Dr. Michael Newman*
(SBDM Council Chairperson)

Date Reviewed: March 17, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **M4**
Subject of the Policy: **Make-Up Work Policy**

Policy Statement:
The JCPS Uniform Code of Acceptable Behavior defines valid reasons for excusing an absence as student illness, visits to a physician, religious holidays, or other reasons approved by the school administrator. Only assignments made during the class meeting(s) of a valid excused absence, excused tardy, or excused early release as defined above are to be treated as make-up work.

- If a student is absent, tardy, or has an early release from school, they shall request the make-up work and/or assignments from each class missed. Alternative assignments may be used when original assignments cannot be duplicated.
- For each class missed due to an absence, tardy, or early release, students will have the number of class meetings missed plus one in which to complete and turn in all make-up work. Students shall request their make-up work on the first class meeting of each given class upon their return. Consequently, these class meetings will NOT be counted for make-up purposes. (For example, a student who misses Monday will obtain make-up assignments on Wednesday, and these assignments will be due on Friday.)
- All work assigned prior to an absence, tardy, or early release which is due during the day(s) of the absence is to be turned in to the teacher immediately upon return to the class. In the event new learning was presented during the absence that is required for completion of an assignment, the student shall have the number of days plus one to complete the assignment that was due.
- For absences in which a Mastery assessment (including tests) was scheduled before the absence, the student must be prepared to take the mastery assessment upon return to class. Note: Class reviews are not considered as new material. In the event that new information for the exam was presented on the date(s) of absence, teachers may modify the exam or schedule a date to make up the exam. The student is not entitled to more than the number of days absent, plus one to make up the assessment.
- When a student is unable to take a final assessment due to an absence, the student must meet with their teachers to determine an appropriate timeframe for completing the assessment upon return. In the event the absence is planned in advance, students must notify their teachers as early as possible.
- Students who have extenuating circumstances beyond the intent of this policy, may work with their teacher, counselor, or administrator to help assist with make up work expectations.

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Date of Second Read: April 21, 2026
Date Adopted: April 21, 2026
REAP Date:
Signature: Dr. Michael Newman
(SBDM Council Chairperson)
Date Reviewed:

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **M5**
Subject of the Policy: **Personal Telecommunication & Electronic Media Devices Policy**

Policy Statement
duPont Manual aspires to foster a focused, respectful, and academically enriching learning environment. The goal is to maintain an academic focus in the classroom and other study areas. To achieve this, the use of cell phones and personal telecommunication devices is prohibited from 7:30 AM to 2:10 PM. This all-day phone-free policy reduces distractions, increases student engagement, and supports social and emotional well-being.

Definition:
Personal telecommunication devices are defined in KRS 158.165 and include, but are not limited to:

- Cellular telephones (smartphones or basic phones)
- Smartwatches, smart glasses, and fitness trackers with communication or internet access
- Earbuds, AirPods, and Bluetooth-connected headphones
- MP3 players, and handheld/VR gaming systems
- Telecommunication applications installed on Personal Laptops and Tablets*. Examples include, but are not limited to:
    - Messenger on MAC, Messages on Android, FaceTime, Social Media Platforms
    - Use of VPNs or Personal HotSpots to circumvent JCPS WiFi Restrictions

  *Students using Tablets must be in a case with a connected keyboard.

The restrictions outlined in this policy apply to all student use of such devices during the school day.

Prohibited Use:

- Students may not access or use personal telecommunication devices between 7:30 AM and 2:10 PM, including during lunch, passing time, restroom breaks, class time, or any other school events.
- The transition between Manual and YPAS is considered a passing time. Students must continue to adhere to the prohibited use of personal telecommunication devices.
- Devices must be **powered off and not accessed from 7:30-2:10 and not on their person.** Personal Telecommunication devices must be placed in a backpack, purse, or other storage
    - Additional Supports to help students not access phones are:
        - Families can set screen time locks on phones.
        - Request a locker to place their phone in for the day.
        - Manual will have a volunteer storage system for students to place their phone in at the beginning of the day.

Exceptions:

- **Emergency Situations**: duPont Manual High School Administrators are the sole representative who can declare/determine an emergency. Students may use phones with permission of administration to contact emergency services or family when an emergency has been declared.

- **IEP/504 Accommodation**: Students with documented accommodations requiring limited device use will be honored as specified in the plan.
    - The school will Maintain and share a list of students in the building who have personal communication devices on their IEPs/504 Plans so that administrators and other staff will know that these students are allowed to use their personal communication device for the sole purpose of the approved accommodation.
- **Medical necessity**: Students with a documented health need (e.g., diabetes monitoring) may be permitted restricted device use.

Consequences:
The following progressive behavior intervention system will be used for violations:

Offense	Consequence
1st Offense	Students will be asked to place device in a school issued storage device. The phone will remain with the student and may be unlocked at 2:10 at the unlock stations located in both the MANUAL & YPAS main offices. **Parent/guardian will be contacted.** **Students will receive ONE detention.**
2nd Offense	Device will be placed in a school issued storage device and will be held in the main office until 2:10 for the **Parent/guardian to retrieve it before 3:45 or a future date/time.** Parent conference required to establish a behavior plan to support future adherence of policy. **Students will receive TWO detentions.**
3rd+ Offense	Device will be placed in a school issued storage device and will be held in the main office until 2:10 for the **Parent/guardian to retrieve it before 3:45 or a future date/time.** Students must leave their device at home for the remainder of the semester. **Students will be suspended for one day and subject to additional days upon each additional offense.**
Refusal to surrender device	Students who refuse to surrender the device by request of any staff member will be immediately seen by an administrator and will result in the following: ● Out of School Suspension/In-School Alternative Placement (ISAP) ● Parent conference required to establish a behavior plan to support future adherence of policy.

(Verbal warnings will not be issued before enforcement)

Responsibility:

- Students and parents are expected to comply with the JCPS Student Acceptable Use Policy and the school's guidelines.
- Students are responsible for ensuring devices are turned off and stored appropriately before 7:30am.
    - *Stored Appropriately Means: Devices must be **powered off and not accessed from 7:30-2:10 and not on their person.** Personal Telecommunication devices must be placed in a backpack, purse, or other storage*
- Staff members are expected to consistently enforce the policy and model appropriate technology use.
- Parents/guardians are expected to communicate with their student(s) through email for non-emergent communication.
- Students will be provided time throughout the day to check their student email.

Communication:

- This policy will be shared with all students and families during orientation and published in the school handbook.
- Ongoing reminders will be communicated throughout the school year.

Review:

This policy will be reviewed annually by the SBDM Council. The review will evaluate implementation fidelity, student compliance, and impact on behavior, academic focus, and school culture.

Date of First Read: March 17, 2026
Date of Second Read: April 21, 2026
Date Adopted: April 21, 2026
REAP Date: 06/02/2025

Signature: Dr. Michael Newman
(SBDM Council Chairperson)

Date Reviewed: April 21, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **M6**
Subject of the Policy: **Summer Assignments**

Policy Statement
The duPont Manual Student Senate hereby recommends the following policy regarding summer assignments:

• Summer assignments must be uniform for a given course, regardless of the teacher.

• Summer assignments will be graded within the first six weeks' grading period of the school year. Good students do their work and reading at the beginning of the year. Delaying grading beyond the first six weeks encourages procrastination and discourages good study habits.

• Information about the content of summer assignments must be available to students and posted on dupontmanual.com by May 15th of the preceding school year.

• Summer assignments may only be assigned for AP classes and courses required for graduation.

• Students transferring into a class will be given at least two weeks to complete any summer assignments for that class.

By enacting these policies, we can make summer assignments less variable and more accountable, and so ultimately more fair.

Teachers should provide accommodations for summer assignments according to a student's 504, IEP or special circumstance on a case by case basis.

Date of First Reading: March 1, 2017
Date of Second Reading: April 12, 2017
Date Adopted: April 12, 2017
REAP Date:
Signature: Dr. Michael Newman
(SBDM Council Chairperson)

Date Reviewed: October 20, 2026

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **M7**
Subject of Policy: **Changes to Magnet Requirements**

Policy Statement:
duPont Manual High School and Youth Performing Arts School students are accepted to one of the magnet programs. Each magnet program requires students to follow an immersive and designated course of study.

Any adjustment to the published magnet requirements must follow these procedures:

- The Magnet Committee will review requested changes to and submit recommendations to the ILT for approval by December.
- SBDM may review recommendations and provide feedback to the Magnet Committee.
- Approved changes will be added to the scheduling materials for implementation the following school year.

Adjustments to graduation requirements or course codes that are required by changes to state law may be implemented directly by the master scheduler. The principal or master scheduler will communicate these updates to the SBDM council, ILT, and magnet committee.

Date of First Read: October 13, 2022
Date of Second Read: November 14, 2022
Date Adopted: November 14, 2022
REAP Date:
Signature: Dr. Michael Newman
(SBDM Council Chairperson)

Date Reviewed: January 28, 2025

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **M8**
Subject of the Policy: **New Course Policy**

Policy Statement

Course Offerings (and New Courses)

All courses offered at Manual High School must be approved as a "valid course" by the Kentucky Department of Education and the Jefferson County Public School System's Department of Curriculum and Assessment.

Any department wishing to add a new course shall submit an official proposal to the Instructional Leadership Team (ILT) for review. The ILT will review all proposals for new courses, and make recommendations for approval process the following steps must be included:

- Consultation and endorsement by the administration and counseling staff prior to submitting the formal proposal.
- Establish the rationale for the new courses and its intended student population, be it magnet program students, or the general school population
- Statement of impact on the general master student schedule and possible ramifications on other courses offered in the same academic/ magnet program
- Assurances must be made that the schools staffing assignments provide a teacher for the new course with the required certification credentials

In addition to the above listed steps, no course request will be considered without first submitting a *course description, list and sample of identified test materials, and a prospective syllabus.*

A valid course number will be assigned to any new course being added to the listing of courses available for student enrollment. The course number is assigned by the JCPS Department of Curriculum and Assessment.

Date of First Read: May 11, 2023
Date of Second Read: June 15, 2023
Date Adopted: June 15, 2023
REAP Date:
Signature: Dr. Michael Newman
(SBDM Council Chairperson)

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duPont Manual High School
SCHOOL-BASED DECISION MAKING

School Name: **duPont Manual High School**
Policy Number: **M9**
Subject of the Policy: **Academic Integrity Policy**

ACADEMIC INTEGRITY:
The success of any school relies on the combined efforts of all members of its community: teachers, students, administrators, and parents. Nowhere is this combined effort more important than in ensuring the integrity and fairness of the school's academic program.

Academic Integrity is the pursuit of learning conducted in a fair and ethical manner.

All community members share responsibility for creating an environment in which academic integrity is expected. Each constituency shares responsibilities with others and has its unique role to play.

Our goal is to create a school community in which every member is assured that integrity and fairness are the norm, that violations of this norm are not tolerated, and that actions that undermine this expectation are handled firmly and consistently. In the end, the purpose of this expectation is to create a school where each student can proudly state of each assignment:

This work is my own. I have neither used, received, nor given unauthorized aid in its completion.

Integrity Education
In keeping with the school's role as a center for all types of learning, including the building of character for life after high school, duPont Manual resolves to teach all students the meaning and relevance of integrity in their academic and professional careers.

Teachers
- The administration shall provide professional development opportunities for all teachers focusing on their role in addressing academic integrity issues, understanding the underlying dynamics of academic dishonesty, and their role in enforcing this policy.
- All English teachers will be responsible for educating their students about plagiarism and methods to avoid plagiarism in their written work.

Students
- The administration shall provide at the beginning of each school year a lesson for all students on academic integrity, stressing the damage that dishonesty does to the school and other students, the importance of maintaining integrity in future pursuits, methods to avoid compromising one's academic integrity, and the consequences of academic dishonesty.

Parents
- The administration shall collaborate with the PTSA to provide information and support to parents as they carry out their responsibilities under these expectations.

Responsibilities
Teachers, Students, Administrators, and Parents have the responsibility to:

- recognize that the purpose of education is the development of knowledge, skills, and habits, not the accumulation of points.
- work together to ensure academic integrity, supporting others in their attempts to carry out their responsibilities.

Teachers have the responsibility to:

- hold themselves to the same standards of integrity that they expect of their students.
- provide expectations regarding student work in the course syllabus, including what is permissible in terms of collaboration.
- give rigorous, relevant, and equitable assignments and assessments.
- respond sensitively and in a timely manner to student and parent inquiries regarding course content and expectations.
- refer students to resources or provide help when asked or when it is apparent that students are struggling in the course.
- keep accurate records of student performance.
- use plagiarism detection software, including Artificial Intelligence (AI) detection, when appropriate
- enforce the Academic Integrity Policy by reporting every incident that they believe, based on evidence, and represents a violation of the policy.

Students have the responsibility to:

- read and understand the Academic Integrity Policy, including their own teachers' expectations as set forth in those teachers' syllabi.
- sign a statement indicating their understanding of these policies and their commitment to uphold them.
- clarify with the appropriate teacher any ambiguities they perceive about whether a particular action is acceptable before taking the action.
- take an active role in their own education--to choose classes at appropriate levels, to seek help when they need it, and to avoid placing themselves in situations that make unacceptable behavior tempting.
- include the integrity statement on all graded work, when requested by the teacher

Administrators have the responsibility to:

- assist teachers in providing authentic assignments and assessments.
- make the Academic Integrity Policy available to all students, teachers, and parents.
- design and institute the integrity education programs included herein.
- keep accurate up-to-date records on Academic Integrity Policy violations for the duration of each student's high school tenure.
- enforce the Academic Integrity Policy and apply consequences consistently and in a timely manner.

Parents have the responsibility to:

- familiarize themselves with and sign a copy of the Academic Integrity Policy and discuss the policy with their child.
- familiarize themselves with individual teacher policies/expectations and discuss them with their child.
- be actively involved and engaged in what their child is learning, but avoid providing assistance that would be in conflict with the Academic Integrity Policy.

- support school consequences for Academic Integrity Policy violations.
- be sensitive to the pressures students face and adjust expectations accordingly.

Policy Violations

Academic dishonesty is any attempt to gain academic credit or recognition to which one is not entitled or to assist others to do so. Academic dishonesty includes, but is not limited to:

- copying, or allowing the copying of, graded work
- gaining unauthorized prior knowledge of assessments or providing such knowledge to others
- transmitting or receiving information related to the content of graded work, whether through text, voice, images, or another medium
- misrepresenting situations for academic gain, including as a ploy to receive additional time to complete graded work
- falsifying data or sources in graded work
- altering a grade, whether on an individual assignment or in student records
- collaborating with others beyond what a teacher allows
- violating the rules of school-sponsored academic competitions or assessments
- plagiarism--the stealing or using of others' words, original ideas, or work without crediting the original source. Examples of plagiarism include, but are not limited to:
    - using others' words, ideas, phrases, or work without giving accurate documentation
    - downloading information from the Internet in part or in whole and inserting it into one's work without giving proper credit to sources
    - copying the structure and organizational pattern created by another writer.

Student Rights

Students have the right to:

- confidentiality (beyond the notifications outlined)
- due process, including the right to appeal
- a learning environment where all students' grades are an accurate reflection of their own work
- any additional rights as outlined in the JCPS Student Bill of Rights

Consequences of Violations

When a teacher determines that a student has committed an act of academic dishonesty, the teacher shall submit to the assistant principal a referral detailing the nature of the offense. Students have the right to due process as outlined in the JCPS Code of Conduct. The assistant principal shall then document the offense and apply the consequences as outlined in the behavior consequence section of this handbook.

Violations accrue over a student's entire academic career at duPont Manual.

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(SBDM Council Chairperson)

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