



Student Support and Behavior Intervention Handbook





Please cut this form from the booklet, and return it to your child's teacher.

Student's Name

Teacher



JEFFERSON COUNTY BOARD OF EDUCATION
Louisville, Kentucky

ACKNOWLEDGMENT OF RECEIPT OF THE

***Student Support and Behavior Intervention Handbook
and the Student Bill of Rights***

As the parent/guardian of _____, I have read and discussed the *Student Support and Behavior Intervention Handbook* and the *Student Bill of Rights* with my child. I grant permission for my child to access the Internet and electronic mail through the JCPS Network and have conveyed to my child the standards outlined on page 37.

Parent's/Guardian's Signature

Date

Parent's/Guardian's Signature

Date

Student's Signature

Date

Please sign this form, and return it to the school office within one month from distribution.



DRAFT

Directory Information Opt-Out Form

For All Students

Complete this form to exercise your right to privacy.

The district has designated a student's **name, address, grade level, honors and awards, photograph (excluding video records), and major field of study** as directory information. The district has also designated a student's date of birth as directory information only for purposes of the U.S. Department of Education Free Application for Federal Student Aid (FAFSA) Completion Project. All Kentucky high schools report director information plus course enrollment and student emails to the Kentucky Higher Education Assistance Authority (KHEAA) for students enrolled in dual-credit courses for financial aid purposes. If you **do not** want this information released to people requesting directory information, **the parent/guardian or eligible student (18 years of age or older) must sign this form and return it to the school office within one month after enrollment. This opt-out request will remain in effect for the current school year only.**

I hereby exercise my rights under state and federal law and hereby request that the name, address, grade level, honors and awards, photograph (excluding video records), major field of study, and date of birth (for FAFSA Completion Project) of _____ (student name), currently a student at _____

_____ (school name), **not** be released without prior written consent. I understand that this opt-out request will remain in effect for the current school year only.

Signed by (Check one.): ☐ Eligible Student ☐ Parent/Guardian

Signature

Name (Please print.)

Address

City/State/ZIP



Military Recruiter Opt-Out Form

For High School Students Only

Complete this form to exercise your right to privacy.

If you do not want the student's name, address, and telephone number released to military recruiters, the student (regardless of age) or parent/guardian must sign this form and return it to the school office within one month after enrollment. If a Military Recruiter Opt-Out Form has been submitted at any time since August 2013, another submission is not necessary. Jefferson County Public Schools policy is to release the directory information of the current juniors and seniors one month after the start of each school year. In order to be opted out, students must have submitted this form before that time in their junior year.

I hereby exercise my rights under state and federal law and hereby request that the name, address, and telephone number of _____ (student name), currently a student at _____

_____ (school name), not be released to military recruiters without prior written consent. I understand that this opt-out request will remain in effect for my entire high school career and that I can revoke this option at any time by notifying my school and/or school district in writing of my decision.

Signed by (Check one.): ☐ Student ☐ Parent/Guardian

Signature

Name (Please print.)

Address

City/State/ZIP



A Message From the Acting Superintendent

~~A positive school culture and healthy academic learning climate, focused on high student engagement, lead to meaningful school experiences for children and better student achievement. Conversely, a toxic school culture leads to negative trends in student achievement, behavior, student engagement, and morale. Rest assured, I am committed to working with all of our school leaders to strengthen the climate and culture in our schools and across Jefferson County Public Schools (JCPS). Increasing student engagement, fostering adult-student relationships, and finding ways to connect students and families to our schools are collective efforts. Supports are in place to move this work forward and enhance the learning environment for all of our students.~~



~~Our handbook serves as a guide for students, families, and staff. Our road map to Deeper Learning, and the behavior support framework we are using to guide this work, are included in the introduction. Expectations for district, school, and classroom procedures are included to assist stakeholders with navigating systems and processes. Finally, we've provided you with guidance regarding progressive discipline and consequences related to various behaviors and infractions.~~

~~At the end of the day, nothing is more important than what happens inside our classrooms and schools. I will work diligently to make certain every stakeholder sees improvement in the support provided to JCPS students, schools, teachers, and staff members. Together, we can make a difference for all students.~~

A positive school culture and healthy academic learning climate, focused on high student engagement, lead to meaningful school experiences for children and better student achievement. Conversely, a toxic culture leads to negative trends in student achievement, behavior, student engagement, and morale. Rest assured, I am committed to working with all of our school leaders to strengthen the climate and culture in our schools and across Jefferson County Public Schools (JCPS). Increasing student engagement, fostering adult-student relationships, and finding ways to connect students and families to our schools are collective efforts. Supports are in place to move this work forward and enhance the learning environment for all of our students.

Our handbook serves as a guide for students, families, and staff. Our road map to Deeper Learning, and the behavior support framework we are using to guide this work, are included in the introduction. You will also find information on our JCPS Backpack of Success Skills, a bold new transformational education initiative developed with our educators and community partners that we believe will become a national model—focusing on transition readiness and showing how a city can work together to provide equitable access and improved outcomes for every student.

Expectations for district, school, and classroom procedures are also included to assist stakeholders with navigating systems and processes. Finally, we've provided you with guidance regarding progressive discipline and consequences related to various behaviors and infractions.

At the end of the day, nothing is more important than what happens inside our classrooms and schools. I will work diligently to make certain every stakeholder sees improvement in the support provided to JCPS students, schools, teachers, and staff members. Together, we can make a difference for all students

Dr. Martin "Marty" Pollio
Superintendent



Table of Contents

A Message From the Acting Superintendent	.....
Introduction	.....
Deeper Learning	.....
Focus Area 1: Improving School Culture	.....
Focus Area 2: Increasing Engagement	.....
Focus Area 3: Fostering Relationships	.....
Our Roadmap to Deeper Learning	.....
Rights and Responsibilities of Entire JCPS Community	.....
Student Rights and Responsibilities	.....
Parent/Guardian Rights and Responsibilities	.....
Teacher/Staff Rights and Responsibilities	.....
School Administrator Rights and Responsibilities	.....
Central Office Rights and Responsibilities	.....
Board of Education Rights and Responsibilities	.....
Protections for Students With a Disability	.....
Deeper Learning Characteristics	.....
Progressive Discipline Process	.....
Discipline Procedures for Early Childhood Preschool Students	.....
Due Process	.....
Right to Counsel	.....
Parent/Guardian Conference	.....
Retaliation and Discrimination Prohibited	.....
Attendance/Tuancy Policy	.....
Make-Up Work	.....
Behavior and Range of Corrective Strategies	.....
Suspension Procedures	.....
Formal Hearing	.....
Suspension Procedures for ECE Students	.....
Manifestation Determination	.....
Referral to Alternative Placement	.....
Suspension Procedures for Students Disabled Under Section 504	.....
Due Process and Appeal	.....
Appeal Procedure for Short-Term/Local School Suspensions—One to Three School Days	.....
Appeal Procedure for District Suspensions—Six to Ten School Days	.....
Appeal Procedure for District Suspension With Recommendation for Referral to an Alternative Placement	.....
Appeal Procedure for Referral to an Alternative Placement	.....
Appeal Process	.....
Alternative Placement	.....
Offenses Where Alternative Placement Is Considered	.....
Unacceptable Behavior—Definitions	.....
Arson	.....
Assault/Sexual Abuse/Sexual Assault/Criminal Abuse	.....
Bullying/Cyberbullying	.....
Drug/Alcohol/Tobacco/Electronic Cigarette Distribution	.....



Drug/Alcohol Possession/Under the Influence	
Fighting/Striking Faculty, Staff, or Other Officials	
Fighting/Striking Student	
Forgery/Counterfeiting	
Gambling	
Inappropriate Sexual Behavior	
Inappropriate Use of District Technology	
Intimidation/Harassment/Harassing Communication Toward Staff	
Intimidation/Harassment/Harassing Communication Toward Student	
Profanity/Vulgarity	
Profanity/Vulgarity Toward Staff	
Robbery	
Theft/Vandalism	
Use/Possession of Tobacco Products and Electronic Cigarettes	
Violation of Personal Electronic/Telecommunication Device Policy	
Weapons/Dangerous Instruments	
Look-Alike Weapons	
Criminal Violations	
Bus Safety	
Student Searches	
Removal From the Classroom	
Bullying	
School Resource Officers	
Physical Restraint and Seclusion	
Safe Schools	
Student Bill of Rights	
Student Bill of Rights Preamble	
Discrimination Grievance Procedure	
Index	

The *Student Support and Behavior Intervention Handbook* and the *Student Bill of Rights* shall be posted at each school.

For help in mediating harassment/discrimination issues, contact the JCPS Compliance and Investigations director at 485-3341.



Introduction

JCPS is responsible for providing a safe and orderly school environment where all students receive a quality education. This access to a quality educational environment is a right given to each student through Kentucky law. The Kentucky Revised Statute (KRS) 158.440 states, "Every student should have access to a safe, secure, and orderly school that is conducive to learning." The responsible behavior of students, teachers, and other district personnel is essential to providing this right.

The *Student Support and Behavior Intervention Handbook*, developed collaboratively by students, parents, educators, and community leaders, seeks to provide a clear picture to guide all JCPS stakeholders in the fair and equitable application of behavior support systems provided by the district. The handbook is intended to be instructive, not punitive; is based on the principle of positive and preventive discipline (e.g., interventions, skill building, and consequences); and is aimed at addressing the causes of misbehavior, resolving conflict, meeting students needs, and keeping students in school. All staff members are expected to use this handbook fairly and without discrimination in every situation. Staff members will attempt to resolve disciplinary problems by every means short of exclusion from school. All students are expected to use this handbook as a guide to learn what expected behaviors are and what the response to behaviors will be. The handbook will be in effect from the time the student leaves home for school until the time he or she returns home. This includes time spent at the bus stop, on the bus, at school-sponsored events, and on school property. The handbook seeks to clearly define these expectations for acceptable behavior, to identify the possible consequences of unacceptable behavior, and to ensure that discipline when necessary is administered promptly and fairly. Unless otherwise indicated, this handbook applies to all students, school personnel, parents, and other visitors when on school property or attending a school function.

JCPS values our diversity and strives to be inclusive and aware of the cultural differences of our students and staff while providing equitable opportunities and access. In addition, we have taken measures to consider and be sensitive to a student's age and the developmental appropriateness of our Behavior and Range of Corrective Strategies. We know that at different stages of development, a student's capacity to understand his or her behavior develops and grows. Our handbook takes this into consideration and allows for such growth and maturity. As a result of JCPS's commitment to sustaining relationships, there is a renewed focus on celebrating and recognizing positive student behaviors, cultural competence, age-appropriate and developmentally appropriate supports and responses, and communication.

Every student, parent/guardian, and school staff member receives a copy of this handbook and receives instructions on how to use it. This handbook was adopted by the Jefferson County Board of Education (JCBE) on November 21, 1977, and was revised in 1979, 1980, 1982, 1985, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2005, 2007, 2008, 2009, 2011, 2013, 2014, 2015, 2016, 2017, 2018.



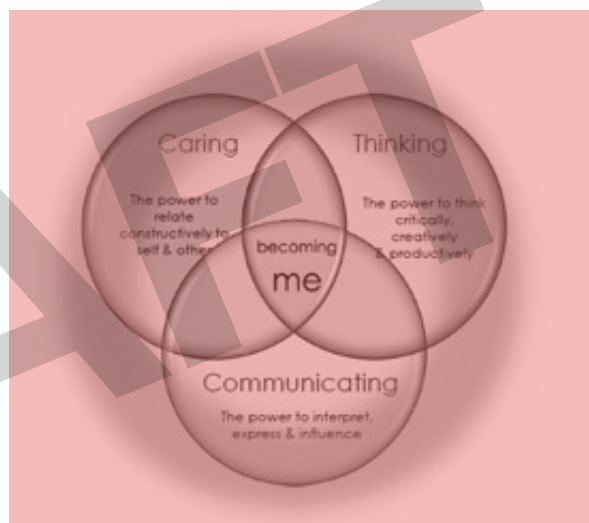
Deeper Learning

The Student Support and Behavior Intervention Handbook recognizes that individuals learn in, through, and from meaningful relationships, experiences, and environments. At its core, the handbook focuses on improving the powers of learners to **think, communicate, and care** throughout the day and throughout their learning journeys in JCPS and beyond. Deeper Learning thoughtfully elevates the development of intellectual, social, and emotional learning into daily teaching and weaves this into the learning experiences and environments of all learners. Deeper Learning serves as a powerful, proactive approach to developing constructive behaviors, both individually and collectively, tied to the real, intrinsic motivations of each learner and his or her desire to find meaning and make a difference. To accomplish this, the Deeper Learning Framework uses the Behavior Support Systems Model and other initiatives to foster the academic and social-emotional development of students.

Deeper Learning is grounded in helping learners develop the social, emotional, and intellectual knowledge, skills, capacities, and dispositions to thrive in school and beyond through the cultivating of the following:

1. Improved school culture—Supportive, equity-focused learning environments
2. Increased engagement—Meaningful, personalized, real-world learning experiences
3. The fostering of relationships—Caring, constructive learning relationships

The Student Support and Behavior Intervention Handbook establishes specific integrated Behavior Support Systems, rooted in a Deeper Learning Framework, to foster growing relationships, increase instructional engagement, and create a caring culture for all students in all schools.



Backpack of Success Skills

What Is It?

The Backpack of Success Skills is a P-12 innovative educational initiative to ensure every single student within Jefferson County Public Schools receives an education in which academic achievement and personal development go hand-in-hand in order to empower students with the tools they need to be successful students, professionals and citizens of the world.

Our backpacks have 3 main compartments and ALL need to be cultivated through meaningful learning experiences in various content areas:

1. Numeracy and Literacy Readiness Descriptors
2. The 5 Success Skills
3. School Signature Items (skills that might be especially important to your school)

Why Now?

The Backpack of Success Skills is the result of ten months of taking a long, hard look at our data; acknowledging where we are; articulating where we need to be; and clearly designing a plan that ensures we increase learning and equip students with the skills they need to be successful in school and in life.

This initiative, developed with our educators and community partners, will be a national model, showing how a city can work together to provide equitable access and improved outcomes for every student—no matter what ZIP code he or she lives in or what school he or she attends. When we started the process ten months ago, our data showed widening achievements gaps as well as reading and math proficiency rates on state and national tests that were unacceptable and clear evidence that many of our students were not ready for key transitions in their educational journeys.



In a large school district with high student mobility, we had no way to track students' proficiency across the district and no way to make personalized instructional adjustments for struggling students during the school year. We only had state testing data from the previous school year, and each new school the student attended had to assess the student's current content knowledge. We were wasting precious time and finding out way too late if a child was behind. This was coupled with a lack of a district-wide instructional focus. In short, we were on a journey with no map. We needed an immediate and effective plan to build a firm foundation with a laser-like focus on literacy and numeracy—a plan that ensures all students will be actively engaged in their learning and ready for key educational transitions, all the while developing the critical skills they need to be successful after graduation.

Key Benefits

- Transforms teaching and learning by changing instructional practice to support all students.
- Students are at the center, taking an active role in their learning experiences and responsibility for deciding which artifacts best represent their development of content knowledge and Success Skills during each step of their JCPS journey.
- Students are continually challenged to reflect upon their learning, set goals and create plans for on-going improvement.
- In order to have the kind of evidence needed for their backpacks, ALL students must have the opportunity to take part in rich, meaningful learning experiences.
- Aligned expectations from school to school and teacher to teacher for transition readiness.

Our Goal

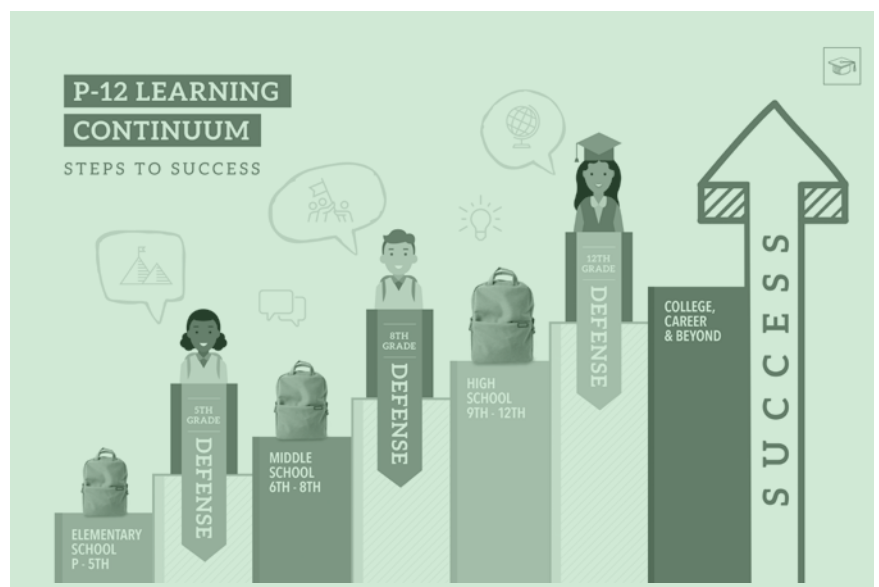
Every school will work with every student to develop a digital backpack that will track their progress from P-12 ensuring they attain key academic, cognitive, social, and self-management skills. This will ensure that every student is transition ready in Elementary School, Middle School, High School, and College and Career.

How Does It Work?

Every JCPS student, beginning in kindergarten, will have a digital backpack in which he or she will collect evidence of their development and fill them with a variety of learning artifacts every step of the way. Artifacts will include student reflections of the learning experience, and will be "tagged" to the Success Skills that most closely align to the work.

In addition, each student will be asked to defend his or her readiness at the key transition points of fifth grade, eighth grade, and graduation. Students will discuss and show their readiness to transition using evidence from their digital backpacks. Eventually, each student will have a link to his or her digital backpack that can be used to showcase his or her best work.

And, don't worry – there will be lots of training for the platform. We will make sure everyone knows how it works!





Office of Climate and Culture: Supporting Our Students and Building Community

Focus Area 1: Improving School Culture

School culture is the “story” of the school—the beliefs, norms, attitudes, and behaviors that play a key role in how the school operates on a daily basis. Research says that school culture is a driving force behind student achievement. School culture can be described on a continuum from positive to toxic. The interconnectedness of adults—and the relationships that are fostered from these dynamics—contribute to a positive or toxic school culture.

JCPS staff’s training and learning opportunities around Social-Emotional Learning and Trauma-Informed Care assist in establishing a healthy and positive school culture. We are committed to providing a safe, stable, and understanding environment that builds on the strengths of students and families who have been impacted by trauma. Additionally, children and families are provided information about treatment resources across various child-serving systems.

Positive School Culture	Toxic School Culture
<ul style="list-style-type: none"> Relationship Building Behavioral Recognitions and Rewards Social-Emotional Skill Building Restorative Practices Compassion for Students Building Community 	<ul style="list-style-type: none"> Withdrawal/Isolation Focus on Negative Behavior Hostile Relationships Focus on Misbehaviors Punitive Policies and Practices Indifference to Needs of Students Individualistic Perspective

The *Student Support and Behavior Intervention Handbook* moves away from using solely punitive practices and toward using restorative approaches that build healthy communities, increase social capital, decrease antisocial behavior, repair harm, and restore relationships. The handbook moves from the singular focus on student safety to an integrated focus on creating a positive school culture that fosters student success.

Focus Area 2: Increasing Engagement

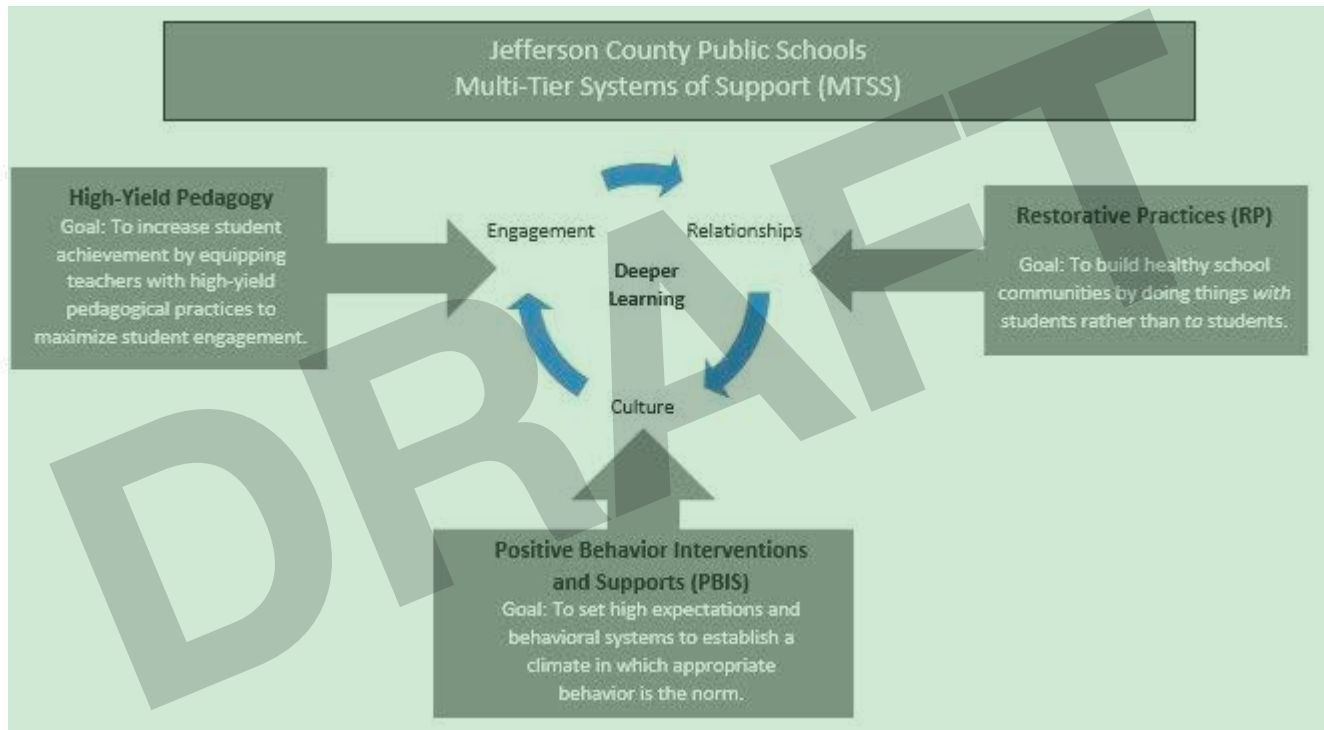
Increasing student engagement means personalizing learning (Deeper Learning, *Vision 2020* strategy 1.1.2). To personalize learning, teachers use many research-based practices that increase engagement. These strategies include frequent opportunities to respond, modeling, guided and authentic practice, consistent routines, teacher-facilitated instruction, and positive feedback. Teachers also use culturally responsive teaching and differentiated instruction to increase student engagement. Teachers work in Professional Learning Communities (PLCs) to analyze data, which aids them in designing their instruction. Research shows that students who are more engaged in their learning are more likely to demonstrate positive behaviors. Knowing that behavior and academics go hand in hand, JCPS provides teachers with opportunities throughout the year to improve their understanding of these practices.



Focus Area 3: Fostering Relationships

Research shows that positive relationships help students learn. Students are more likely to succeed when they feel connected to others in their school and classroom community and are less likely to behave in ways that disrupt the school environment.

As a result of JCPS's commitment to building and sustaining relationships, there is a renewed focus on celebrating and recognizing positive student behaviors through cultural competence, age-/developmentally appropriate supports, and communication.



Our Roadmap to Deeper Learning Instructional and Behavioral Supports

MTSS (multi-tier systems of support) is an integrated, comprehensive framework that focuses on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. In his meta-analysis, John Hattie (2009) assigns effect sizes and identifies those high-yield pedagogical practices that support student engagement and lead to each student's success. Involved students learn more efficiently and are more successful at remembering what they learned. In addition, students who are engaged in learning are more likely to become passionate about learning in general. The more time students spend engaged during instruction, the more they learn.

Restorative Practices (RP) and Positive Behavior Interventions and Supports (PBIS) are the two best-practice frameworks being implemented with our students and staff to develop proactive and positive ways to improve culture, increase engagement, and foster relationships. JCPS is in the process of expanding training and implementation of RP and PBIS to assist staff members with addressing antecedent behaviors, restoring potentially damaged relationships, and assisting students in finding replacement behaviors while also taking accountability for their actions.

High-Yield Pedagogy

Effective teaching is the most powerful tool for engaging and motivating students to reach their potential. The use of high-yield pedagogy creates an opportunity for all students to receive an education that gives them what they



need to thrive through differentiated supports focused on removing social factors as a predictor of success. Collaboration through relationship-building, cooperation, and partnerships among students, staff, families, and community are fundamental to the success of all students.

The enhancement of teacher-efficacy will positively impact student learning and motivation through the use of effective, high-leverage instructional practices that encourage equitable education opportunities for all students. When teachers increase the use of research-based pedagogical strategies and practices it can result in increased engagement, more effective tier one instruction and ultimately, result in increased student achievement.

Positive Behavior Interventions and Supports

PBIS is a way to promote good behavior. In the past, school discipline has often focused on reacting to misbehavior by using punishment, loss of privileges, sending students to the office, suspensions, and alternative placements. Research has shown that these approaches by themselves are not effective in creating a school environment in which appropriate behavior is the norm. PBIS creates this positive environment through a behavior framework that is used by every student and staff member.

There are four integrated elements: data for decision making, measurable outcomes, practices that outline appropriate behavior and support students who need interventions, and systems that hold staff accountable for implementing the practices. Instead of a reactive and punitive response to behavior, PBIS stresses a proactive and positive one, which can help boost student achievement and play a role in overall school improvement. Schools that use the PBIS framework are expected to incorporate schoolwide expectations, procedures and routines, and acknowledgment/reward systems.

Restorative Practices

The aim of RP is to develop the school community and to manage conflict and tensions by repairing harm and restoring relationships. There are several components that are used when implementing RP: Social Discipline Window, Fair Process, Behavior Practices Continuum (use of Restorative Circles), and Psychological Affect. By integrating these components, schools are able to operate as a restorative school, which builds and restores positive relationships.

The underlying premise of RP is that people will make positive changes when those in positions of authority do things with them rather than to them or for them. According to the Social Discipline Window, a restorative approach requires a balance of high levels of control/limit setting with high levels of support, encouragement, and nurturing.

- High Control and Low Support = Punitive/Authoritarian
- Low Control and Low Support = Neglectful
- High Support and Low Control = Permissive
- High Control and High Support = Restorative

Adapted from Paul McCold and Ted Wachtel with permission





Creating Trauma-Sensitive Schools to Improve Learning

The Student Support and Behavior Intervention Handbook recognizes the importance of creating trauma-sensitive schools in order to improve learning. A "trauma-sensitive school" has a shared understanding among all staff that trauma can affect learning, behavior, and relationships, and that a holistic approach to helping students feel safe physically, socially, emotionally, and academically will enhance academic competence, self-regulation, and physical and emotional well-being.

The nature of trauma is that it can cause students to feel disconnected from the school community. A trauma-sensitive school helps students to feel safe to learn. Once schools understand the educational impacts of trauma, they can become safe, supportive environments where students make the positive connections with adults and peers they might otherwise push away, calm their emotions so they can focus and behave appropriately, and feel confident enough to advance their learning. Trauma-sensitive schools have the potential to increase positive outcomes among all students.

Some strategies utilized by trauma-sensitive schools include:

- Building positive relationships with students
- Creating positive climate by delivering high ratios of positive interactions
- Teaching routines and expectations
- Communicating choices and options with students to provide a sense of control
- Anticipating difficult times and providing additional support

Social Emotional Learning

Social Emotional Learning (SEL) is an essential component to student learning that has the ability to move student success forward. Through SEL, teachers and students can build upon a student's base knowledge helping them to understand the world around them and how they operate within it. SEL is defined as the following:

SEL is a process for helping children develop the fundamental skills for life effectiveness. SEL teaches the skills we all need to handle our relationships, our work and ourselves effectively and ethically. These skills include recognizing and managing our emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically. They are the skills that allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices.

Social Emotional Learning tailors to the whole student and works to teach each student strategies that will equip them to be better prepared for life. These strategies include teaching students how to:

- Be more aware of theirs and others feelings, emotions, and behaviors
- Show empathy, respect, and cooperation with others
- Improve attitudes, skills, and behavior that are necessary to establish relationships with peers and teachers
- Work more efficiently
- Build resiliency



Rights and Responsibilities of Entire JCPS Community

Supporting positive student behavior requires a high level of commitment from students, parents/guardians, staff, administrators, and members of the JCBE. These stakeholder groups have rights and responsibilities that are designed to reflect both the mutual respect and accountability required of all people involved in supporting student behavior. The rights and responsibilities for each group are outlined in this section.

Student Rights and Responsibilities

All students have the right to:
<ul style="list-style-type: none"> • Be treated with courtesy, respect, and dignity. • Attend school and be valued members of the school community. • Learn in a safe environment that is free of bullying, harassment, and discrimination. • Receive instruction in order to learn school behavior expectations and social and emotional skills. • Access appropriate supports and services to succeed in school. • Receive a written copy and clear explanation of the <i>Student Support and Behavior Intervention Handbook</i>, including the process to appeal disciplinary decisions. • Tell their side of the story and/or report unfair treatment to a person in authority. • Participate in decision making to determine which interventions and consequences will be used in response to disciplinary issues. • Maintain personal privacy. Personal belongings may be searched only if the principal has a reasonable suspicion that the student possesses evidence of a crime, stolen goods, drugs, weapons, or other illegal or prohibited items (JCBE policy). • Have a parent/guardian or advocate present at conferences on readmission from out-of-school suspension.
All students have the responsibility to:
<ul style="list-style-type: none"> • Show respect and courtesy to all students, staff, families, and school visitors. This includes respecting individual differences, cultural diversity, and the property of others. • Attend school daily, be prepared for class, engage in classroom activities, and complete all assignments. • Contribute to a safe learning environment by managing their own behavior and reporting harmful or dangerous situations to an adult. • Understand and follow all school rules and instructions given by school staff. • Bring to school only those materials that are allowed. • Inform parents/guardians of school-related issues and give them any materials sent home by the school or district.

Parent/Guardian Rights and Responsibilities

All parents/guardians have the right to:
<ul style="list-style-type: none"> • Be treated with courtesy, respect, and dignity. • Feel welcomed, valued, and connected to school staff and the school community. • Access opportunities to learn school behavior expectations. • Receive a written copy and clear explanation of the <i>Student Support and Behavior Intervention Handbook</i>, including the process to appeal disciplinary decisions. • Work in partnership with school staff to support their child's learning and healthy development at home and at school. • Engage in regular, two-way, meaningful communication with school staff regarding their child's academic and behavioral progress. This includes the right to be notified in a timely manner when their child is removed from the instructional environment for a substantial amount of time due to his or her behavior. • Monitor student academic progress (e.g., through Parent Portal). • Actively participate with school staff in solving problems related to the child's behavior. • Advocate for their child and report any unfair treatment to a person in authority.

**All parents/guardians have the responsibility to:**

- Show respect and courtesy to all students, staff, families, and school visitors. This includes respecting individual differences, cultural diversity, and the property of others.
- Provide a working phone number in order for schools to effectively communicate with families.
- Review the content of the *Student Support and Behavior Intervention Handbook* with their child.
- Understand the school's behavior expectations.
- Work with the school as a collaborative partner. This includes working with staff to maximize their child's strengths and to support the child to make changes in his or her behavior as needed.
- Inform school officials about concerns in a timely and respectful manner.
- Support their child to resolve problems peacefully while at school in order to contribute to a safe and positive school climate. This includes helping the child express anger without verbal attacks or physical violence.

Teacher/Staff Rights and Responsibilities**All teachers/staff have the right to:**

- Be treated with courtesy, respect, and dignity.
- Work in a safe environment that maximizes staff performance and student learning.
- Access opportunities for professional development and training to assist in creating and maintaining a thriving classroom environment that is respectful, engaging, vibrant, and culturally relevant.
- Access support for addressing student behavior when such conduct cannot be handled within the classroom environment.

All teachers/staff have the responsibility to:

- Show respect and courtesy to all students, staff, families, and school visitors. This includes respecting individual differences, cultural diversity, and the property of others.
- Foster ongoing, positive relationships with all students and families.
- Welcome families to be engaged in the learning process both in the classroom and at home.
- Create a positive classroom and school climate for all students, using effective classroom management strategies that extend to all school environments.
- Explicitly teach, acknowledge, and reinforce behavior expectations.
- Employ a Multi-Tiered System of Support (MTSS).
- Provide social and emotional skill instruction that meets the district's MTSS.
- Intervene promptly when inappropriate behavior occurs. This includes providing corrective feedback, reteaching behavioral expectations, following the Individual Education Programs (IEPs) and Behavior Support Plans of students, and adhering to procedures for student removals from the learning environment when needed.
- Work with students and their parents/guardians to develop, implement, and monitor behavior interventions that support students in changing their behavior, using a progressive system of support.
- Apply the *Student Support and Behavior Intervention Handbook* in a fair, equitable, and consistent manner, and accurately record inappropriate student behavior following the established protocol.
- Respect the right of students to maintain personal privacy. Personal belongings may be searched only if the principal has a reasonable suspicion that the student possesses evidence of a crime, stolen goods, drugs, weapons, or other illegal or prohibited items (JCBE policy).
- Follow up promptly on reports of bullying as required by JCBE policy.



School Administrator Rights and Responsibilities

All school administrators have the right to:

- Be treated with courtesy, respect, and dignity.
- Work in a safe environment that maximizes staff performance and student learning.
- Access support from district central office to create and maintain a thriving school environment that is respectful, engaging, vibrant, and culturally relevant.

All school administrators have the responsibility to:

- Show respect and courtesy to all students, staff, families, and school visitors. This includes respecting individual differences, cultural diversity, and the property of others.
- Foster ongoing, positive relationships with all students and families.
- Create a safe and caring school climate that maximizes learning.
- Welcome families to be engaged in the learning process both in the classroom and at home.
- Create, monitor, and assess a schoolwide management system.
- Welcome parents/guardians as valued partners in their child's learning. This includes creating opportunities for regular, two-way communication and active participation at problem-solving meetings by accommodating schedules and meeting language needs.
- Review the *Student Support and Behavior Intervention Handbook* with students, staff, and parents at the beginning of each school year and revisit it as necessary throughout the year.
- Guide the School-Based Leadership Team and Student Support and Intervention Team in using and reviewing schoolwide behavior data and evaluating the effectiveness of behavioral interventions. This includes monitoring data to identify and address disparities.
- Ensure that all school staff meet the expectations outlined in the section entitled "Teacher/Staff Rights and Responsibilities."
- Support staff in implementing appropriate behavior interventions.
- Apply the *Student Support and Behavior Intervention Handbook* in a fair, equitable, and consistent manner and accurately record inappropriate student behavior and interventions and disciplinary responses following the established protocol.
- Follow procedures for student removals from the learning environment.
- Notify parents immediately if a student's inappropriate behavior results in an out-of-school suspension.
- Notify parents, in a timely manner, of an inappropriate behavior and the response, if there is not an out-of-school suspension.
- Respect the right of students to maintain personal privacy. Personal belongings may be searched only if the principal has a reasonable suspicion that the student possesses evidence of a crime, stolen goods, drugs, weapons, or other illegal or prohibited items (JCBE policy).
- Respond promptly on reports of bullying as required by JCBE policy.
- Ensure that accurate and complete data-entry procedures are being followed and ensure that collection, monitoring, and evaluation systems are utilized at the school level. This includes using disaggregated data to allocate resources to support student behavior as well as evaluating program and staff effectiveness.



Central Office Rights and Responsibilities

All central office staff have the right to:

- Be treated with courtesy, respect, and dignity.
- Work in a safe environment that maximizes staff performance.

All central office staff have the responsibility to:

- Show respect and courtesy to all students, staff, families, and school/district visitors. This includes respecting individual differences, cultural diversity, and the property of others.
- Provide schools with the necessary resources, professional development, and technical assistance to implement the *Student Support and Behavior Intervention Handbook*.
- Communicate to all district staff that creating a positive school culture, supporting positive student behavior, and developing appropriate student discipline practices are critical district priorities.
- Ensure that accurate data collection, monitoring, and evaluation systems are available and utilized at the school and district levels. This includes using disaggregated data to allocate resources to support student behavior as well as evaluating program and staff effectiveness.
- Create a safe and caring climate for all district stakeholders.
- Engage in ongoing monitoring of the implementation of the *Student Support and Behavior Intervention Handbook* and intervene as needed to ensure that it is enforced in a fair and equitable manner.

Board of Education Rights and Responsibilities

All Board of Education members have the right to:

- Be treated with courtesy, respect, and dignity.

All Board of Education members have the responsibility to:

- Show respect and courtesy to all students, staff, families, and school visitors. This includes respecting individual differences, cultural diversity, and the property of others.
- Use qualitative and quantitative data to evaluate, approve, or reject policies that promote thriving school environments that are respectful, engaging, vibrant, and culturally relevant.
- Ensure that district administrators utilize appropriate data-collection, monitoring, and evaluation systems.
- Receive regular data reports.
- Expect schools to develop and implement research-based, data-driven plans to reduce lost learning time and disproportionality in discipline.

Protections for Students With a Disability

Nothing in this handbook replaces or substitutes any student rights as guaranteed by the Individuals with Disabilities Education Act (IDEA) or state law. Students with a disability will always be entitled to the rights and protections afforded to them by state and federal law and shall not be removed from the learning environment unless doing so is in accordance with the law.



Deeper Learning Characteristics

	School	Classroom
Every School	<ul style="list-style-type: none"> • Welcoming environment • Students feel safe. • Parents and students are treated respectfully by all teachers and staff. • Differentiated supports are offered for both academics and behavior support. • Stakeholder involvement in decision making 	<ul style="list-style-type: none"> • Students are actively engaged in learning. • Implement effective instructional practices • Consistent use of rituals and routines • Collaborative group work
Positive Behavior Interventions and Supports	<ul style="list-style-type: none"> • Schoolwide expectations are posted. • Positive behavior is acknowledged and rewarded in a schoolwide system. • The staff uses data to make informed decisions. 	<ul style="list-style-type: none"> • Students are acknowledged for positive behavior. • Teachers provide immediate, positive feedback. • Clear classroom expectations are tied to schoolwide expectations.
Restorative Practices	<ul style="list-style-type: none"> • Students are given a voice in school community decisions. • Use of conferencing to address student behavior • Intentional integration of students in all settings 	<ul style="list-style-type: none"> • Teachers use circles for academics. • Teachers use affective language and affective questions. • Teachers use circles for community building.
Trauma-Informed	<ul style="list-style-type: none"> • Creation of safe, stable environment for students and staff • Partnering with community agencies to meet student and family needs • Policies that reflect an understanding of trauma 	<ul style="list-style-type: none"> • Acknowledging the complexities of child development • Provides a calm, stable, quiet place for students to de-escalate • Provides students with coping skills
SEL	<ul style="list-style-type: none"> • Creating systems and structures that provide: <ul style="list-style-type: none"> • De-escalation strategies • Conflict resolution • Making ethical and safe choices 	<ul style="list-style-type: none"> • Teachers and students can build upon a student's base knowledge • Opportunities to show empathy, respect, and cooperation with others
MTSS for Academic Support	<ul style="list-style-type: none"> • Collaborative Environment that supports the work of Professional Learning Communities • Culture of rigorous and engaging instruction • Support for professional development for schools in student engagement strategies • Differentiated supports are offered for academics • Walk-throughs focused on high-yield practices 	<ul style="list-style-type: none"> • Students are motivated and actively engaged in learning • Teachers gauge their impact on student learning • Teachers engage in a variety of modes of instruction and cooperative groups that support student learning • Teachers engage in self-assessment of their practices to determine next steps

**Classroom and School-Wide Best Practices:**

Provide proactive school-wide and classroom supports to prevent problems. In the event of misbehavior, teach replacement behavior.

Examples of Evidence-Based Classroom Supports

Proactive systems of supports assist all students in achieving social, emotional, and academic success. Proactive supports provide clear, consistent expectations so that every student knows exactly what is expected across school settings. When a student demonstrates an irresponsible behavior, determine a reason for the misbehavior and take action to reduce and eliminate the behavior. Modify conditions that perpetuate the misbehavior, eliminate pleasant consequences, or implement corrective responses, thus promoting a safe and respectful learning environment.

Proactive Classroom Supports

- Create positive classroom expectations that are clearly defined and taught.
- Continuously teach and reteach classroom expectations throughout the year (e.g., schedule for teaching by week/month, after breaks).
- Model and practice expectations in the appropriate setting (e.g., group work, individual work).
- Use precorrection strategies to remind students of expectations before the next task.
- Use more positive than corrective interactions (at a ratio of 3:1) between staff and students, students to students, and staff to staff.
- Use fluent and consistent corrections for early-stage misbehavior (e.g., CHAMPs, Teacher Encyclopedia).
- Create classroom acknowledgment systems to increase responsible student behavior.
- Maintain positive expectations for all students, in all settings, at all times.
- Actively engage students in learning.
- Provide immediate positive feedback.
- Build positive relationships with students and families (e.g., use RP circles).
- Teach prevention lessons (e.g., social and emotional learning, bullying prevention, suicide prevention, and trauma-informed practices).
- Teachers frame the lesson by giving students the learning targets and success criteria.
- Teachers gauge their impact on student learning through feedback.
- Teachers engage in ongoing formative assessment.
- Teachers engage in a variety of modes of instruction and cooperative groups that support student learning.

Teacher-Based Action to Reduce and Eliminate Misbehavior

- Provide lessons to teach or reteach the student how to behave responsibly.
- Change student seating.
- Pace the lesson more quickly to promote on-task behavior.
- Actively ignore misbehavior.
- Respond calmly, restating the desired behavior.
- Restructure classroom practices based on student needs (e.g., structured recess, structured lunch, visual schedules).
- Use progress-monitoring tools (e.g., on-task monitoring form, replacement behavior worksheet, ratio of interactions tracking form, reflection sheets, behavior contracts, student point sheets).
- Establish and consistently implement corrective responses for rule violations (e.g., student loses time for valued activity, in-class time-out, time-out in another class, restitution given for property damage, restitution given for relationship damage, positive practice, loss of points or privileges).
- Communicate teacher-based actions with parent.
- Use restorative affective statements and affective questions.
- Engage in student-teacher impromptu conferencing with active listening.
- De-escalation techniques taught and modeled
- Continuously assess, seek feedback on, and develop management skills for teachers' own behaviors and biases.



	<ul style="list-style-type: none">• Students are guides in their own learning through goal setting and self-assessment.• Teachers set up classroom systems that support student engagement and increase positive behavior.• Teachers engage in self-assessment of their practices to determine next steps.• Teachers frequently provide individual and groups of students opportunities to respond to content.			
<p>Classroom and School-Wide Best Practices:</p> <p>Provide proactive school-wide and classroom supports to prevent problems. In the event of misbehavior, teach replacement behavior.</p>	<p>Examples of Evidence-Based Schoolwide Supports</p> <p>These interventions often involve support staff, both school-based and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions and to change the conditions that contribute to the student's inappropriate or disruptive behavior. Staff should use these responses in a graduated fashion.</p> <table><tr><td><ul style="list-style-type: none">• Create positive schoolwide expectations that are clearly defined and taught.• Continuously teach and reteach schoolwide expectations throughout the year (e.g., schedule for teaching by week/month, after breaks).• Model and practice expectations in appropriate settings (e.g., cafeteria, hallways, bus, restroom).• Establish a schoolwide acknowledgment system with opportunities for individual and schoolwide recognition.• Effectively and actively supervise in common areas (e.g., all staff in hallways during transition, hallway sweeps).• Increase supervision in nonclassroom settings.• Refer to before- and after-school programs for additional support.• Employ targeted strategies for groups of students (e.g., mentoring programs, bullying-prevention lessons for selected students, suicide-prevention drop-in centers).• Design social- and emotional-skills instruction groups (e.g., conflict-management, anger-management, aggression-replacement, organizational skills).• Establish an individual student-support, response, or problem-solving team.• Establish in-school conflict-resolution programs (e.g., community conferencing, peer mediation).• RP strategies (e.g., affective statements and questions, conflict resolution, responsive circles)</td><td><ul style="list-style-type: none">• Use parent engagement strategies (e.g., newsletters, family nights).• Design support and advisory groups that engage parents, students, and the community.• Use universal screeners and assessments to proactively identify students in need of supports (e.g., Strengths and Difficulties Questionnaire, Student Risk Screening Scale).• Use responsive interventions and appropriate referrals (e.g., JCPS Crisis Response Team, Louisville Linked, Centerstone [formerly Seven Counties] School-Based Services, referrals to Family Resource and Youth Services Centers [FRYSCs], social services).• Refer to school-based health or mental-health clinic.• Mental-health evaluation referral (e.g., mobile assessments, counseling services)• Alcohol/Drug evaluation referral (e.g., Substance Abuse Intensive Outpatient Program [IOP])• Threat assessment evaluation referral• Refer to community organizations, including conferencing and community mediation when students have issues with other students or school staff.• Parent/Guardian notification• Service to school• RP strategies• Use individual student planning tools (e.g., Behavior Support Plan, Behavior Function Identification Worksheet, Behavior Collection Form).</td></tr></table>		<ul style="list-style-type: none">• Create positive schoolwide expectations that are clearly defined and taught.• Continuously teach and reteach schoolwide expectations throughout the year (e.g., schedule for teaching by week/month, after breaks).• Model and practice expectations in appropriate settings (e.g., cafeteria, hallways, bus, restroom).• Establish a schoolwide acknowledgment system with opportunities for individual and schoolwide recognition.• Effectively and actively supervise in common areas (e.g., all staff in hallways during transition, hallway sweeps).• Increase supervision in nonclassroom settings.• Refer to before- and after-school programs for additional support.• Employ targeted strategies for groups of students (e.g., mentoring programs, bullying-prevention lessons for selected students, suicide-prevention drop-in centers).• Design social- and emotional-skills instruction groups (e.g., conflict-management, anger-management, aggression-replacement, organizational skills).• Establish an individual student-support, response, or problem-solving team.• Establish in-school conflict-resolution programs (e.g., community conferencing, peer mediation).• RP strategies (e.g., affective statements and questions, conflict resolution, responsive circles)	<ul style="list-style-type: none">• Use parent engagement strategies (e.g., newsletters, family nights).• Design support and advisory groups that engage parents, students, and the community.• Use universal screeners and assessments to proactively identify students in need of supports (e.g., Strengths and Difficulties Questionnaire, Student Risk Screening Scale).• Use responsive interventions and appropriate referrals (e.g., JCPS Crisis Response Team, Louisville Linked, Centerstone [formerly Seven Counties] School-Based Services, referrals to Family Resource and Youth Services Centers [FRYSCs], social services).• Refer to school-based health or mental-health clinic.• Mental-health evaluation referral (e.g., mobile assessments, counseling services)• Alcohol/Drug evaluation referral (e.g., Substance Abuse Intensive Outpatient Program [IOP])• Threat assessment evaluation referral• Refer to community organizations, including conferencing and community mediation when students have issues with other students or school staff.• Parent/Guardian notification• Service to school• RP strategies• Use individual student planning tools (e.g., Behavior Support Plan, Behavior Function Identification Worksheet, Behavior Collection Form).
<ul style="list-style-type: none">• Create positive schoolwide expectations that are clearly defined and taught.• Continuously teach and reteach schoolwide expectations throughout the year (e.g., schedule for teaching by week/month, after breaks).• Model and practice expectations in appropriate settings (e.g., cafeteria, hallways, bus, restroom).• Establish a schoolwide acknowledgment system with opportunities for individual and schoolwide recognition.• Effectively and actively supervise in common areas (e.g., all staff in hallways during transition, hallway sweeps).• Increase supervision in nonclassroom settings.• Refer to before- and after-school programs for additional support.• Employ targeted strategies for groups of students (e.g., mentoring programs, bullying-prevention lessons for selected students, suicide-prevention drop-in centers).• Design social- and emotional-skills instruction groups (e.g., conflict-management, anger-management, aggression-replacement, organizational skills).• Establish an individual student-support, response, or problem-solving team.• Establish in-school conflict-resolution programs (e.g., community conferencing, peer mediation).• RP strategies (e.g., affective statements and questions, conflict resolution, responsive circles)	<ul style="list-style-type: none">• Use parent engagement strategies (e.g., newsletters, family nights).• Design support and advisory groups that engage parents, students, and the community.• Use universal screeners and assessments to proactively identify students in need of supports (e.g., Strengths and Difficulties Questionnaire, Student Risk Screening Scale).• Use responsive interventions and appropriate referrals (e.g., JCPS Crisis Response Team, Louisville Linked, Centerstone [formerly Seven Counties] School-Based Services, referrals to Family Resource and Youth Services Centers [FRYSCs], social services).• Refer to school-based health or mental-health clinic.• Mental-health evaluation referral (e.g., mobile assessments, counseling services)• Alcohol/Drug evaluation referral (e.g., Substance Abuse Intensive Outpatient Program [IOP])• Threat assessment evaluation referral• Refer to community organizations, including conferencing and community mediation when students have issues with other students or school staff.• Parent/Guardian notification• Service to school• RP strategies• Use individual student planning tools (e.g., Behavior Support Plan, Behavior Function Identification Worksheet, Behavior Collection Form).			



LEVELS 1 and 2: Administrative Intervention—May be appropriate since supports have been put in place in the classroom to address behavior, but the behavior has continued to negatively affect the learning of the students and others.	Examples of Administrative Interventions and Responses These interventions will involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school. Staff should use these responses in a graduated fashion. <ul style="list-style-type: none">• Parent/Guardian notification• Parent/Guardian/Student/Teacher/Administrator conference• Change in schedule or class (with notification to parent/guardian)• Short-term placement in a Positive Action Center (PAC), time-out, or in-school suspension• Assignment to detention• Refer to individual student-support, response, or problem-solving team.• Develop, review, or revise individual student planning tools (e.g., Behavior Support Plan, Behavior Function Identification Worksheet, Behavior Collection Form).• Mental health evaluation referral (e.g., mobile assessments, counseling services)• Alcohol/Drug evaluation referral (e.g., Substance Abuse IOP)• Threat assessment evaluation referral• Refer to social and emotional skills instruction groups (e.g., conflict-management, anger-management, aggression-replacement, organizational skills).• Refer to mentoring program.• Refer to community organizations, including conferencing and community mediation.• Refer to in-school conflict resolution programs (e.g., community conferencing, peer mediation).• Reflective or constructive assignment• Loss of privileges• Restitution• RP strategies (e.g., conflict circle)
LEVEL 3: Short-Term Suspension—May be appropriate when interventions and supports have been put in place but the behavior is escalating	Examples of Suspension and Referral Responses These interventions may involve the short-term removal of a student from the school environment because of the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited. Staff should use these responses in a graduated fashion. <ul style="list-style-type: none">• Parent/Guardian notification• Parent/Guardian/Student/Teacher/Administrator conference• Refer to individual student-support, response, or problem-solving team.• Develop, review, or revise individual student planning tools (e.g., Behavior Support Plan, Behavior Function Identification Worksheet, Behavior Collection Form).• Mental health evaluation referral (e.g., mobile assessments, counseling services)• Alcohol/Drug evaluation referral (e.g., Substance Abuse IOP)• Threat assessment evaluation referral• Develop, review, or revise student reentry plan for optimal success upon reentry in the school.• Obtain consent for the creation of a new Functional Behavior Assessment (FBA), or modify the current Behavior Intervention Plan (BIP).• Refer to community organizations, including conferencing and community mediation.• RP strategies (e.g., responsive circle)• Short-term suspension (one to three days)



<p>LEVEL 4: Request for Long-Term Suspension—May be appropriate when student's behavior seriously affects the safety of others in the school</p>	<p>Example of Extended Suspension and Referral Responses</p> <p>These interventions involve the removal of a student from the school environment because of the severity of the behavior. The duration of the long-term suspension is to be limited. They may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on monitoring the safety of the school community and ending self-destructive and dangerous behavior. Staff should use these responses in a graduated fashion.</p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> • Parent/Guardian notification • Parent/Guardian/Student/Teacher/Administrator conference • Refer to individual student-support, response, or problem-solving team. • Develop, review, or revise individual student planning tools (e.g., Behavior Support Plan, Behavior Function Identification Worksheet, Behavior Collection Form). • Mental health evaluation referral (e.g., mobile assessments, counseling services) • Alcohol/Drug evaluation referral (e.g., Substance Abuse IOP) • Threat assessment evaluation referral </td><td> <ul style="list-style-type: none"> • Develop, review, or revise student reentry plan for optimal success upon reentry in the school. • Obtain consent for the creation of a new FBA, or modify the current BIP. • RP strategies (e.g., transition circle, family conferences) • Long-term suspension (six to ten days) • Long-term suspension may be referred to the assistant director of the Office of Student Relations for a conference and decision. </td></tr> </table>	<ul style="list-style-type: none"> • Parent/Guardian notification • Parent/Guardian/Student/Teacher/Administrator conference • Refer to individual student-support, response, or problem-solving team. • Develop, review, or revise individual student planning tools (e.g., Behavior Support Plan, Behavior Function Identification Worksheet, Behavior Collection Form). • Mental health evaluation referral (e.g., mobile assessments, counseling services) • Alcohol/Drug evaluation referral (e.g., Substance Abuse IOP) • Threat assessment evaluation referral 	<ul style="list-style-type: none"> • Develop, review, or revise student reentry plan for optimal success upon reentry in the school. • Obtain consent for the creation of a new FBA, or modify the current BIP. • RP strategies (e.g., transition circle, family conferences) • Long-term suspension (six to ten days) • Long-term suspension may be referred to the assistant director of the Office of Student Relations for a conference and decision.
<ul style="list-style-type: none"> • Parent/Guardian notification • Parent/Guardian/Student/Teacher/Administrator conference • Refer to individual student-support, response, or problem-solving team. • Develop, review, or revise individual student planning tools (e.g., Behavior Support Plan, Behavior Function Identification Worksheet, Behavior Collection Form). • Mental health evaluation referral (e.g., mobile assessments, counseling services) • Alcohol/Drug evaluation referral (e.g., Substance Abuse IOP) • Threat assessment evaluation referral 	<ul style="list-style-type: none"> • Develop, review, or revise student reentry plan for optimal success upon reentry in the school. • Obtain consent for the creation of a new FBA, or modify the current BIP. • RP strategies (e.g., transition circle, family conferences) • Long-term suspension (six to ten days) • Long-term suspension may be referred to the assistant director of the Office of Student Relations for a conference and decision. 		

Corporal punishment is prohibited as a method of correcting behavior.

The staff member describes the student's behavior and/or records the student's statements on a Pupil Disciplinary Referral Form or Behavior Incident Form. The form is given to the appropriate administrator.

The administrator meets with the student. The administrator:

1. Reads the referral form to the student.
2. Allows the student to respond to the charges and evidence.
3. Conducts an investigation, if necessary.
4. Decides what action to take and records it on the form.
5. Informs the student of the action to be taken.
6. Notifies the parent/guardian of the disciplinary action, as appropriate.
7. Requires the student, if necessary, to take the form home to be signed by his or her parent/guardian and returned to school.
8. Distributes copies of the form.

Discipline records are kept by the administrator. The records are accessible to teachers, administrators, the student, and/or the parent/guardian, as required by the Family Educational Rights and Privacy Act (FERPA). Suspensions shall be placed in the individual student's disciplinary record.



Progressive Discipline Process

Progressive Intervention and Discipline—Every reasonable effort should be made to correct inappropriate student behavior using logical consequences and restorative action. Significant disciplinary responses, such as out-of-school suspension, are used for the most serious situations. When an exclusionary disciplinary response is used (e.g., in-school suspension, out-of-school suspension), it must be paired with one or more interventions. In a progressive approach to intervention and discipline, students have the space to make mistakes, learn from them, and receive support to change their behavior over time. When a specific student behavior does not change using the lowest identified level of intervention and/or discipline—or the behavior increases in frequency, intensity, or duration—the next level of intervention/disciplinary response is used. The progressive approach to intervention and discipline does not apply to most Level 4 offenses. All interventions and disciplinary responses should be selected, implemented, and assessed to help students do the following:

- Understand why the behavior is unacceptable and the harm it has caused
- Take responsibility for their actions
- Understand what they could have done differently in the same situation
- Learn social strategies and skills to use in the future
- Understand the progression of more serious consequences if the behavior reoccurs
- Take measures to repair the harm the behavior may have caused

Because inappropriate behavior may be symptomatic of underlying problems that students are experiencing, it is critical that all staff be sensitive to issues that may influence student behavior and respond in ways that are most supportive of student needs. The interventions and disciplinary responses described here should be carefully matched to the needs of the student and the overall context of the situation.

If a Level 1 or Level 2 corrective strategy is used to address the same behavior more than three times, an administrator may use his or her professional judgment and move to a Level 3 response, resulting in a possible short-term suspension of one to three days. A parent/guardian should be made aware of the repeated behaviors and partner with the school on a plan to successfully address the behavior.

The discipline of Exceptional Child Education (ECE) students with disabilities is subject to state and federal law in addition to the *Student Support and Behavior Intervention Handbook*. To the extent any conflict exists,

state and federal law will prevail. In deciding disciplinary measures, the local school will take into consideration the district's ECE procedures if the conduct in question was caused by or had a direct and substantial relationship to the student's disability or was the direct result of the school's failure to implement the IEP.

Discipline Procedures for Early Childhood Preschool Students

~~School staff members shall ensure that all disciplinary procedures and consequences meet the developmental levels of the Early Childhood student. The school administration and staff may consult and collaborate with the Early Childhood staff in the development and administration of discipline/remediation measures. Consultation with the Early Childhood administration must occur when an out-of-school placement is being considered.~~

School staff members shall ensure that all disciplinary procedures and consequences meet the developmental stages of the Early Childhood student. Keep in mind that behaviors that seem inappropriate for older students may be typical behavior for preschool age students. The school administration and staff may consult and collaborate with the Early Childhood Office in the development and administration of discipline/remediation measures. This includes the Instructional Coach or ECE resource teacher assigned to the location as well as coordinators and specialist in the Early Childhood Office. Consultation with the Early Childhood Compliance Specialist must occur when an out-of-school placement is being considered.

Developmentally appropriate behaviors and practices are outlined in three levels:

Level 1

Students at Level 1 display only minor inappropriate behaviors, which are developmentally appropriate and should be viewed as learning opportunities rather than misbehavior. Thus, staff should approach these situations as a teaching opportunity rather than something that requires a reprimand. Examples of minor inappropriate behavior includes yelling, peer conflict, delay or refuse to follow directions, inability to accept feedback, crying, pouting or whining. Students at level 1 are typically responsive to the universal strategies that should be in place in all classrooms, and implemented regularly by all teachers in all settings. This includes behavior expectations that are taught directly to all children through discussion, modeling, and role-play. Communicate with children at eye level and reference behavior expectations when providing specific acknowledgment for desirable behavior and when correcting inappropriate behavior.



Level 2

Students at Level 2 exhibit behavior that is similar in topography as those mentioned in Level 1; however, it is typically more frequent or intense, and there may be infrequent displays of more severe behavioral challenges. When students continue to display minor inappropriate behavior regularly despite a teacher's best effort to implement universal strategies, the same strategies are typically modified slightly, or provided more frequently. Teachers should collaborate with the entire instructional team (Lead IA & IA) to reflect on the consistency with which they have acknowledged positive behavior, minimized attention to minor negative behavior, and enforced consequences consistently. The school counselor may identify one or two social stories most relevant to the challenging behavior, and works with the teaching staff to identify whom, and how often, the social stories will be read. The teacher should establish a weekly home-school connection system; the system should communicate more positive than negative behavior. Counselors may submit a Referral to the Early Childhood Behavioral Health Coordinator for additional support.

Level 3

Students who exhibit the behaviors described previously with extreme regularity, or whom exhibit dangerous behaviors with the potential to injure themselves or others, are considered level 3 and should be referred to the school/center student support team for additional support. The support team should consist of the teacher, the instructional coach, and the ECE resource teacher. Optional members of the student support team include the mental health coordinator, the mental health consultant, the transportation coordinator, the family resource or comprehensive services staff. Counselors may submit a Referral to the Early Childhood Behavioral Health Coordinator for additional support.

Due Process

Whenever a student is accused of committing a violation of the *Student Support and Behavior Intervention Handbook*, he or she has the right to due process. This means that he or she must:

1. Be informed of the charges and evidence,
2. Be provided with an opportunity to present his or her side of the case, and
3. Be provided with an opportunity to appeal the decision.

Due-process procedures will be followed before any suspension, unless immediate suspension is necessary to protect persons or property or to avoid disruption of the ongoing educational process. In such cases, due-process procedures must be followed within three school days.

The appeal process for a suspension is outlined beginning on page 32.

Right to Counsel

Persons who are involved in any disciplinary process have the right to legal representation at their own expense.

Parent/Guardian Conference

The school may arrange a conference with the parent/guardian when proactive measures have been exhausted and the student is removed from the instructional environment. An effort will be made to arrange the conference at a time that is convenient for the parent/guardian and school staff involved. If it is impossible for the parent/guardian to meet at the school, an alternative means of discussion will be arranged.

The conference will be arranged by telephone. If contact by telephone is impossible, the parent/guardian will be contacted by mail.

If the parent/guardian is unable to attend due to circumstances beyond his or her control, attempts should be made to engage the parent via home visits and/or phone calls and the conference will be held with the student. The administrator will report the results of the conference to the parent/guardian.

The purpose of the conference will be to discuss the problem(s) and possible solutions with appropriate school staff. School records and discipline records will be available at the meeting. The student must be invited to the meeting. The results of the meeting will be recorded on the Pupil Disciplinary Referral Form and kept by the school.

Retaliation and Discrimination Prohibited

Employees and other students shall not retaliate or discriminate against a student because he or she reports a violation of the handbook or assists or participates in any investigation, proceeding, or hearing regarding the violation. The superintendent/designee shall take measures needed to protect students from such retaliation.

Attendance/Tuancy Policy

All students are required by law to attend school every day and to be on time for school and all classes. Tardiness is not just being late for school as traditionally interpreted; it is defined by law as "any amount of instructional time missed." This includes being late to school or leaving school before classes are dismissed.



Students are required to sign in on an Entry Log if they are late to school or to sign out of school on an Exit Log if they leave the building during any part of the instructional day.

As of July 1, 2015, new compulsory school attendance laws (KRS 159.010) went into effect, which require all students to attend school until they are 18 years old or have completed a high school program. Students who have previously dropped out but are younger than 18 years old must reenroll in school or they will be considered truant under the law. JCPS staff are here to support each student with reenrollment and to ensure that he or she finds an educational program that is engaging and beneficial to his or her future.

The district records excused and unexcused absences daily to comply with Kentucky law, KRS 159.150, which states, "Any child who has attained the age of six years but has not reached his or her eighteenth birthday, who has been absent from school without a valid excuse for three or more days, or [who has been] tardy without a valid excuse on three or more days is a truant. Any student enrolled in a public school who has attained the age of 18 years but has not reached his or her twenty-first birthday, who has been absent from school without a valid excuse for three or more days, or [who has been] tardy without a valid excuse on three or more days is a truant." The law defines an *habitual truant* as "any student who has been reported as truant two or more times."

Kentucky law, KRS 159.990, holds accountable a public school student who has attained the age of 18, but who has not reached his or her twenty-first birthday, if the student fails to comply with school truancy laws; holds accountable the parent/guardian or custodian of a public school student who has not reached his or her eighteenth birthday if the student fails to comply with school truancy laws; and holds accountable the court-appointed guardian of a public school student who has been identified as an exceptional child or youth and has not reached his or her twenty-first birthday if the student fails to comply with school truancy laws. Any parent/guardian or custodian who fails to comply with the requirements may face fines of \$100 for the first offense and \$250 for the second offense and may be charged with a Class B misdemeanor for each subsequent offense. Charges of educational neglect and/or unlawful transaction with a minor may also be filed.

An excused absence or tardy is one for which work may be made up. Excused absences and tardies include such circumstances and occasions as a death or severe illness in the student's immediate family, an illness of the student, religious holidays and practices, one day for attendance at the Kentucky State Fair, and other

valid reasons as determined by the principal. When a student accumulates a total of ten full-day absences due to illness, parents are required to present a written statement from a medical professional (e.g., doctor, dentist, psychologist) for additional absences during the current school year in order for the student to be excused.

If a student's parent or legal guardian is a member of the United States Armed Forces, including a member of a state National Guard or a Reserve unit, and is called to federal active duty, a JCPS principal shall ~~will~~ grant the student an excused absence for one school day when the parent/guardian is deployed.

The student will also be granted an excused absence for one school day when the parent/guardian returns from deployment. If a student's parent/guardian is stationed out of the country and is granted rest and recuperation leave, the student will be allowed up to ten excused absences for visitation. A student receiving an excused absence for these purposes shall be considered present in school and will have the opportunity to make up schoolwork missed and will not have his or her class grades adversely affected for lack of class attendance or class participation due to the excused absence.

Excused absences for the purpose of educational enhancement may be granted for up to ten school days in order for a student to pursue an opportunity that the local school administrator determines to be of significant educational value, provided that the date(s) requested does not conflict with state or district testing periods. This opportunity may include, but is not limited to, participation in an educational foreign exchange program or an intensive instructional, experiential, or performance program in one of the core curriculum subjects of English, science, mathematics, social studies, foreign language, or the arts. A principal's determination may be appealed to the superintendent/designee, whose decision may then be appealed to the Board of Education. A student receiving an excused absence to pursue an educational enhancement opportunity shall be considered present in school during the excused absence.

Parents/Guardians are to notify the school on the day on which their child is absent and provide notes to explain and confirm excused absences and tardies within three school days of the student's return.

When a student is habitually absent, the local school clerical and/or administrative staff may ~~will~~:

- Refer the student to the FRYSC coordinators, where available, who will work with the student and his or her family in support of regular attendance.



- Notify the parent/guardian by telephone or in writing of unexcused absence(s).
- Send a letter to the parent/guardian stating that the student is truant after the third unexcused absence.
- Hold a conference with the parent/guardian after the sixth unexcused absence.
- Notify the Pupil Personnel Department electronically after the sixth unexcused absence and state any interventions conducted at the local school.

When a student has six or more unexcused absences:

- An assistant director of Pupil Personnel or a school social worker may visit the home of the student.
- A final notice may be served in person or sent by certified mail to the parent/guardian.
- An assistant director of Pupil Personnel or a school social worker may require a parent/guardian conference and/or file an educational neglect report with Child Protective Services (CPS).
- A student may be referred to Family Court by the assistant director of Pupil Personnel and may be subject to legal action if absences continue to accumulate.
- Students who continue to be absent from school may be required to attend a formal district-level review with their parent/guardian to recommend further services or interventions.

Make-Up Work

A student receiving an excused absence shall have the opportunity to make up missed schoolwork and not have his or her class grades adversely affected for lack of class attendance or class participation due to the excused absence. A student returning to school after an excused absence or suspension may request make-up work within three school days of his or her return to each class. The student will have the number of school days of absence or suspension plus one school day from the time he or she receives the make-up work to complete the work and submit it to the teacher. For ECE students or students with 504 plans, this must be done in accordance with the accommodation plan.

The local School-Based Decision Making (SBDM) Council or, if none exists, the principal, with input from teachers and parents, shall establish rules regarding make-up work for unexcused absences other than suspensions.



Behavior and Range of Corrective Strategies

See page 22 for the Progressive Discipline Process.

**Grades
Pre-K–5**

LEVEL 1

These interventions will involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school and in the classroom. These interventions will typically involve a **parent/guardian conference, office time-out, cooling-off period, peer mediation, referral to student support staff, or detention**. Staff should use these responses in a graduated fashion.

LEVEL 2

These interventions will involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school. These interventions will typically involve **short-term time in a Positive Action Center (PAC), time-out, or in-school suspension**. Staff should use these responses in a graduated fashion.

LEVEL 3

These interventions will involve the short-term removal of a student from the school environment because of the severity of the behavior (**short-term [one to three days] out-of-school suspension**). The duration of the short-term suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior. Staff should use these responses in a graduated fashion.

LEVEL 4

These interventions involve the removal of a student from the school environment because of the severity of the behavior (**long-term [six to ten days] out-of-school suspension**). They may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on monitoring the safety of the school community and ending self-destructive and dangerous behavior. Staff should use these responses in a graduated fashion.

BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Unexcused tardiness to class/Nonattendance to class	•	•		
Spitting	•	•	•	
Leaving class without permission	•	•		
Intentionally throwing or releasing an object that has the potential to cause a disturbance, injury, or property damage, when the act of throwing or releasing the object is not part of a supervised activity	•	•	•	
Talking out in class	•	•		
Failure to respond to questions or requests	•	•		
False information to staff	•	•		
Taunting, baiting, inciting a fight	•	•	•	
Excessive noise	•	•		
Horseplay	•	•		
Cheating/Academic dishonesty (results in academic consequence)	•			
Dress code violation	•	•		
Inappropriate use of district technology	•	•		
Violation of personal electronic/telecommunication device policy				
Making, transmitting, or distributing any recording of the voice, picture, or image—that has not been approved by or authorized by the school—of any other student, staff member, or other persons in any nonemergency situation and without the consent of the person(s) recorded				
Pre-K through grade three	•	•		
Grades four and five	•	•	•	
Failure to attend detention	•	•		
Loitering on school grounds	•			
Leaving school grounds without permission	•	•	•	
Forgery/Counterfeiting				
The creation or alteration of a written instrument (e.g., check, transcript, identification, currency, communication, or any other official document)	•	•		
Profanity/Vulgarity				
Swearing, cursing, using hate speech, or making obscene gestures	•	•		
Profanity/Vulgarity toward staff				
Swearing, cursing, using hate speech, or making obscene gestures toward staff	•	•	•	
Gambling				
Games of chance or skill for money or profit	•	•		
Use/Possession of tobacco products and electronic cigarettes				
Any form of tobacco (e.g., cigarettes, cigars, loose tobacco, dip, chew, electronic cigarettes, or similar instruments) except as prescribed by a medical doctor (e.g., nicotine replacement gum or patches)	•	•		
Theft/Vandalism				
Theft—A person is guilty of theft by unlawful taking or disposition when he or she unlawfully: (a) Takes or exercises control over movable property of another with intent to deprive him or her thereof; or (b) Obtains immovable property of another or any interest therein with intent to benefit himself or herself or another not entitled thereto. Vandalism—Damaging or defacing school property or the property of school personnel/students (includes criminal mischief)				
Pre-K through grade three (less than \$500)	•	•		
Grades four and five (less than \$500)	•	•	•	
Pre-K through grade three (more than \$500)	•	•	•	
Grades four and five (more than \$500)		•	•	•



Behavior and Range of Corrective Strategies

See page 22 for the Progressive Discipline Process.

**Grades
Pre-K–5**

LEVEL 1

These interventions will involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school and in the classroom. These interventions will typically involve a **parent/guardian conference, office time-out, cooling-off period, peer mediation, referral to student support staff, or detention**. Staff should use these responses in a graduated fashion.

LEVEL 2

These interventions will involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school. These interventions will typically involve **short-term time in a Positive Action Center (PAC), time-out, or in-school suspension**. Staff should use these responses in a graduated fashion.

LEVEL 3

These interventions will involve the short-term removal of a student from the school environment because of the severity of the behavior (**short-term [one to three days] out-of-school suspension**). The duration of the short-term suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior. Staff should use these responses in a graduated fashion.

LEVEL 4

These interventions involve the removal of a student from the school environment because of the severity of the behavior (**long-term [six to ten days] out-of-school suspension**). They may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on monitoring the safety of the school community and ending self-destructive and dangerous behavior. Staff should use these responses in a graduated fashion.

BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Robbery				
Theft involving the use of physical force, deadly weapons, or dangerous instruments			•	•
Fighting/Striking student				
The use of physical violence between two students or the use of violence by a student on another person when there is no major injury as determined by the school administrator (excludes verbal confrontations, threats, intimidation, and other encounters where no injury is intended)	•	•	•	
Fighting/Striking faculty, staff, or other officials				
The deliberate use of substantial physical force toward a faculty member, staff member, or other school official when no serious injury is caused or intended		•	•	•
Intimidation/Harassment/Harassing communications toward staff		•	•	•
Intimidation/Harassment/Harassing communications toward student		•	•	•
Bullying/Cyberbullying		•	•	•
Drug/Alcohol possession/Under the influence (referral for treatment)				
Includes alcohol, illegal drugs, prescription drugs, over-the-counter drugs, drug paraphernalia, and look-alike drugs/alcohol	•	•	•	
Drug/Alcohol/Tobacco/Electronic cigarette distribution				
Includes alcohol, illegal drugs, prescription drugs, over-the-counter drugs, look-alike drugs/alcohol, and synthetic drugs		•	•	•
Assault/Sexual abuse/Sexual assault/Criminal abuse				
Intending to cause or causing physical injury to another person by means of a deadly weapon or dangerous instrument or intentionally causing physical injury to another person. Sexual assault or physical sexual abuse of any kind is considered assault. Arson with staff/students present is considered an assault.			•	•
Inappropriate sexual behavior				
Includes possession of pornography, sexual contact, and indecent exposure				
Pre-K through grade three	•	•	•	
Grades four and five		•	•	
Arson				
Attempting to set, aiding in setting, or setting a fire			•	•
Weapons/Dangerous instruments				
Possession, transfer, storage, or use of a deadly weapon or use of a dangerous instrument as defined by law (Look-alike weapons will be treated as authentic.)		•	•	•
Bomb threats/False fire alarms/False police reports/ Terroristic threatening/ Fireworks/Explosives			•	•
All other criminal offenses: kidnapping, extortion, etc. (law)			•	•



Behavior and Range of Corrective Strategies

See page 22 for the Progressive Discipline Process.

Grades 6–12

LEVEL 1

These interventions will involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school and in the classroom. These interventions will typically involve a **parent/guardian conference, office time-out, cooling-off period, peer mediation, referral to student support staff, or detention**. Staff should use these responses in a graduated fashion.

LEVEL 2

These interventions will involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school. These interventions will typically involve **short-term time in a Positive Action Center (PAC), time-out, or in-school suspension**. Staff should use these responses in a graduated fashion.

LEVEL 3

These interventions will involve the short-term removal of a student from the school environment because of the severity of the behavior (**short-term [one to three days] out-of-school suspension**). The duration of the short-term suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior. Staff should use these responses in a graduated fashion.

LEVEL 4

These interventions involve the removal of a student from the school environment because of the severity of the behavior (**long-term [six to ten days] out-of-school suspension**). They may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on monitoring the safety of the school community and ending self-destructive and dangerous behavior. Staff should use these responses in a graduated fashion.

BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Unexcused tardiness to class/Nonattendance to class	•	•		
Spitting	•	•	•	
Leaving class without permission	•	•		
Intentionally throwing or releasing an object that has the potential to cause a disturbance, injury, or property damage, when the act of throwing or releasing the object is not part of a supervised activity	•	•	•	
Talking out in class	•	•		
Failure to respond to questions or requests	•	•	•	
False information to staff	•	•	•	
Taunting, baiting, inciting a fight	•	•	•	
Excessive noise	•	•		
Horseplay	•	•	•	
Cheating/Academic dishonesty (results in academic consequence)	•			
Dress code violation	•	•		
Inappropriate use of district technology	•	•		
Violation of personal electronic/telecommunication device policy				
Making, transmitting, or distributing any recording of the voice, picture, or image—that has not been approved by or authorized by the school—of any other student, staff member, or other persons in any nonemergency situation and without the consent of the person(s) recorded	•	•	•	
Failure to attend detention	•	•		
Loitering on school grounds	•	•		
Leaving school grounds without permission	•	•	•	
Forgery/Counterfeiting				
The creation or alteration of a written instrument (e.g., check, transcript, identification, currency, communication, or any other official document)	•	•	•	
Profanity/Vulgarity				
Swearing, cursing, using hate speech, or making obscene gestures	•	•		
Profanity/Vulgarity toward staff				
Swearing, cursing, using hate speech, or making obscene gestures toward staff	•	•	•	
Gambling				
Games of chance or skill for money or profit				
Grades six through eight	•	•		
Grades nine through twelve	•	•	•	
Use/Possession of tobacco products and electronic cigarettes				
Any form of tobacco (e.g., cigarettes, cigars, loose tobacco, dip, chew, electronic cigarettes, or similar instruments) except as prescribed by a medical doctor (e.g., nicotine replacement gum or patches)	•	•		
Theft/Vandalism				
Theft—A person is guilty of theft by unlawful taking or disposition when he or she unlawfully: (a) Takes or exercises control over movable property of another with intent to deprive him or her thereof; or (b) Obtains immovable property of another or any interest therein with intent to benefit himself or herself or another not entitled thereto. Vandalism—Damaging or defacing school property or the property of school personnel/students (includes criminal mischief)				
Less than \$500		•	•	
More than \$500			•	•



Behavior and Range of Corrective Strategies

See page 22 for the Progressive Discipline Process.

Grades 6–12

LEVEL 1

These interventions will involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school and in the classroom. These interventions will typically involve a **parent/guardian conference, office time-out, cooling-off period, peer mediation, referral to student support staff, or detention**. Staff should use these responses in a graduated fashion.

LEVEL 2

These interventions will involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school. These interventions will typically involve **short-term time in a Positive Action Center (PAC), time-out, or in-school suspension**. Staff should use these responses in a graduated fashion.

LEVEL 3

These interventions will involve the short-term removal of a student from the school environment because of the severity of the behavior (**short-term [one to three days] out-of-school suspension**). The duration of the short-term suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior. Staff should use these responses in a graduated fashion.

LEVEL 4

These interventions involve the removal of a student from the school environment because of the severity of the behavior (**long-term [six to ten days] out-of-school suspension**). They may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on monitoring the safety of the school community and ending self-destructive and dangerous behavior. Staff should use these responses in a graduated fashion.

BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Robbery				
Theft involving the use of physical force, deadly weapons, or dangerous instruments			•	•
Fighting/Striking student				
The use of physical violence between two students or the use of violence by a student on another person when there is no major injury as determined by the school administrator (excludes verbal confrontations, threats, intimidation, and other encounters where no injury is intended)			•	•
Fighting/Striking faculty, staff, or other officials				
The deliberate use of substantial physical force toward a faculty member, staff member, or other school official when no serious injury is caused or intended			•	•
Intimidation/Harassment/Harassing communications toward staff		•	•	•
Intimidation/Harassment/Harassing communications toward student		•	•	•
Bullying/Cyberbullying		•	•	•
Drug/Alcohol possession/Under the influence (referral for treatment/intervention)				
Includes alcohol, illegal drugs, prescription drugs, over-the-counter drugs, drug paraphernalia, and look-alike drugs/alcohol		•	•	•
Drug/Alcohol/Tobacco/Electronic cigarette distribution				
Includes alcohol, illegal drugs, prescription drugs, over-the-counter drugs, look-alike drugs/alcohol, and synthetic drugs		•	•	•
Assault/Sexual abuse/Sexual assault/Criminal abuse				
Intending to cause or causing physical injury to another person by means of a deadly weapon or dangerous instrument or intentionally causing physical injury to another person. Sexual assault or physical sexual abuse of any kind is considered assault. Arson with staff/students present is considered an assault.			•	•
Inappropriate sexual behavior				
Includes possession of pornography, sexual contact, and indecent exposure				
Grades six through eight		•	•	•
Grades nine through twelve			•	•
Arson				
Attempting to set, aiding in setting, or setting a fire			•	•
Weapons/Dangerous instruments				
Possession, transfer, storage, or use of a deadly weapon or use of a dangerous instrument as defined by law (Look-alike weapons will be treated as authentic.)			•	•
Bomb threats/False fire alarms/False police reports/ Terroristic threatening/ Fireworks/Explosives			•	•
All other criminal offenses: kidnapping, extortion, etc. (law)			•	•



Suspension Procedures

A principal, assistant principal, or head teacher can suspend a student for offenses as outlined on the Behavior and Range of Corrective Strategies charts beginning on page 25.

- ECE students, those who are disabled under Section 504 of the Rehabilitation Act of 1973, and students who are being assessed for suspected disabilities have additional rights guaranteed under federal and state laws. These are addressed on page 31.
- A short-term, local school suspension is for one to three school days.
- A district suspension is for six to ten school days.
- District suspensions may be referred to the assistant director of Student Relations for a conference and decision.
- A suspension of one to ten school days requires an informal hearing in which the student is told of the charge against him or her, is given a chance to present his or her perspective regarding the incident, and is given the right to appeal the decision. If a student is believed to be a danger to himself or herself or to others, he or she may be suspended first and an informal hearing will be scheduled afterward (within three school days).
- A district suspension of 11 to 20 school days requires a formal hearing unless such a hearing is waived by the parent/guardian. The procedures for a formal hearing are outlined on this page.
- A student on suspension may not enter the school or go on any JCPS school grounds unless arrangements for him or her to do so are made with an administrator. The student may not attend any day or night JCPS-sponsored function or ride a JCPS bus. Any violation of these conditions will result in further disciplinary action.
- Make-up work may be requested by a student within three school days of his or her return from suspension. Make-up work will include only written daily work, tests, and major projects. Some class work cannot be duplicated and therefore cannot be made up. Make-up work will be provided to the student as arranged with the teacher. The student will have the number of school days of suspension plus one school day from the time he or she receives the make-up work to submit it to the teacher. When an absence or suspension occurs at the end of a semester or school year, the student or parent/guardian can make arrangements with the school administrator to take tests and turn in major projects. (See page 24.)
- A suspension will be for a definite number of school days and cannot be extended.

- Within one day of the informal hearing, the administrator will inform (verbally and/or in writing) the parent/guardian of the decision to suspend a student.

Formal Hearing

When a student has been suspended to the district for 11 to 20 school days, he or she is entitled to a formal hearing (ECE maximum of 10 days).

- The hearing will be held within three school days of notification of suspension.
- The parent/guardian will be notified of the date, time, and place of the hearing.
- The hearing officer will be appointed by the superintendent/designee.
- Written charges and information collected to support the charges will be provided to the student and the parent/guardian.
- The student will have a chance to present a defense to the charges and may be represented by an attorney at his or her own expense.
- The student will be allowed to present witnesses.
- The parent/guardian may waive the right to the formal hearing.
- The parent/guardian will receive the decision of the hearing officer within five school days.
- A written transcript of the hearing will be provided if requested.

Suspension Procedures for ECE Students

The following section applies to students who have a disability and are receiving special education and related services or are in the process of being identified, located, evaluated, and possibly placed in the ECE Program.

School officials may suspend students with disabilities and cease educational services for a total of up to **ten** ~~five~~ consecutive or **ten** ~~five~~ cumulative school days in one school year without providing special education services. An Admissions and Release Committee (ARC) meeting is required **when a discipline action involving a suspension reaches six cumulative school days in a given year** ~~for all suspensions of more than five cumulative days in a given school year~~. Saturday and before- and after-school detentions do not count toward the days of suspension. Additionally, in-school suspensions do not count toward the days of suspension if students with disabilities continue to participate in the general education curriculum, receive their IEP services by an ECE-certified teacher, and have access to nondisabled peers according to their IEP. The principal or his or her designee



nee has discretion to suspend students with disabilities for fewer days than set forth for a single offense.

Given these procedural safeguards stated above, school officials may suspend students with disabilities for up to ten cumulative school days a year. While Kentucky regulations exceed federal regulations, federal regulations offer some flexibility in suspending students in excess of ten school days in a school year in certain circumstances and with the provision of appropriate educational services. Student must receive Free Appropriate Public Education (FAPE) and all IEP services beginning day 11.

In order to determine whether the circumstances permit a suspension in excess of ten days per school year, consultation with a Student Relations ECE Coordinator is required. ~~and approval from a school's Achievement Area assistant superintendent are required.~~ Without such consultation and approval from the Student Relations ECE Coordinator ~~such consultation with and approval from the Achievement Area assistant superintendent,~~ the cumulative ten-school-day limit on school suspensions will apply.

The ARC assembles for suspensions reaching six cumulative days and all suspensions of more than ten days in a given school year ~~for all suspensions of more than five cumulative days in a given school year.~~ The ARC convenes within ten days of the date on which the decision is made regarding the proposed suspension.

Prior to the ARC meeting, the ARC chairperson:

1. Schedules the ARC meeting. By regulation, this requires a seven-day notice unless the parent/guardian agrees to meet prior to the seven days. In cases of drugs, weapons, serious bodily injury, or significant behavioral-discipline safety concerns, an ARC may be scheduled with a 24-hour notice to parents.
2. Invites and ensures full participation of the following core members: ARC chairperson, regular education teacher of the student, special education teacher of the student, student (invitation required for students in eighth grade or age 14 or older; if younger than age 14, as appropriate), and others, as appropriate (e.g., school counselor, school psychologist, community agency representatives).

During the ARC meeting, the membership:

1. Analyzes the behavior of concern in depth and determines whether there has been a series of previous behavior incidents or removals that constitute a pattern of behavior.

2. Considers all relevant information, including the IEP, FBA, BIP, progress data, observations, Behavior Incident Logs, disciplinary reports from current and past school years, information provided by the parents, and any evaluation information that describes the specific behavior(s).
3. Considers, if appropriate, gaining permission to plan/conduct an FBA.
4. Develops and implements a BIP if an FBA has already been conducted. In the event that the BIP is greater than one year old or does not exist, the ARC develops and implements the BIP.
5. Reviews and modifies the IEP, FBA, and BIP, as necessary, to include appropriate specially designed instruction and behavior intervention services and modifications that are designed with sufficient intensity to address the behavior violation such that it does not recur.
6. Considers the use of PBIS and other strategies to address the behavior of concern for a student whose behavior impedes the student's learning or that of others.
7. Discusses steps taken by the school to address the behavior of concern subject to suspension.
8. Conducts a Manifestation Determination.

Manifestation Determination

The ARC conducts the Manifestation Determination by reviewing the student's eligibility information, programming, and all other relevant information ~~IEP and placement~~ in relation to the behavior in question to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability.
- If the behavior in question was the direct result of the district's failure to implement the IEP/BIP.

The ARC will determine that the behavior is not a manifestation of the student's disability if the conduct in question was not caused by, or had no direct and substantial relationship to, the student's disability or was not the direct result of the district's failure to implement the IEP/BIP. If the behavior is not a manifestation, the student may be disciplined in accordance with the *Student Support and Behavior Intervention Handbook* up to ten cumulative days of suspension in a school year.

The ARC will determine that the behavior is a manifestation of the student's disability if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability or the conduct



was a direct result of the district's failure to implement the IEP/BIP. If the determination is that the IEP/BIP have not been implemented, the district must take immediate steps to remedy those deficiencies. The ARC conducts an FBA if not completed prior to the change in placement. The ARC must gain parental permission and written consent to conduct an FBA. The ARC reviews the BIP if developed and modifies it to address the behavior. If the behavior has not been previously addressed in the IEP, the ARC should include the development of strategies, including positive behavior interventions, strategies, and supports, to address the behavior. If the behavior is a manifestation of the disability, the ARC will:

- Return the student to the placement from which the student was removed; and
- The student may be disciplined in accordance with the *Student Support and Behavior Intervention Handbook* up to ten cumulative days of suspension in a school year; or
- The ARC and the parent may agree to a change in placement as part of the modification of the IEP and BIP; or
- In the case of behavioral violations involving illegal drugs, weapons, or serious bodily injury, the ARC may order a change in placement to an interim alternative setting up to 45 school days.

Referral to Alternative Placement for ECE Students

~~For students with very serious behavior violations, the school may suspend the ECE student to the district for a minimum of two days and refer the student to ECE placement specialists. If the ARC considers referral to a district alternative placement as part of the district's continuum of placement options, the ARC chairperson must secure consultation from the ECE coordinator of placement or his or her designee. Given consultation, the ARC chairperson:~~

- ~~• Invites a representative of the Referral Team to the ARC meeting.~~
- ~~• Conducts an ARC meeting following the steps on page 30 ("Prior to the ARC meeting" and "During the ARC meeting"), including Manifestation Determination.~~

For students with very serious behavior violations, the school administrator may refer the ECE student to Student Relations ECE Coordinator of Behavior. Given consultation, the ECE Coordinator of Behavior may:

- Follow up with school administrator to offer pro-

gramming/support considerations.

- Schedule a school-based consultation with ECE Behavior Programming Support
- Assign an ECE Behavior Placement Specialist to conduct an ARC meeting following the steps on p.30 ("Prior to the ARC meeting" and "During the Arc meeting"), including Manifestation Determination if appropriate).

If a determination is made at the ARC meeting that the behavior is a manifestation of the student's disability, the student should be returned to the placement from which the student was removed unless the parent and the district agree to a change in placement. If the behavior is not a manifestation of the student's disability, the student may be disciplined in the same manner and for the same duration as the relevant procedures would be applied to students without disabilities and be placed in an alternative setting. Students must continue to receive FAPE, including all IEP and related services.

In the event of a behavior violation involving drugs, weapons, or serious bodily injury in which an interim alternative placement is considered, the ARC chairperson shall secure consultation from the coordinator of ECE placement or his or her designee. The ARC chairperson completes the steps listed on page 30 in "Prior to the ARC meeting" and "During the ARC meeting," including completion of Manifestation Determination. A disciplinary change of placement may occur for up to 45 school days, even if the behavior is determined to be a manifestation of the disability. The ARC may order a change in placement to an interim alternative setting for not more than 45 school days, even if the parent is not in agreement with the proposed placement. If the parent refuses a change of placement as determined by the ARC, the district may choose to request an expedited due process hearing. Following the 45 school days, another ARC is convened to consider all placement options, including an alternative placement.

This section is a summary of more detailed administrative procedures, which are aligned with the Individuals with Disabilities Education Improvement Act (IDEIA) Amendments of 2004.

Suspension Procedures for Students Disabled Under Section 504

Discipline procedures for disabled students as defined by Section 504 of the Rehabilitation Act of 1973 follow guidelines similar to those that apply to students with disabilities identified under IDEIA.

The Section 504 Team completes a Manifestation Determination after a student has been suspended for



more than five days within any school year. If the behavior is a manifestation of the disability, the student may be disciplined in accordance with the *Student Support and Behavior Intervention Handbook* up to ten cumulative days of suspension in a school year. The Section 504 Team considers the following:

- Revising the Section 504 Adaptation Plan
- Completing/Revising an FBA and a BIP

In the case of an illegal drug/alcohol offense, according to 29 U.C.S. Section 705(20)(C)(iv), as indicated by the Office of Civil Rights, "Students eligible under Section 504 lose the right to a Manifestation Determination and due process hearing if they violate illegal drug or alcohol rules and are determined to be 'current users.' See 29 U.S.C. Section 705(20)(C)(iv). Thus, if there is evidence that the student is a current illegal drug or alcohol user, the Section 504 committee can skip the Manifestation Determination, and the student is subject to the regular disciplinary process that would take place in the case of an illegal drug or alcohol offense by a nondisabled student. If there is no evidence that the student is a current user, it must proceed to make the Manifestation Determination."

Local educational agencies may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student who is an individual with a disability and who currently is engaging in the illegal use of drugs or in the use of alcohol to the same extent that such disciplinary action is taken against students who are not individuals with disabilities. Students with IEPs must have a Manifestation Determination meeting.

Due Process and Appeal

Whenever a student is accused of committing a violation of the *Student Support and Behavior Intervention Handbook*, he or she has the right to due process. This means that he or she must:

1. Be informed of the charges and evidence;
2. Be provided with an opportunity to present his or her side of the case; and
3. Be provided with an opportunity to appeal the decision.

The steps in the process for the appeal of a suspension are outlined on the following pages.

A student or parent/guardian may request that the student stay in school during the appeal of a suspension. A student determined by the principal to be a danger to himself or herself or to others or who is highly likely to be so destructive or disruptive that the education of other students cannot continue in a safe and orderly manner shall not be allowed to attend school during the appeal process unless he or she is referred to an

alternative placement. ECE students must follow IDEA and/or 504 regulations.

Appeals are to be made in writing and mailed/delivered to the appropriate administrator. If a parent/guardian/student needs help writing a letter of appeal, he or she may contact Student Relations at **485-3335** for assistance. Refer to the chart on page 34. **Alternative appeal formats may be accepted. These alternative appeal formats may be initiated and approved through the director of Student Relations.**

Failure to follow the appeal procedures within the prescribed time limits as described herein will nullify the right of a student or his or her parent/guardian to appeal.

Appeal Procedure for Short-Term/Local School Suspensions—One to Three School Days

The following procedures are required when a parent/guardian/student appeals a short-term/local school suspension of one to three school days.

1. Write a letter explaining your reasons for appealing the suspension to the school administrator who suspended the student. Take or mail the appeal letter to the school within three school days of notification of the suspension and appeal process.
2. If your appeal is denied by the administrator who suspended the student, you may appeal in writing to the principal. The appeal letter must be delivered to the school within five school days of the day you receive your answer from the administrator who suspended the student.
3. If your appeal is denied by the principal, you may appeal to the Achievement Area assistant superintendent (Jefferson County Public Schools, Van-Hoosier Education Center, 3332 Newburg Road, Louisville, KY 40218). The appeal must be made in writing and mailed or delivered within five school days of the day you receive your answer from the principal. This is the last step in the appeal process. Refer to the chart on page 34.

Appeal Procedure for District Suspensions—Six to Ten School Days

The following procedures are required when a parent/guardian/student appeals a district suspension of six to ten school days.

1. Write a letter explaining your reasons for appealing the suspension to the school administrator who suspended the student. Take or mail the ap-



peal letter to the school within three school days of the notification of the suspension and appeal process.

2. If your appeal is denied by the administrator who suspended the student, you may appeal in writing to the principal. The appeal letter must be delivered to the school within five school days of the day you receive your answer from the administrator who suspended the student.
3. If your appeal is denied by the principal, you may appeal to the director of Student Relations (Jefferson County Public Schools, Lam Building, 4309 Bishop Lane, Louisville, KY 40218). The appeal must be made in writing and mailed or delivered within five school days of the day you receive your answer from the principal.
4. If your appeal is denied by the director of Student Relations, you may appeal to the assistant superintendent of the suspending school (Jefferson County Public Schools, VanHoose Education Center, 3332 Newburg Road, Louisville, KY 40218). The appeal must be made in writing and mailed or delivered within five school days of the day you receive your letter from the director of Student Relations. This is the last step in the appeal process. Refer to the chart on page 34.

Appeal Procedure for District Suspension With Recommendation for Referral to an Alternative Placement

The following procedures are required when a parent/guardian/student appeals a district suspension and referral to an alternative placement.

1. Write a letter explaining your reasons for appealing the suspension to the school administrator who suspended the student. Take or mail the appeal letter to the school within three school days of the notification of the suspension and appeal process.
2. If your appeal is denied by the administrator who suspended the student, you may appeal in writing to the principal. The appeal letter must be delivered to the school within five school days of the day you receive your answer from the administrator who suspended the student.
3. If your appeal is denied by the principal, you may appeal to the director of Student Relations (Jefferson County Public Schools, Lam Building, 4309 Bishop Lane, Louisville, KY 40218). The appeal must be made in writing and mailed or delivered within five school days of the day you receive your answer from the principal.
4. If your appeal is denied by the director of Stu-

dent Relations, you may appeal to the assistant superintendent of the suspending school (Jefferson County Public Schools, VanHoose Education Center, 3332 Newburg Road, Louisville, KY 40218). The appeal must be made in writing and mailed or delivered within five school days of the day you receive your answer from the director of Student Relations. If a student is not assigned to an alternative placement, this is the last step of the appeal process.

5. If your appeal is denied by the assistant superintendent of the suspending school, you may appeal to the superintendent (Jefferson County Public Schools, VanHoose Education Center, 3332 Newburg Road, Louisville, KY 40218). The appeal must be made in writing and mailed or delivered within five school days of the day you receive your answer from the assistant superintendent of the suspending school.
6. If your appeal is denied by the superintendent, you may appeal to the Board of Education (Jefferson County Public Schools, VanHoose Education Center, 3332 Newburg Road, Louisville, KY 40218). The appeal must be made in writing and mailed or delivered within five school days of the day you receive your answer from the superintendent. This is the last step in the appeal process. Refer to the chart on page 34.

Appeal Procedure for Referral to an Alternative Placement

The following procedures are required when a parent/guardian/student appeals the referral to an alternative placement but does not appeal the suspension.

1. Write a letter explaining your reasons for appealing the decision to the appropriate assistant director of Student Relations (Jefferson County Public Schools, Lam Building, 4309 Bishop Lane, Louisville, KY 40218). The letter must be mailed or delivered within five school days of the decision.
2. If your appeal is denied by the assistant director of Student Relations, you may appeal to the director of Student Relations (Jefferson County Public Schools, Lam Building, 4309 Bishop Lane, Louisville, KY 40218). The appeal must be made in writing and mailed or delivered within five school days of the day you receive your answer from the assistant director of Student Relations.
3. If your appeal is denied by the director of Student Relations, you may appeal to the assistant superintendent of ~~Climate and Culture Achievement Area 5~~ (Jefferson County Public Schools, VanHoose Education Center, 3332 Newburg Road, Louisville, KY 40218). The appeal must be made in writing and



mailed or delivered within five school days of the day you receive your answer from the director of Student Relations.

4. If your appeal is denied by the assistant superintendent for **Climate and Culture** ~~Achievement Area 5~~, you may appeal to the superintendent (Jefferson County Public Schools, VanHoose Education Center, 3332 Newburg Road, Louisville, KY 40218). The appeal must be made in writing and mailed or delivered within five school days of the day you receive your answer from the assistant superintendent for Achievement Area 5.

5. If your appeal is denied by the superintendent, you may appeal to the Board of Education (Jefferson County Public Schools, VanHoose Education Center, 3332 Newburg Road, Louisville, KY 40218). The appeal must be made in writing and mailed or delivered within five school days of the day you receive your answer from the superintendent. This is the last step in the appeal process. Refer to the chart below.

A student may not be allowed to attend school during the appeal process if the principal believes that the student is a danger to himself or herself or to others.

Appeal Process			
Short-Term/Local School Suspension—One to Three School Days	District Suspension—Six to Ten School Days	District Suspension With Recommendation for Referral to an Alternative Placement	Referral to an Alternative Placement
Send/Take written appeal to: Administrator Who Suspended Student ↓ Principal ↓ Assistant Superintendent	Send/Take written appeal to: Administrator Who Suspended Student ↓ Principal ↓ Director, Student Relations ↓ Assistant Superintendent of Suspending School*	Send/Take written appeal to: Administrator Who Suspended Student ↓ Principal ↓ Director, Student Relations ↓ Assistant Superintendent of Suspending School ↓ Superintendent ↓ Board of Education	Send/Take written appeal to: Assistant Director, Student Relations ↓ Director, Student Relations ↓ Climate and Culture Assistant Superintendent for Achievement Area 5 ↓ Superintendent ↓ Board of Education
Appeals must be made in writing. See pages 32 through 34 for addresses.			

*If a student is not assigned an alternative placement, this is the last step of the appeal process.



Alternative Placement

Alternative placement helps students improve academic skills, become more self-sufficient, and develop self-control. Students who fail to control their behavior after receiving repeated disciplinary measures from the school or students who commit serious offenses will be suspended to Student Relations so that their cases may be expedited for alternative placement. If a student is charged with or convicted of a felony offense (or an offense that would be considered a felony if the student were an adult) committed off the school campus and while not engaged in a school-sponsored activity, Student Relations may assign the student to an alternative school. The decision to assign a student to an alternative placement for off-campus behavior shall include a review and consideration of the exceptional status of the student and any appropriate federal and state laws. Students who enter JCPS from out of the district, from private or parochial schools, or from juvenile justice facilities may be referred to Student Relations to determine appropriate placement.

A student who has been assigned to an alternative placement must complete the requirements of that program before he or she can return to another Jefferson County public school, unless his or her return is approved by the assistant superintendent for **Climate and Culture Achievement Area 5**. Any student who assaults a staff member or brings a gun to school may or may not be allowed to return to his or her previously assigned school. IDEA regulations will be implemented for ECE students.

Offenses Where Alternative Placement Is Considered

Offenses where alternative placement is considered include, but are not limited to, fighting, assault, striking students or school personnel, committing terroristic threatening, trafficking/distributing drugs/alcohol, extorting, robbing, sexually assaulting, making bomb threats, possessing or transferring a deadly weapon, using a dangerous instrument as defined by the Criminal Code of Kentucky (includes look-alike weapons), committing arson with others present, and stealing or willfully or wantonly defacing, destroying, or damaging personal property of school personnel on or off school property or at school-sponsored activities. In situations that involve a staff assault, the student will be automatically placed in one of our behavior support alternative sites. A student's ability to return to the school of origin will be evaluated by the **Achievement Area 5** assistant superintendent for **Climate and Culture**. ECE students must follow IDEA regulations in these situations.

- Consequences may include a six- to ten-day district suspension with a parent/guardian conference.
- Law enforcement officials may be notified by local school administration.
- A referral may be made to Student Relations (**485-3335**).
- Referral to an alternative placement could be initiated.
- Legal action will be initiated when appropriate.

Unacceptable Behavior—Definitions

Arson

Arson is defined as attempting to set, aiding in setting, or setting a fire.

- Consequences may include a one- to three-day or six- to ten-day district suspension, with a parent/guardian conference.
- Law enforcement officials may be notified by local school administration.
- A referral may be made to Student Relations (**485-3335**).
- Referral to an alternative placement could be initiated.
- Legal action will be initiated when appropriate.

Assault/Sexual Abuse/Sexual Assault/Criminal Abuse

Assault/Sexual abuse/Sexual assault/Criminal abuse is defined as intending to cause or causing physical injury to another person by means of a deadly weapon or dangerous instrument or intentionally causing physical injury to another person. Sexual assault or physical sexual abuse of any kind is considered assault.

- Consequences may include a one- to three-day or six- to ten-day district suspension, with a parent/guardian conference.
- Law enforcement officials may be notified by local school administration.
- A referral may be made to Student Relations (**485-3335**).
- Referral to an alternative placement could be initiated.
- Legal action will be initiated when appropriate.

Bullying/Cyberbullying

Bullying/Cyberbullying is defined by KRS 158.148 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:



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

These provisions shall not be interpreted to prohibit civil exchange of opinions or debate protected under the state or federal constitutions where the opinion expressed does not otherwise materially or substantially disrupt the education process or intrude upon the rights of others.

- Consequences may include a placement in an in-school suspension or a one- to three-day or six- to ten-day district suspension, with a parent/guardian conference.
- Law enforcement officials may be notified by local school administration.
- A referral may be made to Student Relations (**485-3335**).
- Referral to an alternative placement could be initiated.
- Legal action will be initiated when appropriate.

Drug/Alcohol/Tobacco/Electronic Cigarette Distribution

Drug/Alcohol/Tobacco/Electronic cigarette distribution is defined as any offense of trafficking or distribution of drugs, alcohol, tobacco, and/or electronic cigarettes (tobacco and electronic cigarettes defined on page 39). This policy includes alcohol, illegal drugs, prescription drugs, over-the-counter drugs, look-alike drugs/alcohol, and all related items defined as tobacco or electronic cigarette products. A student found to be in possession of more drugs/alcohol than would be consumed by one person will be presumed to be trafficking as prescribed by law.

- Consequences may include a placement in an in-school suspension or a one- to three-day or six- to ten-day district suspension, with a parent/guardian conference.
- Referral to a substance abuse program
- The JCPS Compliance and Investigations Office may file a report with the Court-Designated Worker (CDW).
- Law enforcement officials may be notified by local school administrators.
- A referral may be made to Student Relations (**485-3335**). (Resource options will be discussed with the parent/guardian, and recommendations will be made to the local school. Information will be shared with the CDW.)

Drug/Alcohol Possession/Under the Influence

Drug/Alcohol possession/Under the influence includes the use or possession of alcohol, illegal drugs, prescription drugs, over-the-counter drugs, drug paraphernalia, and look-alike drugs/alcohol on school grounds or at a school-sponsored event. Any substance that can be reasonably mistaken for a controlled substance is considered a look-alike drug. This includes nonalcoholic beer and wine. Any student who uses, distributes, or represents a look-alike drug as authentic will be treated as if it were authentic, according to state and federal laws.

Under the influence will be determined by having an administrator and another adult verify that the student's behavior(s) indicate(s) drug or alcohol abuse and that the student should be removed from the school.

A student will be considered under the influence when one or more of the following indicators are noted: vomiting, staggering, emitting an indicative odor, exhibiting incoherence/disorientation, slurring speech, exhibiting dilated pupils, admission of guilt, and/or displaying other physical evidence.

- Consequences may include detention, in-school suspension, or a one- to three-day suspension, with a parent/guardian conference.
- Referral to a substance abuse program
- The JCPS Compliance and Investigations Office may file a report with the CDW.
- Law enforcement officials may be notified by local school administration.
- A referral may be made to Student Relations (**485-3335**). (Resource options will be discussed with the parent/guardian, and recommendations will be made to the local school. Information will be shared with the CDW.)
- The suspension may be reduced by the assistant director of Student Relations after consulting with the local school principal as a result of a successful enrollment in a substance abuse program.

Fighting/Striking Faculty, Staff, or Other Officials

Fighting/Striking faculty, staff, or other officials is defined as the deliberate use of physical force toward a faculty member, staff member, or other school official when serious injury is caused or intended.

- Consequences may include a one- to three-day or six- to ten-day district suspension, with a parent/guardian conference.
- Law enforcement officials may be notified by local school administration.
- A referral may be made to Student Relations (**485-3335**).



- Referral to an alternative placement could be initiated in alignment with procedures outlined in "Offenses Where Alternative Placement Is Considered."
- Legal action will be initiated when appropriate.

Fighting/Striking Student

Fighting/Striking student is defined as the use of physical violence between two students or the use of violence by a student on another person when there is no injury as determined by the school administrator (excludes verbal confrontations, threats, intimidation, and other encounters where no injury is intended). Administrators may use professional judgment in cases where the investigation yields a clear aggressor/initiator and may differentiate consequences accordingly.

- Consequences may include placement in an in-school suspension program or a one- to three-day suspension, with a parent/guardian conference.
- Law enforcement officials may be notified by local school administration.
- A referral may be made to Student Relations (**485-3335**).
- Referral to an alternative placement could be initiated.
- Legal action will be initiated when appropriate.

Forgery/Counterfeiting

Forgery/Counterfeiting is defined as the creation or alteration of a written instrument (e.g., check, transcript, identification, currency, communication, or any other official document).

- Consequences may include placement in an in-school suspension program or a one- to three-day suspension, with a parent/guardian conference.
- Law enforcement officials may be notified by local school administration.
- A referral may be made to Student Relations (**485-3335**).
- Referral to an alternative placement could be initiated.
- Legal action will be initiated when appropriate.

Gambling

Gambling is defined as participating in games of chance or skill for money or profit.

- Consequences may include placement in an in-school suspension program or a one- to three-day suspension, with a parent/guardian conference.
- Law enforcement officials may be notified by local school administration.

- A referral may be made to Student Relations (**485-3335**).
- Referral to an alternative placement could be initiated.
- Legal action will be initiated when appropriate.

Inappropriate Sexual Behavior

Inappropriate sexual behavior is defined as possession of pornography, sexual contact, and/or indecent exposure.

- Consequences may include detention, placement in an in-school suspension program, a one- to three-day suspension, or a six- to ten-day suspension, with a parent/guardian conference.
- Law enforcement officials may be notified by local school administration.
- A referral may be made to Student Relations (**485-3335**).
- Referral to an alternative placement could be initiated.
- Legal action will be initiated when appropriate.

Inappropriate Use of District Technology

Inappropriate use of district technology is defined by a violation of the JCPSNet Acceptable Use Policy. The expectation of the policy is as follows:

The Board of Education supports reasonable access to various information formats for students and believes it is incumbent upon users to utilize this privilege in an appropriate and responsible manner. The JCPS District offers students access to electronic information through the JCPS Networks.

Access is a privilege, not a right.

Students are responsible for appropriate behavior when using the JCPS Networks, just as they are in classrooms and school hallways. Therefore, general school rules for behavior apply. Access to network services is offered to students who agree to act in a considerate and responsible manner, and parent permission is required. Based on the acceptable use guidelines outlined in this section, the system administrators will deem what is inappropriate use, and their decisions are final. The administration and staff may revoke or suspend user access when these terms are violated.

By signing the Acknowledgment of Receipt of the *Student Response and Behavior Intervention Handbook* and the *Student Bill of Rights* contained on page 1, the parent/guardian authorizes the district to grant the student access to the JCPS Networks. By the signature of the parent/guardian and the student, the student agrees to abide by the following rules for acceptable



use of electronic media. To opt out of the use of the JCPS Networks, the parent/guardian must provide written notice of such opt-out to the school principal.

Students will:

- Use the JCPS Networks for educational purposes, such as conducting research for assignments consistent with the JCPS academic expectations; and
- Use appropriate language, avoiding swearing, vulgarities, and abusive language.

Students will NOT:

- Transmit or receive materials in violation of federal or state laws or regulations pertaining to copyrighted or threatening materials, or transmit or receive obscene or sexually explicit materials;
- Use the JCPS Networks for personal or commercial activities, product promotion, political lobbying, or illegal activities;
- Break into/Attempt to break into another computer network;
- Damage/Attempt to damage, move, or remove software, hardware, or files;
- Use unauthorized multiuser games;
- Send or forward chain letters;
- Download or use unauthorized software products that adversely affect network performance;
- Create or share computer viruses;
- Share access to their JCPS Network account or use another person's account;
- Maliciously attempt to harm or destroy data of another user;
- Use the JCPS Networks to otherwise violate the JCPS *Student Support and Behavior Intervention Handbook*;
- Use the JCPS Networks to disrupt the efficient operation and/or educational programs of JCPS.

Communications through the JCPS Networks are not private and may be reviewed by JCPS personnel, or by someone appointed by them, to ensure that all guidelines are followed. Violation of these terms will result in a loss of access to the JCPS Networks and may result in other disciplinary action under the guidelines of the JCPS *Student Support and Behavior Intervention Handbook*.

- Consequences may include loss of technology privileges, as stated in the policy, a phone call home, detention, placement in an in-school suspension program, or a parent/guardian conference.

Intimidation/Harassment/Harassing Communications Toward Staff

Intimidation/Harassment/Harassing communications toward staff is defined by activity or actions performed with intent to deliberately place a staff member in fear of bodily injury or other substantial physical or emotional discomfort (includes sexual harassment, verbal abuse, threatening, bullying, menacing, wanton endangerment, stalking, and harassing communications). Any of the aforementioned behaviors apply, even if performed with electronic devices.

- Consequences may include placement in an in-school suspension program, a one- to three-day suspension, or a six- to ten-day suspension, with a parent/guardian conference.
- Law enforcement officials may be notified by local school administration.
- A referral may be made to Student Relations (**485-3335**).
- Referral to an alternative placement could be initiated.
- Legal action will be initiated when appropriate.

Intimidation/Harassment/Harassing Communications Toward Student

Intimidation/Harassment/Harassing communications toward student is defined by activity or actions performed with intent to deliberately place a student in fear of bodily injury or other substantial physical or emotional discomfort (includes sexual harassment, verbal abuse, threatening, bullying, menacing, wanton endangerment, stalking, and harassing communications). Any of the aforementioned behaviors apply, even if performed with electronic devices.

- Consequences may include placement in an in-school suspension program, a one- to three-day suspension, or a six- to ten-day suspension, with a parent/guardian conference.
- Law enforcement officials may be notified by local school administration.
- A referral may be made to Student Relations (**485-3335**).
- Referral to an alternative placement could be initiated.
- Legal action will be initiated when appropriate.

Profanity/Vulgarity

Profanity/Vulgarity is defined as swearing, cursing, making obscene gestures, or using hate speech.

- Consequences may range from a phone call home, detention, placement in an in-school suspension program, or a parent/guardian conference.



Profanity/Vulgarity Toward Staff

Profanity/Vulgarity toward staff is defined as swearing, cursing, making obscene gestures, or using hate speech toward staff.

- Consequences may include a phone call home, detention, placement in an in-school suspension program, or a one- to three-day suspension with a parent/guardian conference.

Robbery

Robbery is defined as theft involving the use of physical force, deadly weapons, or dangerous instruments.

- Consequences may include a one- to three-day or six- to ten-day district suspension, with a parent/guardian conference.
- Law enforcement officials may be notified by local school administration.
- A referral may be made to Student Relations (**485-3335**).
- Referral to an alternative placement could be initiated.
- Legal action will be initiated when appropriate.

Theft/Vandalism

Theft/Vandalism is defined by:

Theft—A person is guilty of theft by unlawful taking or disposition when he or she unlawfully:

- (a) Takes or exercises control over movable property of another with intent to deprive him or her thereof; or
- (b) Obtains immovable property of another or any interest therein with intent to benefit himself or herself or another not entitled thereto.

Vandalism—Damaging or defacing school property or the property of school personnel

- Consequences may include a parent/guardian conference, detention, in-school suspension, a one- to three-day suspension, or a six- to ten-day suspension.
- Law enforcement officials may be notified by local school administration.
- A referral may be made to Student Relations (**485-3335**).
- Referral to an alternative placement could be initiated.
- Legal action will be initiated when appropriate.

Use/Possession of Tobacco Products and Electronic Cigarettes

JCPS is a tobacco-free district. Students may not possess, consume, display, distribute, or sell any tobacco products, tobacco-related devices, or electronic cigarettes at any time on school property or at off-campus, school-sponsored events.

The term *tobacco product* means any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means. Examples include, but are not limited to, cigarettes, cigars, little cigars, dry snuff, moist snuff/chewing tobacco, dissolvables, hookah, and blunt wraps.

The term *electronic cigarette* means any oral device that provides a vapor of liquid nicotine, lobelia, and/or other substance and the use or inhalation of which simulates smoking. The term shall include any such devices, whether they are manufactured, distributed, marketed, or sold as e-cigarettes, e-cigars, e-pipes, or under any other product name or descriptor.

The term *tobacco-related devices* means ashtrays, cigarette papers, or pipes for smoking or any components, parts, or accessories of electronic cigarettes, including cartridges.

- Consequences will result in confiscation of tobacco products, electronic cigarettes, and/or tobacco-related devices; notification of parents; providing information about cessation services; and/or detention and/or in-school suspension.

Violation of Personal Electronic/Telecommunication Device Policy

Violation of personal electronic/telecommunication device policy is defined as a violation of the JCPS Telecommunication Device Policy. The expectation of the policy is as follows:

Unless a school/council has been granted a waiver pursuant to Board Policy 02.432, students shall not use/activate and/or display a personal telecommunication device on school property during the course of the instructional day unless they are acting in the capacity of a volunteer firefighter or Emergency Medical Service (EMS) worker. The superintendent may approve the use of personal telecommunication devices as provided in the plan submitted by schools that contain a business and information technology career theme. *Personal telecommunication device* is defined in KRS 158.165 and includes, but is not limited to, cellular telephones,



paggers, walkie-talkies, electronic mail devices, MP3 players, iPods, and video gaming systems. Outside the instructional school day, students shall be permitted to possess and use personal telecommunication devices provided they observe the following four conditions:

1. Devices shall not be used in a manner that is disruptive, including, but not limited to, use that:
 - Poses a threat to academic integrity, such as cheating,
 - Violates confidentiality or privacy rights of an other individual,
 - Is profane, indecent, or obscene,
 - Constitutes or promotes illegal activity, or
 - Constitutes or promotes sending, sharing, or possessing sexually explicit messages, photographs, or images using any electronic device.
2. Students are responsible for keeping up with the devices they bring to school. The district shall not be responsible for the loss, theft, or destruction of devices brought onto school property.
3. Students shall comply with any additional rules developed by the school concerning appropriate use of telecommunication or other electronic devices.
4. Students shall not utilize a telecommunication or similar electronic device in a manner that would violate the district's Acceptable Use policy or procedures or the *Student Support and Behavior Intervention Handbook*.

These offenses are subject to disciplinary action under the *Student Support and Behavior Intervention Handbook*. In addition, the telecommunication device, including the SIM card, battery, and all other parts of the device, could be confiscated by an administrator and ~~shall~~ *should* be returned to the parent/student/guardian by the end of that school day. Individual schools may set policies that define the progressive consequences for each offense. Administrators have the right to confiscate a phone when a student violates Condition 1, above. In such situations, the phone should be returned at the conclusion of the investigation.

- Consequences may include placement in an in-school suspension program or a one- to three-day suspension, with a parent/guardian conference.

Weapons/Dangerous Instruments

Weapons/Dangerous instruments are not tolerated in the district.

Any student who is knowingly in possession of or who is involved in the transfer, storage, or use of a firearm or explosive device will be referred to an alternative

school site for a period of one calendar year and not be allowed to return to his or her previously assigned school.

The Board of Education has the power to modify the alternative placement on a case-by-case basis. Upon completion of the discipline, the student will be reassigned by the office of Student Services.

Look-Alike Weapons

Look-alike weapons is defined as any toy or model weapon that looks enough like an authentic weapon to be reasonably mistaken for one. Any student who presents a look-alike weapon to a staff member or another student as a real weapon and/or who uses it to intimidate, threaten, or harass someone will be treated as if he or she used a real weapon, according to state and federal laws.

- Consequences may include a one- to three-day or a six- to ten-day suspension, with a parent/guardian conference.
- Law enforcement officials may be notified by local school administration.
- A referral will be made to Student Relations for placement in an alternative program (**485-3335**).
- Legal action will be initiated when appropriate.

Criminal Violations

Students may be charged with criminal violations of local, state, or federal ordinances/statutes/laws if violations of this handbook fall under the appropriate jurisdiction. When a student violates a law, school administrators will notify the appropriate law enforcement official. **Students receiving gun or school related criminal violations in the community may be subject to alternative placement.** Prosecution and adjudication of criminal violations shall occur separately from the administration of school procedures. **School administrators will work corroboratively with School Resource Officers, utilizing district protocols, when reporting, documenting and determining law violations.**

Bus Safety

Student safety is a top priority. Positive and proactive strategies will be implemented to foster positive behaviors and positive relationships.

Misbehavior on a school bus will not be tolerated. The local school has authority over students from the time they leave home in the morning until they return home in the afternoon. This means that the school administrator will address a student's misbehavior on a school bus with disciplinary actions, which may include suspension



of bus privileges, in-school disciplinary measures, suspension from school, and/or referral/placement in an alternative school. If suspension from a school bus prevents an ECE student from attending school, the ECE suspension procedures on page 31 must be followed.

Student Searches*

Although students have the right to freedom from unreasonable search and seizure, school officials have the right, under the law, to search students or their property whenever there is a reasonable suspicion that they have something that violates school rules or endangers others. Students may be searched to maintain the ongoing educational process, maintain order, and/or protect people and property.

Searches may include the student and his or her locker, desk, automobile, or personal belongings. A personal search includes a search of a student's accessories (purse, wallet, backpack, cell phone, notebooks, gym bag, etc.) and/or outer garments (pants/skirt pockets, shirt/blouse pockets, pant legs, socks, shoes, jacket pockets, waistband, etc.) that would not require disrobing. The Police Detection Canine Team may conduct random and unannounced searches of general school areas, including school lockers and parking lots. A handheld metal detector may be used by a school official who has reasonable suspicion that the student is in possession of a weapon.

*This section is a summary of the district's student search procedure.

Removal From the Classroom

School administrators, teachers, or other school personnel may immediately remove or cause to be removed threatening or violent students from a classroom setting, pending any further disciplinary action that may occur. Each school will be responsible for developing a procedure(s) for the immediate removal of threatening or violent students from a classroom setting. Each school shall submit the procedure(s) to the superintendent/designee for review and approval. School employees are responsible for implementing the procedure(s) that has (have) been reviewed and approved by the superintendent/designee.

School staff may use reasonable physical force to restrain a student whenever it is necessary for self-defense, to protect people or property, or to keep order in the school (704 KAR 7:160).

Bullying

Pursuant to KRS 158.148, JCPS uses the following to define and identify *bullying*:

Bullying is the deliberate physical, verbal, or social attacks or intimidation directed toward another person. There is a real or perceived imbalance of power between the bully and the victim. Bullying may be done by one individual or a group and is repeated, or has the potential to be repeated, over time. Cyberbullying is bullying that takes place using electronic technology.

JCPS takes all bullying allegations very seriously. As a result, we have numerous ways that students and parents/guardians can report potential bullying incidents.

Stakeholders are encouraged to report incidents to their school administrator. In addition, they may also use the JCPS Bullying Tipline. Parents/Guardians, students, staff, and/or community members are provided a method (using the Internet or phone) to report bullying situations. They can go to jcps.me/bully to complete an online report, or they can call **1-888-393-6780** to access the JCPS Bullying Tipline. When reporting an incident, individuals may identify themselves or remain anonymous, according to their preference. Upon receiving a tipline report, both district and school administrators are made aware of the report so that the school can begin the investigative process.

All bullying incidents, whether reported via the tipline or through a school administrator, are investigated, resolved, and documented at the school level in alignment with district protocol.

School Resource Officers

School Resource Officers (SROs) are dedicated to addressing a safe school environment by providing law enforcement services at designated JCPS locations. SROs should:

- Be proactive by acting as liaisons between the school and the police department.
- Help ensure a safe and secure environment on school property by responding to criminal activity and disturbances.
- Promote positive interactions between police officers, students, and faculty.
- Mentor students by educating them on law enforcement practices and encouraging them to be more accepting of law enforcement.
- Investigate crimes occurring within their assigned school or stemming from incidents occurring at the school. SROs should support the JCPS Special Investigations Unit and LMPD investigative units, when requested, as part of their official investigations.



- Assist in developing and facilitating a crime prevention curriculum within the school.
- Be a positive role model to the students.

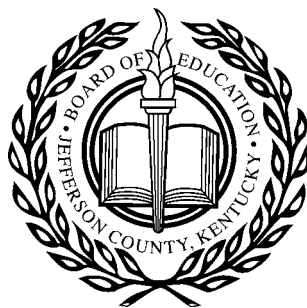
Physical Restraint and Seclusion

Physical restraint may only be used if a student's behavior poses imminent danger of serious physical harm to self or others and should be discontinued as soon as imminent danger of serious physical harm to self or others has dissipated or the student is showing signs of distress. Every effort should be made to prevent the need for the use of restraint and for the use of seclusion, and de-escalation techniques should be used before engaging in restraints or seclusions. Each use of restraint or seclusion must be documented in Infinite Campus by the end of the day, and parents shall be notified as soon as possible but no later than 24 hours following the restraint or seclusion by the end of the school day. A debriefing session shall be held following a restraint or seclusion as soon as practicable, but no later than 5 school days unless delayed mutual agreement of the parent or emancipated youth in school. Parents have the right to file a complaint and/or seek clarifying information regarding all restraints. Such requests should be made directly to the school. School personnel who perform restraints should be trained members of the core team, except in cases of clear emergency where other school personnel intervene and summon trained school personnel as soon as possible. School personnel cannot use, at any time, mechanical restraint, chemical restraint, aversive behavioral interventions, physical restraint that is life-threatening, prone or supine restraint, or physical restraint. (See policy 704 KAR 7:160.)

Restraint or seclusion should never be used in a manner that restricts a child's breathing or harms the child. The use of restraint or seclusion should trigger a review and, if appropriate, a revision of strategies currently in place to address dangerous behavior. Any behavioral intervention must be consistent with the child's rights to be treated with dignity and to be free from abuse. Restraint or seclusion should never be used as punishment or discipline (e.g., placing in seclusion for out-of-seat behavior), as a means of coercion or retaliation, or as a convenience. Behavioral strategies to address dangerous behavior that results in the use of restraint or seclusion should address the underlying cause or purpose of the dangerous behavior (U.S. Department of Education Restraint and Seclusion: Resource Document, Washington, D.C., 2012).

Safe Schools

The JCPS District insists that its schools be safe and free of bullying/cyberbullying, drugs, violence, and weapons. The district follows the guidelines in the Gun-Free Schools Act of 1994, the Safe and Drug-Free Schools and Communities Act of 1994, and the Drug-Free Workplace Act of 1988. Every student and staff member has the right to respectful treatment and freedom from harassment and abuse. When students break rules, they are provided with clear directives and strict consequences. To ensure safe schools, the JCPS District takes necessary action to discover drugs and weapons in schools (see Student Searches page 41). JCPS also takes every measure to protect students and staff from bullying and harassment. Definitions and responses related to these can be found in the Bullying/Cyberbullying section on page 36 and the Intimidation/Harassment/Harassing Communication sections on page 38.



Student Bill of Rights



Student Bill of Rights Preamble

A student has legal rights guaranteed by the Constitution of the United States. These can be exercised in school as long as they do not interfere with the rights of others or the school's responsibility to provide safe and orderly schools. The Jefferson County Public School (JCPS) District encourages each student to balance the expression of his or her rights by honoring his or her responsibilities as outlined in the *Student Support and Behavior Intervention Handbook* and the *Student Bill of Rights*.

1. The Right to an Education

Under Kentucky law, children between the ages of 5 and 21 years have a right to an education. This education is provided free of charge to students until they have completed a 12-year program or reached their twenty-first birthday. (Children eligible for Exceptional Child Education [ECE] services are guaranteed a free and appropriate public education [FAPE] between the ages of 3 and 21.)

Discipline is necessary to maintain a climate that is conducive to learning, and a student may forfeit his or her right to an education under the *Student Support and Behavior Intervention Handbook*. A student's right to an education will not be taken away without due process, as guaranteed by the Constitution of the United States.

2. The Right to Academic Grades Based on Academic Performance

Academic grades will be assigned based on academic performance. Academic grades will not be reduced as punishment for misconduct. A student is entitled to an explanation of how his or her academic grades were determined.

3. The Right to Make Up Work

A student receiving an excused absence shall have the opportunity to make up missed schoolwork and not have his or her class grades adversely affected for lack of class attendance or class participation due to the excused absence. A student returning to school after an excused absence or suspension may request make-up work within three school days of his or her return to each class. The student will have the number of school days of the absence or suspension plus one school day from the time he or she receives the make-up work to complete the work and submit it to the teacher. ECE students will follow IEP recommendations during this process.

The local School-Based Decision Making (SBDM) Council or, if none exists, the principal, with input from teachers and parents, shall establish rules regarding make-up work for unexcused absences other than suspensions.

4. The Right to Confidentiality of/Access to Student Records

The Family Educational Rights and Privacy Act (FERPA) and KRS 160.700–160.730 guarantee to parents/guardians of students younger than age 18 and to eligible students age 18 and older the right to:

- Inspect and review the student's educational records within 45 days of the day the school receives a request for access.
- Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- Request an amendment of the student's educational records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights.
- File with the U.S. Department of Education, Family Policy Compliance Office, 400 Maryland Avenue, S.W., Washington, D.C. 20202-8520, a complaint concerning alleged failures by the district to comply with the requirements of FERPA.

School records of active students are maintained and kept by the school office in a secure location. Records include credits earned, standardized test results, academic portfolios, grade point averages (GPAs), behavioral and psychological evaluations, screening and health records, attendance records, and directory information. The file may contain temporary disciplinary records.

In order to inspect, review, or transfer educational records, the eligible student and/or the parent/guardian must complete the Student Educational Request Form. To request the amendment of educational records, the parent/guardian or eligible student must submit the request in writing to the school principal.

Under the provisions of FERPA, the district may release, without written consent, a student's educational records to school officials with a legitimate educational interest; to other school systems, colleges, and universities to which the student intends to enroll or transfer; and to certain other agencies specified by state and federal law. A school official is a person employed by the district, a person serving on the Board of Education, a person or company with whom the district has contracted as its agent to provide a service instead of using its



own employees, or a person serving on an official committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. No other person may inspect, review, or transfer a student's educational records without:

- The written consent of the eligible student;
- The written consent of the parent/guardian if the student is under 18 years of age; or
- A properly issued court order or subpoena.

The district has designated a student's name, address, grade level, honors and awards, photograph (excluding video records), and major field of study as directory information. The district has also designated a student's date of birth as directory information only for purposes of the U.S. Department of Education Free Application for Federal Student Aid (FAFSA) Completion Project. The district may release directory information without written consent to organizations or individuals with a legitimate educational interest and purpose unless the eligible student and/or parent/guardian submits the Directory Information Opt-Out Form on page 3 to the school office within one month after enrollment each school year. Federal law requires the district to comply with requests from military recruiters for the name, address, and telephone number of secondary school students, unless the student or the parent/guardian opts out of the release of such information to military recruiters.

To opt out of the release of the student's name, address, and telephone number to military recruiters, the student (regardless of age) or parent/guardian must submit the Military Recruiter Opt-Out Form on page 3 to the school office within one month after enrollment. The opt-out request will remain in effect for the entire high school career.

5. Protection of Pupil Rights Amendment

The Protection of Pupil Rights Amendment (PPRA) affords parents and eligible students the right to:

Consent before a student is required to submit to a survey that concerns one or more protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education. These protected areas are as follows:

- Political affiliations or beliefs of the student or student's parent;
- Mental or psychological problems of the student or student's family;

- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or parents; or
- Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of:

- Any other protected information survey, regardless of funding;
- Any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings or any physical exam or screening permitted or required under state law; and
- Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect the following items upon request before administration or use:

- Protected information surveys of students;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

The district will notify parents or eligible students at the start of each school year of the specific or approximate dates of the planned activities or surveys listed above and will provide reasonable notification of activities or surveys planned after the school year begins. The parent or eligible student may opt out of participation in the specific activity or survey. Parents or eligible students who believe their rights have been violated may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-5901.

6. The Right of Access to Services for All Students With Disabilities/Child Find

A student with a disability will be provided FAPE. Students who are eligible for special education include those students who have hearing impairments, vision



impairments, emotional and behavioral disorders, both deafness and blindness, health impairments, specific learning disabilities, mental disabilities, multiple disabilities, speech and language impairments, physical disabilities, autism, developmental delay, or traumatic brain injuries and who, because of these impairments, need special education and related services.

Anyone who knows of a child younger than 22 years of age who may have a disability and may need special education is urged to contact a school counselor or the ECE Office at **485-3170**. The JCPS District will contact the parent/guardian to decide if the child needs to be referred for services. The district also will use screening information, student records, and test results collected on all students to help locate students who may need special education. All information collected will be confidential.

7. The Right to Representation and Involvement

A student has the right to be represented by peers in making decisions that affect him or her. These include decisions about standards of achievements, conduct, elections, activities, and other facets of student life. Each student is encouraged to exercise this right by seeking to serve as a Student Council representative, a club officer, or a representative of a school or district committee. In general, any student may make suggestions on matters that affect him or her through the local school's Human Relations Committee and/or Student Council.

8. The Right to Freedom of Expression

A student has the right to freedom of expression as it relates to speech, assembly, appearance, publications, and the circulation of petitions. This right must be exercised in such a way that it does not interfere with the rights of others or the orderly operations of the school. A student is encouraged to form opinions and express them in a responsible manner. Conduct that interferes with the learning process or the orderly operations of a school may be restricted.

- A student has the right to assemble peacefully as long as such assembly does not interfere with the learning process or the orderly operations of the school.
- A student has the right to choose his or her manner of dress and otherwise to arrange his or her own personal appearance subject to the school rules and regulations regarding dress or appearance. However, any such rules must relate to a specific educational purpose, such as health, safety, full participation in

classes or school activities, and/or preventing the disruption of the educational process.

- School publications, such as the school newspaper, will be free from censorship or prior restraint. School officials may establish guidelines for school newspapers and other publications, including the restriction of libelous or obscene material or materials that would incite others. Guidelines must be consistent with governing legal standards and with the rules and regulations of the Board of Education. A student involved in any such publication is responsible for knowing his or her legal responsibilities and the consequences for failure to follow the guidelines.
- A student or student group has the right to access the pages of the student newspaper and to distribute leaflets, pamphlets, and other literature on school grounds as long as school regulations for their distribution are followed. The distribution of materials must not interfere with the orderly operations of the school nor violate the rights of others.

9. The Right to Freedom From Abuse

A student has the right to freedom from verbal and/or physical abuse by school staff or other students. Punishments that are cruel and unusual, demeaning, degrading, humiliating, excessive, or unreasonable are prohibited. The use of obscene or abusive language by school staff or students is prohibited. Corporal punishment is prohibited. However, staff may use reasonable physical force to restrain a student for self-defense, to protect others or property, or to maintain order (704 KAR 7:160).

10. The Right to Participate

A student has the right to be a member of a school club or organization as long as he or she meets the criteria for membership. School clubs and organizations must apply criteria for membership to all applicants equally. A student may petition the principal to form a new school club or organization. If the club or organization meets the guidelines of the Jefferson County Board of Education (JCBE), a faculty sponsor will be selected by the principal and students. The students and their faculty sponsor are entitled to use school facilities, including classrooms and the public-address system, as approved by the principal.

11. The Right to Freedom From Unreasonable Search and Seizure of Property*

A student has the right to freedom from unreasonable search and seizure of his or her person and property. School officials, however, have a right under the law to search students or their property whenever there is



a reasonable suspicion that they have something that violates school rules or endangers others. Students may be searched to maintain the ongoing educational process, to maintain order, and/or to protect people and property. Searches may include the student and his or her locker, desk, automobile, or personal belongings. A personal search includes a search of a student's accessories (purse, wallet, backpack, cell phone, notebooks, gym bag, etc.) and/or outer garments (pants/skirt pockets, shirt/blouse pockets, pant legs, socks, shoes, jacket pockets, waistband, etc.) that **would not** require disrobing. The Police Detection Canine Team may conduct random and unannounced searches of general school areas, including school lockers and parking lots. A hand-held metal detector may be used by a school official who has reasonable suspicion that the student is in possession of a weapon.

*This section is a summary of the district's student search procedure.

12. The Right to Due Process and Appeal

A student has the right to due process anytime a charge is made against him or her. This means that the student has the right to know what he or she is accused of doing, the right to know the evidence for the charge, and the right to present his or her perspective regarding the charge.

The student or parent/guardian has the right to appeal any action taken by the school that he or she believes to be an unfair or inequitable application of the *Student Support and Behavior Intervention Handbook* or the *Student Bill of Rights*. Students and parents/guardians will be informed of these rights at the beginning of the school year or when the student enrolls in school.

The student or parent/guardian must initiate the appeal. He or she should do the following:

1. First, try to resolve the problem by discussing it with the people involved.
2. If that is unsuccessful, he or she should request an informal hearing with the principal/designee. A decision can be expected within five school days. A written decision may be requested.
3. If the student or parent/guardian is not satisfied with the decision, he or she may contact the assistant superintendent at **485-6266**.
4. When appealing a suspension, the appeal must be in writing.

Procedures for appealing suspensions and due process begin on page 32 of the *Student Support and Behavior Intervention Handbook*.

13. The Right to Freedom From Harassment and Discrimination

JCPS has adopted and will follow districtwide policies that forbid harassment and discrimination in providing equal educational opportunities. In cases where a student and/or parent/guardian thinks that a student has been harassed or discriminated against for any reason, the parent/guardian/student must file a written complaint by following the JCBE Discrimination Grievance Procedure. A copy of the procedure and the necessary forms for filing are available in the local school or in the Compliance and Investigations Office.

14. The Right to Know Teacher Qualifications

Our district receives federal funds for Title I and Title II programs as a part of the Every Student Succeeds Act (ESSA). As mandated by ESSA, you have the right to request information regarding the professional qualifications of your child's teacher(s). If you request this information, the district will provide you with the following:

1. Whether the teacher has met the state requirements for licensure and certification for the grade levels and subject matters in which the teacher provides instruction;
2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; and
4. Whether your child is provided services by paraeducators, and if so, their qualifications.

You can access information about the professional certification of your child's teacher(s) at <https://wd.kyepsb.net/EPSB.WebApps/KECI/>. If you would like to request our assistance in getting this information, please contact the JCPS Title I/Title II office by phone at (502) 485-3240. Please be prepared to give your child's name, the name of the school your child attends, the names of your child's teacher(s) and an address or email address where the information may be sent.



Discrimination Grievance Procedure

The following steps are to be followed:

1. Discuss the grievance with the principal of the school.
2. Expect a decision at the end of the informal meeting or within a reasonable time thereafter (five school days).
3. File with the director of Compliance and Investigations a formal written complaint within five school days of the informal decision if the principal's decision is unsatisfactory in resolving the issue.

Compliance and Investigations Office
Jefferson County Public Schools
C. B. Young Jr. Service Center
3001 Crittenden Drive, Room 152D
Louisville, KY 40209-1104
485-3341

For further information regarding confidentiality and student records, you may contact your school principal or the director of Pupil Personnel.



Index

Appeal Procedures:

Appeal Process Chart	34
Due Process	22
District Suspension	32
District Suspension With Recommendation for Referral to Alternative Placement	33
Short-Term Suspension	32
Attendance/Tuancy Policy	33
Bill of Rights	43
Bullying	36, 41
Bus Safety	40
Cellular Telephones and Telecommunication Devices	37, 39
Conference, Parent/Guardian	22
Corporal Punishment	21, 46
Criminal Violations	40
Dangerous Instruments	26, 28, 40
Deeper Learning	10, 17
Discipline Procedures for Early Childhood Preschool Students	22
Discrimination	23, 47
Distribution	26, 28, 36
District Suspensions	29
Drugs	26, 28, 36
Due Process	22, 32, 47
Formal Hearing	28
Harassment	26, 28, 38, 47
Make-Up Work	24, 44
Positive Behavior Interventions and Supports	11
Possession/Under the Influence	26, 28, 38
Progressive Discipline Process	22
Range of Corrective Strategies	25, 26, 27, 28
Referral to an Alternative Placement	31, 35
Removal From the Classroom	41
Responsibilities, Student, Staff, Board Members, and Parent/Guardian	12, 13, 14, 15, 16
Restorative Practice	12
Restraint and Seclusion	42
Rights:	
Academic Grades	44
Access to Services	45
Assembly	46
Confidentiality	44
Counsel	22
Dress and Appearance	46
Due Process and Appeal	47
Education	44
Freedom From Abuse	46
Freedom From Harassment and Discrimination	47
Freedom From Unreasonable Search and Seizure of Property	46
Freedom of Expression	46
Make-Up Work	44
Participate	46
Representation and Involvement	46
School Publications and Censorship	46
School Resource Officers	41
Student Search and Seizure	41, 46

Suspensions:

Appeal Procedure for Referral to an Alternative Placement	33
Bus Safety	40
Due Process and Appeal	32, 47
Exceptional Child Education Students	29
Formal Hearing	29
Make-Up Work	29, 44
Procedures	29
Range of Corrective Strategies	25, 26, 27, 28
Section 504 Students	31
Tobacco Products and Electronic Cigarettes	25, 27, 36
Unacceptable Behavior Definitions	35
Elementary School Behavior and Range of Corrective Strategies	25
Middle and High School Behavior and Range of Corrective Strategies	27
Weapons	26, 28, 40







Questions concerning the *Student Support and Behavior Intervention Handbook*
and the *Student Bill of Rights* should be directed to the director of The Office of Student Relations
~~Student Due Process (485-3803)~~ **485-3335**



Jefferson County Board of Education

Chairperson, Diane Porter
Vice-Chairperson, Lisa Willner

Chris Brady
Linda Duncan
Benjamin Gies
Stephanie Horne
Chris Kolb

Superintendent
Dr. Martin “Marty” Pollio



www.jefferson.kyschools.us

Equal Opportunity/Affirmative Action Employer
Offering Equal Educational Opportunities