

Racial Equity Policy Work Session



School Plans

Schools have designed
Equity Plans to
address their racial
inequities and
monitor progress



Exemplars

- Chancey
- Wellington
- Shawnee

Chancey Elementary School

School Plan Exemplar



Training

Implicit Bias Training

→ **First year focus on certified staff**

→ **Equity Institutes**

October, November, June, July

→ **Book Studies**

Book Study: Black Male(d)

Online book study for school-level administrators


Book Study: Girls to Gallows

Series of PDs that focus on disproportionality of girls of color and the sociopolitical happenings that cause this to manifest in our schools



Opportunities

More than 100 hours of pd (equity) opportunities have been and will continue to be offered.



Hiring

Looking at ways to increase the racial diversity in our employees:

→ **How**

Conditional Hiring

Monitoring

Reporting

→ **Who**

Ashley Duncan

Shawna Stenton

District Plans

Each division has created a Racial Equity Plan that focuses on structural policies and procedures

- Outward-facing
- Innovative
- Nimble
- Based on best practices



CDIP Alignment

The Racial Equity plans seamlessly fit into the CDIP and are also stand-alone. The Accountability, Research, and Systems Improvement Division is ensuring alignment.

Additional professional development is in place

- **Speaker Series**
- **Individualized PDs**
- **Required PDs**



Counselors

Will attend the Speaker Series that focuses on girls of color

Mini-Grants

Schools have the opportunity to apply for mini-grants to further their understanding

The Equity Scorecard is a driver for equity plans



Utility

The scorecard is on its third iteration and is now also outward-facing and moving toward real-time data

They're & They're & They're

Equity Council

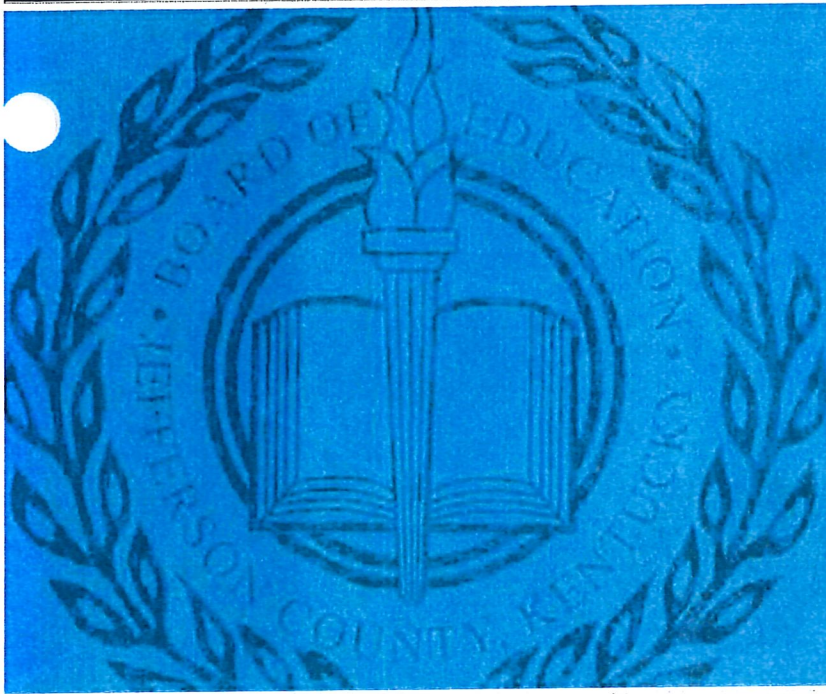
The Equity Council consists of internal and external stakeholders who advise, critique, and monitor the district and school plans.

The Council also meets with Dr. Pollio to discuss and deliver findings regarding racial inequities in the district.



2020

Schools and central office will have
measurably greater racial equity in the
district



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 38.

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.



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

X _____

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 Superintendent

A positive school culture and healthy academic learning climate, focused on high student engagement, lead to meaningful school experiences for students and higher achievement. Conversely, a toxic culture leads to negative trends in student achievement, behavior, 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



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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.

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

Backpack of Success Skills

What Is It?

The Backpack of Success Skills is an innovative P–12 educational initiative to ensure that all JCPS students receive an education in which academic achievement and personal development go hand in hand in order to empower them with the tools they need to be successful students, professionals, and citizens of the world.

Our backpacks have three main compartments, and **all** need to be cultivated through meaningful learning experiences in various content areas:

- Numeracy and Literacy Readiness Descriptors
- The 5 Success Skills
- 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 achievement 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 student was behind. This was coupled with a lack of a districtwide 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 ensuring that 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 taking 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 on their learning, set goals, and create plans for ongoing 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

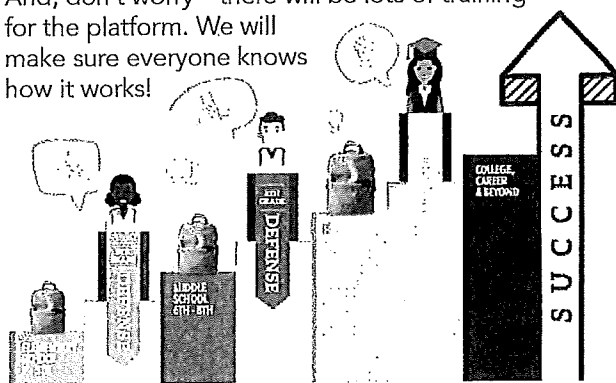
Every school will work with all students to develop a digital backpack that will track their progress from P–12, ensuring that they attain key academic, cognitive, social, and self-management skills. This will ensure that every student is transition-ready in elementary school, middle school, high school, and college and career.

How Does It Work?

All JCPS students, beginning in kindergarten, will have a digital backpack in which they will collect evidence of their development and that they will fill 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 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.

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.

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

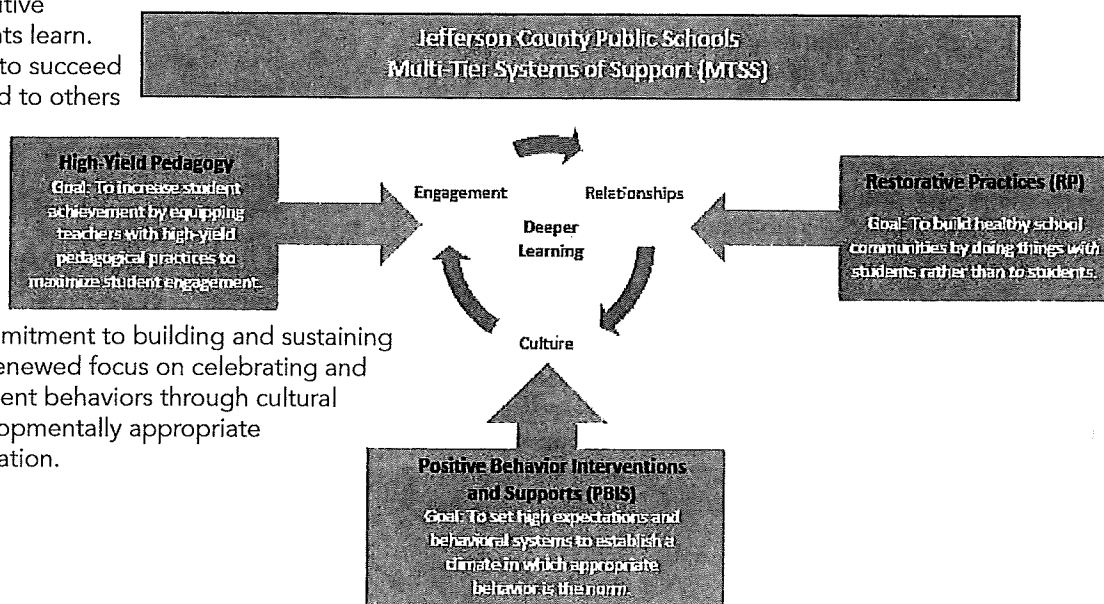
Focus Area 2: Increasing Engagement

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.



Instructional and Behavioral Supports

A Multi-Tiered System of Support (MTSS) 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.

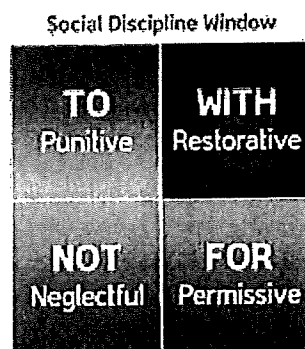
The enhancement of teacher efficacy will have a positive impact on student learning and motivation through the use of effective, high-leverage instructional practices that encourage equitable educational opportunities for all students. When teachers increase the use of research-based pedagogical strategies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

CONTROL
(limit-setting, discipline)

↑

HIGH

LOW



Social Discipline Window

- 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

SUPPORT
(encouragement, nurture)

→ **HIGH**

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.

Adapted from Paul McCold and Ted Wachtel with permission

Foundational Training and Knowledge

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 members 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 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.

Strategies used by trauma-sensitive schools include:

- Building positive relationships with students.
- Creating a 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 of student learning that has the potential to move student success forward. Through SEL, teachers and students can build upon students' base knowledge, helping them understand the world around them and how they operate within it.

SEL is a process for helping students develop 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.

SEL serves the whole student and teaches students strategies that will better prepare them for life. These strategies include teaching students how to:

- Be more aware of their and others' feelings, emotions, and behaviors.
- Show empathy, respect, and cooperation with others.
- Improve attitudes, skills, and behaviors 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 an 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:	
<ul style="list-style-type: none"> Be treated with courtesy, respect, and dignity. 	
All Board of Education members 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. 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. 	<ul style="list-style-type: none"> 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.
Multi-Tiered System of Support for Academic Support	<ul style="list-style-type: none"> Collaborative environment that supports the work of PLCs 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 Best Practices: Provide proactive 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	
	<ul style="list-style-type: none">• 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 and students, and staff and 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).	<ul style="list-style-type: none">• Teach prevention lessons (e.g., social and emotional learning, bullying prevention, suicide prevention, and trauma-informed practices).• Frame the lesson by giving students the learning targets and success criteria.• Gauge their impact on student learning through feedback.• Engage in ongoing formative assessment.• Engage in a variety of modes of instruction and cooperative groups that support student learning.• Allow students to be guides in their own learning through goal setting and self-assessment.• Set up classroom systems that support student engagement and increase positive behavior.• Engage in self-assessment of their practices to determine next steps.• Frequently provide individual and groups of students opportunities to respond to content.
	Teacher-Based Action to Reduce and Eliminate Misbehavior	
<ul style="list-style-type: none">• 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).	<ul style="list-style-type: none">• 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.	

Schoolwide Best Practices: Provide proactive schoolwide supports to prevent problems. In the event of misbehavior, teach replacement behavior.	Examples of Evidence-Based Schoolwide Supports 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.
	Proactive Classroom Supports <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)
	Teacher-Based Action to Reduce and Eliminate Misbehavior <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.	
	Proactive Classroom Supports	
	<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	<ul style="list-style-type: none">• 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)
	Teacher-Based Action to Reduce and Eliminate Misbehavior	
	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	
	Proactive Classroom Supports	
	<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).	<ul style="list-style-type: none">• Mental health evaluation referral (e.g., mobile assessments, counseling services)• Alcohol/Drug evaluation referral (e.g., Substance Abuse IOP)• Threat assessment evaluation referral
	Teacher-Based Action to Reduce and Eliminate Misbehavior	
	<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 Functional Behavior Assessment (FBA), or modify the current Behavior Intervention Plan (BIP).	<ul style="list-style-type: none">• Refer to community organizations, including conferencing and community mediation.• RP strategies (e.g., responsive circle)• Short-term suspension (one to three days)

LEVEL 4: Request for Long-Term Suspension—May be appropriate when student's behavior seriously affects the safety of others in the school.	Example of Extended Suspension and Referral Responses 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.	
	Proactive Classroom Supports	
	<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). 	<ul style="list-style-type: none"> • Mental-health evaluation referral (e.g., mobile assessments, counseling services) • Alcohol/Drug evaluation referral (e.g., Substance Abuse IOP) • Threat assessment evaluation referral
	Teacher-Based Action to Reduce and Eliminate Misbehavior	
	<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) 	<ul style="list-style-type: none"> • 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 consider-

ation 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 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 specialists 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 the following 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 include yelling, peer conflict, delaying or refusing 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 behaviors that are similar in topography as those mentioned in Level 1; however, they are typically more frequent or intense, and there may be infrequent displays of more severe behavioral challenges. When students continue to regularly display minor inappropriate behavior 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 and IA) to reflect on the consistency with which they have acknowledged posi-

tive behavior, minimized attention to minor negative behavior, and enforced consequences consistently. The school counselor may identify one or two social stories that are most relevant to the challenging behavior and work with the teaching staff to identify to 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 who 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 team should consist of the teacher, instructional coach, and ECE resource teacher. Optional team members include the mental health coordinator, the mental health consultant, transportation coordinator, and 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 33.

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/Truancy 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 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 sup-

port 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 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:

- 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 28.

- 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 25.)
- 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 consecutive or ten 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. 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 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. Without such consultation and approval from the Student Relations ECE coordinator, 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. 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 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 ECE students with serious behavior violations, the school administrator may refer the student to the Student Relations ECE coordinator of behavior. Given consultation, the ECE coordinator may:

- Follow up with the school administrator to offer programming/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 page 31 ("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 31 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 35. **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, 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 principal. This is the last step in the appeal process. Refer to the chart on page 35.

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 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 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 35.

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 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 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 35.

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 (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, 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 Climate and Culture.
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 on page 35.

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 ↓ 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. 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 automati-

cally 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 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 40). 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, pagers, 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 another 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 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 (SROs), 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 30 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

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 Louisville Metro Police Department (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. A debriefing session shall be held following a restraint or seclusion as soon as practicable but no later than five school days unless a delay is mutually agreed upon by 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 39.



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 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 inter-

est; 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 participa-

tion 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 33 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 **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.

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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 **(485-3335)**.

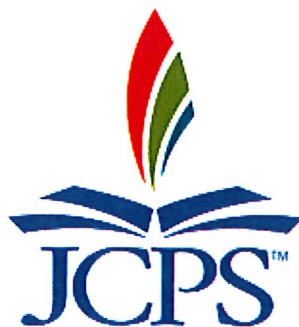


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Vice-Chairperson, Lisa Willner

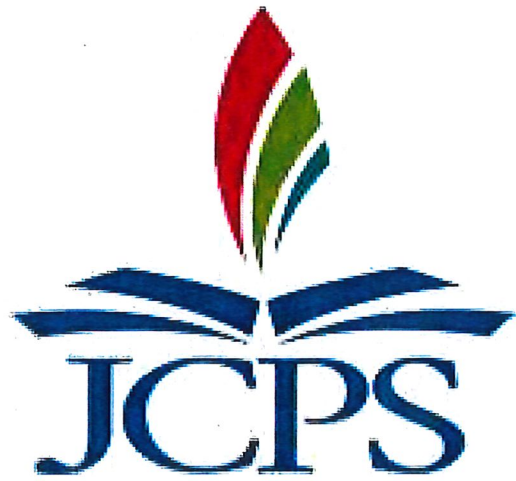
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Jefferson County Public Schools

Multi-Tiered System of Supports Handbook

The purpose of Multi-tiered System of Supports in Jefferson County is to provide all students with access to high-quality, rigorous instruction. Through the use of data, educators will implement systematic, research based, multi-tiered supports thereby empowering students to meet individualized learning goals.

Introduction of MTSS

Jefferson County MTSS Mission Statement

The purpose of Multi-Tiered System of Supports/Response to Intervention in Jefferson County is to provide all students with access to high-quality, rigorous instruction.

Through the use of data, educators will implement systematic, research based, multi-tiered interventions thereby empowering students to meet individualized learning goals.

What is MTSS?

MTSS is a practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions. MTSS is a regular education structure and should be viewed as a way to provide specific interventions to students who need them. It does not necessarily lead to special education, but it may. MTSS provides support for students who are struggling in reading, writing, math and behavior.

In a nutshell, universal screeners are used to identify “at-risk” students in both reading and math. Further diagnostic assessments are given to determine deficits in specific skills and strategies for those “at-risk” students. Once the deficits have been identified, interventions are chosen by an MTSS Team to match the deficits and an intervention plan is put into place. Progress monitoring is used to determine the success of the intervention. After a predetermined period of time, the team uses the progress monitoring data to determine next steps. Ultimately, the goal is to accelerate the learning of students significantly below grade level in order to have them make more than one year’s worth of growth.

Why is implementation of a MTSS structure necessary?

- 1** Having support structures in place for academic and behavior performance is what is best for kids. Having a well-thought out structure for wrap-around supports that is multi-tiered will allow for students to grow and develop over time; while receiving the appropriate intervention necessary to be successful.
- 2** There is key legislation that requires districts/schools to have MTSS in place for students. A list of the applicable legislation is outlined below:

MTSS Legislation:

It is important to keep in mind that Response to Intervention was first mandated in ESEA/NCLB legislation by requiring schools to reach proficiency with all students. As a result, the Kentucky Department of Education published the [Kentucky Systems of Intervention/Response to Intervention](#) model for schools to follow.

<u>KRS/KAR</u>	<u>Title</u>
KRS 158.6453	Assessment of achievement goals
KRS 158.6459	Intervention strategies for accelerated learning – Individualized learning plan – Retake of ACT
KRS 158.649	Achievement gaps
KRS 158.792	Definitions for KRS 158.792 and KRS 164.0207 – Reading diagnostic and intervention fund – Grants for reading intervention programs
KRS 158.844	Mathematics achievement fund
KRS 158.441	Definitions for chapter
KRS 158.070	Continuing education for certain students
704 KAR 3:305	Minimum High School Graduation Requirements
707 KAR 1:300	Child find, evaluation, and reevaluation

6 Essential Systems for A Strong Learning Climate - System 5: Academic and Behavioral Supports:

JCPS has published a systems blueprint for principals and schools to use to ensure strong learning structures and systems are in place in every building to support an effective learning climate.

System 5: Academic and Behavioral Supports represents the multi-tiered system and structures for improving student outcomes.

This system is defined such that:

Teachers will use academic and behavioral data to prescribe short -and long-term supports for students to meet and exceed standards and strengthen their sense of belonging.

Additionally, the **system description** outlines the following actions, components, and structures that should be in place in every building:

In this system, two forms of academic assessment results are used to inform accelerated learning opportunities for students. First, PLCs utilize common formative assessment results to:

1. determine short-term interventions for students who do not master standards and skills during core classroom instruction, and
2. inform instructional enrichment for students mastering standards and skills/benchmarks, thus deepening their understanding.

The second form of assessment results includes individual MMAP and other screening data to develop intensive, long-term support plans for students who require extended time to master standards and related skills/benchmarks.

School behavior data is used to cultivate a school-wide system that proactively promotes positive behavior. Tiered interventions are implemented for students who face challenges in meeting expectations, as well as a wide range of progressive discipline options emphasizing non-exclusionary consequences. The system is inclusive of all students, with teams meeting frequently to examine patterns in the behavior data; analyze the effectiveness of interventions, and inform next-step decision making. Additionally, teacher teams plan, implement, communicate, and evaluate social-emotional learning and trauma-informed care practices.

The JCPS 6 systems are designed to coordinate and strengthen coherence for academic and behavioral supports for students. This section above makes an explicit connection among federal, state and district expectations.

How to Use This Handbook

While each school will have unique challenges and resources in creating an MTSS structure that is successful, there are guiding questions that should direct all efforts at each school. Within this handbook, there are seven **(7) core requirements of MTSS**, matching the legislative expectations and requirements, with a short description for each.

The following pages provide a checklist for schools to use to address the key parts for each core requirement. Schools should use this tool to help assess and improve their MTSS structures.

Core Requirement 1: Collaborative Analysis of Data

Core Requirement 2: Universal Screening**Core Requirement 3: Leveled Interventions****Core Requirement 4: Measurable Definition of Problem Area****Core Requirement 5: Documentation****Core Requirement 6: Comparison of Pre-Intervention Data to Post-Intervention Data****Core Requirement 7: Parent/Family Communication****MTSS School Team Checklist of Core Requirements**

<i>Requirement 1: Collaborative Analysis of Data</i>	
	Do you have a MTSS team in place?
	Do you have Student Assistance Teams in place?
	Do they meet once every 4 weeks on students in need of Tier 3 interventions?
	Do they meet once every 6 weeks on students in need of Tier 2 interventions?
<i>Requirement 2: Universal Screening</i>	
	Do you give a Universal Screener for academics and behavior three times a year?
	Do you have a process after the universal screener is administered to find students who fall at or below the 25 th percentile who might need interventions? Are you looking at other assessment data as well?
	Does your MTSS Team meet to look at this data and determine which students need acceleration and intervention supports?
<i>Requirement 3: Leveled Interventions</i>	
	Does every student in the building receive high-quality Core (Tier 1) instruction which includes frequent formative assessment and feedback for personalization?
	Ensure professional learning is provided so that students receive high quality Tier 2 and er 2 and
	Is Tier 2 available for students who are not making adequate progress in Core (Tier 1) instruction?
	Is Tier 2 available for Reading?
	Is Tier 2 available for Math?
	Is Tier 2 available for Writing?
	Is Tier 2 available for Behavior?
	Is Tier 2 instruction evidence-based?

	Is Tier 2 instruction at least 15-30 minutes 2-3 times a week?
	Are Tier 2 groups less than 10 students?
	Does progress monitoring occur at least bi-weekly for students receiving Tier 2 supports and interventions?
	Is there daily documentation of student progress with the specific strategy or intervention?

	Is Tier 3 available for students who are not making adequate progress in Core (Tier 1) and Tier 2?
	Do students in need of Tier 3 interventions also receive Tier 2 support?
	Is Tier 3 available for Reading?
	Is Tier 3 available for Math?
	Is Tier 3 available for Writing?
	Is Tier 3 available for Behavior?
	Is Tier 3 instruction evidenced-based?
	Is Tier 3 instruction at least 20-40 minutes 3-4 times a week?
	Is there progress monitoring for all students in need of Tier 3 interventions at least once a week?
	Is there daily documentation of student progress with the specific intervention?

Requirement 4: Measurable Definition of Problem Area

	Are 80% of students making adequate progress in Core (Tier 1) instruction?
	Academic and behavioral supports and interventions are informed by frequent formative assessment data based on the needs of individual students who are receiving Tier 2 and Tier 3 supports?
	Ensure professional learning is provided so that students receive engaging and effective Core (Tier 1) instruction as described in JCPS Curriculum and Instruction Frameworks.
	Ensure professional learning is provided so that students receive engaging and effective Core (Tier 1) instruction as described in JCPS MTSS Toolkits.

Requirement 5: Documentation

	Are meeting notes completed during MTSS Team meetings?
	Is there an acceleration plan for each student receiving tiered supports and interventions?
	Are teachers documenting the differentiated strategies they have tried in the general classroom?

	Is there a system in place for maintaining student acceleration plans and data from year to year? And, across the school or district?
	Are supports, interventions and progress documented within Infinite Campus?

<i>Requirement 6: Comparison of Pre-and-Post-Intervention Data</i>	
	Is there a baseline assessment score for each student?
	Is every student in Tier 2 progress monitored at least bi-weekly?
	Is the progress monitoring tool a standard assessment tool?
	Is the progress monitoring tool using probes at the same difficulty level each time?
	Is the progress monitoring tool given in a standard manner each time?
	Is every student in Tier 3 (K-8) being monitored at least once a week?
	Is every student in Tier 3 (9-12) being monitored at least once a week using an appropriate progress monitoring tool?
	Is the progress monitoring graphed with a goal line and data points for each assessment?
	Is the progress of each student receiving supports/interventions being analyzed by the MTSS team at least once every 4-6 weeks?
	Is appropriate data used to move students into, from tier to tier and out of MTSS?
	Do students fall at or below the 25 th percentile of the universal screener?
	Do students have at least 4 data points showing limited or no progress in an intervention before the intervention is changed?
	Do students have at least 6-9 data points showing limited or no progress in a Tier before moving to a higher tier?
<i>Requirement 7: Parent/Family Communication</i>	
	Is appropriate parent communication occurring for students in MTSS?
	For students entering Tier 2, are parents informed of this intervention via a letter, phone call or parent conference?
	Is the communication with parents of English Learners provided in their native language?
	Is progress of the intervention sent home to parents at least once every 4 to 5 weeks?

VERSION 1.0

Updated 9/15/18

	For students entering Tier 3, are parents informed of this intervention? If this is not possible communication should occur via phone call or letter.
	Is progress of the intervention sent home to parents at least once every 4 to 5 weeks?

Core Requirement #1: Collaborative Analysis of Data

Before going any further, it is critical that the school determines the makeup of the collaborative approach they choose to use. Each school needs two teams; a MTSS team and a Student Assistance Team. The make up of these teams could change depending on the topic and some of the team members will most likely overlap. School teams with more students of high need will meet more frequently.

School MTSS team: This team will monitor and evaluate the implementation, structures, and fidelity of interventions. This team might develop a school MTSS Plan for structures, communication to parents, provide professional development, compile resources, monitor implementation and effectiveness of interventions, review school data, ensure effective implementation of System 5 found in *6 Essential Systems for A Strong Learning Climate*. The school will determine how frequently this team meets. This team is recommended to meet at least once a month.

Student Assistance Team: This team collaborates with teacher teams to determine specific academic and behavioral supports and interventions for students. This team would meet with teachers to review all data as identified in System 5 in order to:

- monitor success of interventions
- determine areas of strengths and need
- create acceleration plans
- problem solve to find appropriate interventions
- document is occurring and the outcome determination is plotted

The Student Assistance Team will discuss:

- Students in Tier 3 at least once every 4 weeks.
- Students in Tier 2 at least once every 6 weeks.
- Monitor the acceleration plan
- Update and revise acceleration plan

Documentation of Student Assistance Team Meeting:

- MTSS Meeting Notes for each meeting
- Acceleration plan for students in need of Tier 2 and 3 supports for academic and behavioral goals

The effectiveness of MTSS for students within a school is dependent on the principal's implementation of System 5. Research shows that a strong MTSS structure can improve student outcomes within a school. The principal's role may include vocal support, allocating financial, material, and human resources, and serving as an active member on the MTSS team.

Team members for the MTSS may include (The specific makeup of each team needs to be determined at the building level):

- Principal as the instructional leader (authority can be delegated, but responsibility cannot be delegated)
- Person who coordinates MTSS at the school
- Select Classroom teacher(s)
- Instructional specialist ECE, ESL, G/T, itinerant teachers, instructional assistant/interventionist, counselor, respected classroom teacher, other grade level teachers (any combination or all)
- Behavioral specialist/school psychologist
- Additional Support Staff

Possible team members for the Student Assistance Team may include:

- Principal as the instructional leader (authority can be delegated, but responsibility cannot be delegated)
- Grade level teachers
- Instructional specialist ECE, ESL, G/T, itinerant teachers, instructional assistant/interventionist, counselor, respected classroom teacher, other grade level teachers (any combination or all)
- Behavioral specialist/school psychologist
- Additional Support Staff

Core Requirement #2: Universal Screening

Universal Screening for Academic Supports

Universal screening is a type of assessment that is characterized by the administration of testing of age-appropriate skills to all students. NWEA Measures of Academic Progress (MAP) is the universal screener administered to every student, grades K-11, in JCPS. Schools will administer MAP three times a year in order to determine effectiveness of curriculum and instruction, assess individual students' level of proficiency, and decide if students are making appropriate growth. Screening data are organized in a format that allows for the appropriate analysis of both group performance and individual student performance on specific skills.

Two valuable pieces of information are gained from universal screening:

1. the effectiveness of core curriculum and instruction. It is expected that 80% of students should make adequate progress. If this is not the case, schools should revisit their core curriculum and instructional programming.
2. identification of those students not making acceptable progress within Core (Tier 1)

instruction. The MTSS Team should identify students whose scores fall at or below the 25th percentile for academic intervention.

It is also important that there be a connection between the universal screening and the progress monitoring. Each should be independent from curriculum and techniques and should be objective in scope and reporting.

The district has created a [MAP Implementation Manual](#) to support the overall implementation of this assessment to improve student learning outcomes.

Universal Screening for Behavior

JCPS will use a universal screener for behavior. Teachers assess various risk factors to determine who is need of behavioral supports. A district-wide behavioral universal screener will be selected during the 2018-2019 school year.

Core Requirement #3 Leveled Supports

Core (Tier I) Instruction and Supports

All students participate in a high quality program of instruction based Kentucky Academic Standards and the JCPS Curricular and Instructional Frameworks.

Core Instruction (Tier I) should include:

- High-yield, evidenced-based instructional strategies and materials as outlined in the JCPS Curriculum and Instructional Frameworks and JCPS MTSS Toolkits.. For English Learners, this includes English language development instruction along with implementation of instructional and assessment accommodations included in the student's Program Services Plan. (Reference systems 1, 3, 4, 5)
- Ongoing formative and summative student assessment to determine instructional strengths and needs (Reference systems 2, 3, 4, 5)
- Positive Behavioral Interventions and Supports (PBIS), which include school-classroom-wide systems for all students, staff and settings (Reference system 5).
- Differentiated and personalized learning that takes place as a part of day-to-day classroom instruction as defined by the JCPS Instructional Frameworks (including those for Literacy, Mathematics, Science and Social Studies). This may include supports determined by classroom formative and summative assessment or the universal screener (Reference systems 1, 2, 3, 4, 5).
- Feedback to students based on strengths and areas of growth, including support on growth goals (Reference systems 2, 3, 4, 5).

When Core (Tier 1) instruction is delivered appropriately, research demonstrates that

approximately 80% of the students will make adequate progress. When students do not demonstrate adequate progress and more students in the building require intervention support than not, a close examination of the Core (Tier 1) instruction practices and curriculum is strongly recommended.

Core (Tier I) interventions are aimed toward effectively addressing the needs of individual students in a whole group setting. These interventions are short in duration, easy to implement and easy for the classroom teacher to monitor. They would include but not be limited to multiple and flexible grouping formats used to address specific needs and other methods of differentiated and personalized learning.

Focus	For all students in class
Program	Core Curriculum and Instructional Frameworks
Grouping	Multiple and flexible grouping formats to meet student needs
Time	As appropriate by grade level
Assessment	3 times per year (K-11) and annually (12)
Interventionist	General education classroom teacher
Setting	General education classroom

*It is required that the teacher document a variety of strategies before considering Tier 2 interventions. MTSS Team and Student Assistance Teams should agree upon these strategies.

Tier 2 Instruction and Supports

In addition to the core instruction in Tier 1, Tier 2 is focused, targeted instruction for students not making adequate progress in the core curriculum. Students receive Core instruction **PLUS** supplementary instruction. Tier 2 cannot be tutoring for core instruction, but may use core materials (i.e. basal, trade books) to provide context for strategy instruction. Students in need of Tier 2 supports receive increasingly intensive academic and/or behavior instruction matched to their needs and based on the results of continuous progress monitoring. This includes specialized group systems for students with at-risk behavior.

Instruction in Tier 2 typically involves, but is not limited to, small groups of students, focused on *a specific learning outcome* based on the students' needs. It is defined as at least 15-30 minutes of additional instruction at least 2-3 times a week or times. The identified frequency and duration of the intervention needed usually determines if the student remains in Tier 2, adds Tier 3 or returns to Tier 1. Tier 2 instruction can be delivered through strategy based instruction or programs.

NOTE: Multiple strategies need to be implemented in Tier 2 before determining if a student is in need of Tier 3 supports.

Focus	For students identified with marked difficulties and who are not making steady progress in Core (Tier 1) instruction.
Program	Programs, strategies, and procedures designed and employed to supplement, enhance, and support Core (Tier 1) supporting specific skills.

Grouping	Homogeneous small group instruction. It is important that the groups be at the same ability/instructional level. This group should be no more than 10 students.
Time	In addition to core instruction, a minimum of 20-30 minutes per day, two to three days per week in small group.
Assessment	Progress monitoring at least bi-monthly (or more frequently as needed) on target skills to ensure adequate progress and accelerated learning
Interventionist	General education classroom teacher or other trained professional. If it is not the regular teacher, there might be a potential for loss of continuity of instruction between Tier 2 and Core instruction.
Setting	General education classroom or another appropriate setting

Tier 3 Instruction and Supports

Tier 3 is intense, individually designed instruction for students not making progress in Tier 1 and 2. The interventions and supports target the student's academic and behavioral skill(s), reflected in the data identifying specific areas of growth. This includes specialized individualized systems for students with high-risk behavior.

NOTE: Core (Tier 1) academic and behavior instruction and Tier 2 interventions continue for students receiving Tier 3 instruction.

Tier 3 instruction is defined as 20-40 minutes of supplemental instruction support at least 3 to 4 times a week. Someone other than the classroom teacher should deliver Tier 3 supports. Interventions should be evidenced-based programs that are intentionally targeted to students' specific area(s) of need. While there are some computer-based programs that provide intervention supports, effective Tier 3 intervention relies more heavily on an adult providing specialized academic and behavioral supports.

Focus	For students identified more severe academic and behavioral challenges and have not responded to Core (Tier 1) and Tier 2 instruction.
Program	Evidence-based program that is intentionally targeted to students' specific area of need – think laser like focus. This should not be a computer program.
Grouping	Homogeneous small group or individual instruction. There should be no more than 3-5 students in a group.
Time	Minimum of 20 – 30 minutes per day, at least three to four times per week in small group in addition to Core and Tier 2 instruction
Assessment	Progress monitoring once a week on target skill(s) to ensure adequate progress and learning
Interventionist	Someone other than classroom teacher who has been trained on the specific program the student will be using.
Setting	Outside of the general education classroom

Core Requirement #4 Measurable Definition of Problem Area

Curriculum Problem or Skill Problem?

One of the largest questions that need to be answered prior to starting a student in tiered instruction is determining whether deficits on the universal screener are due to a curriculum problem or are truly due to a specific skill/strategy deficit with individual students. If the screener shows that greater than 20% of the students are determined to be at-risk, the appropriate “next step” would be to examine the core curriculum (Tier 1 instruction) and ensure it is being delivered effectively. Without strong core (Tier 1) curricula and teaching, at-risk students will make only limited progress no matter what individual intervention is being implemented. If you are in a situation where more than 20% of your students are determined to be at-risk, you will still need to provide them with intervention services but will also need to examine the core curriculum to see what needs to be strengthened.

However, if less than 20% of students are determined to be at-risk then the issue becomes more of an individual skill/strategy deficit. It is vital to distinguish the difference between curricular issues and individual skill/strategy concerns before continuing on with diagnostic assessment.

Further Diagnostic Assessment

Once all students have been screened using a universal screener, schools will have a good idea where the students fall. For struggling students whom it has been determined that the issue is a skill/strategy deficit, universal screening data should indicate the general area where the student struggles (i.e., reading fluency, reading comprehension, math calculation, etc.). However, further data will need to be gathered to identify the specific skill or strategy in which each student has a deficit. For students in Tier 2, this data can be classroom assessments or other evidence.

Other Information to Take into Account

It is also crucial that more than one assessment be taken into consideration when determining the specific needs of a student. While specific assessments will give you a wealth of information, assessments, by nature, are specific in scope as to what they assess. You may determine that a child is struggling with comprehension but the issue may be more related to fluency rather than comprehension itself. As you delve deeper, you may find that the reason their fluency is so low is because they do not understand the individual phonemes. Make sure to take information from all areas into account when determining the needs for a student. If the student is an English language learner, collaboration with the ESL teacher or ESL Specialist for waived students or schools without ESL Programs, to gain further information is necessary. Including the use of the Elementary ESL Reading Intervention Decision Tree to determine the appropriate Tier 2 and 3 interventions for English Learners.”

Core Requirement #5 Documentation

It is important that record of the interventions be documented. This will help schools provide better support for students. This will also assist with our transient population to limit the amount of time the student is not receiving an intervention.

For Core instruction (Tier 1), teachers need to record in Infinite Campus, keep a checklist of strategies they have used in the regular classroom to support this student. (Tier 1 Differentiated Strategies Form). The teachers should decide on appropriate research-based strategies within their learning community.

For students in Tier 2, their interventions will be determined through collective inquiry with the Student Assistance Team. When students are discussed with the Student Assistance Team, the team should record notes and detail this information.

NOTE: All interventionists should track when intervention support was provided. When discussing students in Tier 2, it is important that the team discusses the following:

1. Area of Focus Need: The team needs to determine this at a specific level. For example, if a student is having difficulty in reading, we need to determine what is causing this difficulty. If it is comprehension, the team needs to use other assessments, classroom or diagnostic data to determine the most difficult areas in comprehension for this student.
2. Intervention or Support: The team will discuss and agree upon a research-based intervention program or research-based strategies to address this deficit. The team will also determine the frequency of this needed intervention.
3. Goal: The team will determine a goal statement for each student. The goal should include the timeframe, future performance level, and standard for successful performance. An example of a goal statement is, "In (#) weeks (**Student name**) will read (#) Words Correctly in 1 minute from randomly selected Grade (#) passages."
4. Progress: The team will determine the appropriate progress monitoring tool, create a goal, and discuss the progress once monitoring has begun. The team will discuss the progress of the student based on the goal. They will determine if appropriate progress is being made compared to the goal line or if they are above or below where they need to be in comparison to the goal.

For students in Tier 3, the Student Assistance Team will determine their interventions. When students are discussed with the Student Assistance Team, the team should record this information. The team is expected to create an acceleration plan for the student. If a student receives support in multiple areas, they will need one form per area. When discussing students in Tier 3, it is important that the team discusses the following:

1. Area of Focus: The team needs to determine this at a specific level. For example, if a student is having difficulty in reading, we need to determine what is causing this difficulty. If it is comprehension, the team needs to use other assessment, classroom or diagnostic data to determine the most difficult areas in comprehension for this student. A diagnostic assessment will be completed on each student before entering Tier 3. This information and data will be discussed at this meeting.

2. Intervention: The team will discuss and agree upon a research-based intervention program or research-based strategies to address this deficit. The team will also determine the frequency of this needed intervention. It is important to remember that the team must agree upon the student's Tier 2 intervention along with their Tier 3 intervention.
3. Goal: The team will determine a goal statement for each student. The goal should include the timeframe, future performance level, and standard for successful performance. An example of a goal statement is, "In (#) weeks (**Student name**) will read (#) Words Correctly in 1 minute from randomly selected Grade (#) passages."
4. Progress: The team will determine the appropriate progress monitoring tool, create a goal, and discuss the progress once monitoring has begun. The team will discuss the progress of the student based on the goal. They will determine if appropriate progress is being made compared to the goal line or if they are above or below where they need to be in comparison to the goal.

Required:

1. **Meeting notes for every MTSS Meeting and**
2. **Student Acceleration Plans**

Recommended: Daily Documentation for Skills taught in Intervention

Core Requirement #6: Comparison of Pre-and Post Intervention Data

Why is Baseline Data Needed?

Baseline data is a reflection of where the student is at a given point in time, prior to beginning an intervention. The importance of baseline data lies in the fact that unless you have established where the child is at the beginning point of any intervention, you will not be able to judge whether or not the child is progressing as a result of intervention supports. Or, perhaps more importantly, the school will not be able to determine whether or not the intervention that you are using is addressing the skill deficit that you have identified in the child. Since all educational decisions that are made are data-based decisions, accurate baseline data is an essential part of the entire process.

All decisions regarding a child's progress must be based on data. A student's progress is determined by taking the progress data that has been gathered and comparing it to the student's baseline data. In other words, it is critical to know a start and end date **and** where we are currently in order to determine if the child is benefitting appropriately and making adequate progress in the intervention support.

Progress Monitoring

Progress monitoring is the same as formative evaluation. Progress monitoring is the process of

assessing student achievement during instruction so that immediate changes can be made in the instructional program. The purpose is to determine, using data, if the current instructional program is effective for an individual student. In other words, progress monitoring will allow us to answer the question, **“Is the student making additional progress in response to the intervention, or do we need to change something that we are doing?”** Remember, the children who are participating in a tiered instruction have already been targeted as children who are not being successful and are not making adequate progress in the regular curriculum. We need to have a way to measure their progress more frequently than the typical student because we have to be able to make immediate changes in their intervention if needed. Waiting until the next benchmark assessment to determine if an intervention is being successful or not is much too late.

Three criteria for Progress Monitoring:

1. It uses standard assessment tools
2. It uses probes of the same difficulty level
3. It is given in a standard manner

Let us look at these three criteria more closely. “It uses a standard assessment tool” refers to the use of a measure that is outside of the curriculum and that has been shown to measure what it is supposed to measure. For reading fluency, which is a very good and statistically validated predictor measure of overall reading success, a Curriculum Based Measure (CBM) Fluency Probe, measuring Correct Words Per Minute is a standard assessment tool. There are many other assessment tools that would meet this criteria as well such as DRA and running records.

NOTE: It is important to understand that the tool has to be outside of the curriculum for it to validly measure progress.

All probes given should be on a specific level of instruction and at the same level of difficulty throughout the year. For example, probe 1 on the 3rd grade level is the same difficulty as probe 22 on the 3rd grade level. Even though the vocabulary may make one probe seem more difficult, this is not the case. If the probes increased in difficulty as the year went along, a student would be measured against a moving target, and the results would be meaningless. Typically, reading probes for a given grade level are supposed to be what an average student can read comfortably at the midpoint of the year. Thus, the third grade fluency probes are aimed at a mid third grade level. This means that they will be a bit more difficult for the students at the beginning of the year and a bit easier at the end of the year.

The manner in which the probe is administered must also be standardized, so that regardless of who gives the probe to the child, the results will be a valid measure of the child’s progress. When we progress monitor a child, we must resist the urge to coach them through any periods of difficulty.

What is good progress monitoring?

Appropriate progress monitoring is formative evaluation that will allow for more frequent changes in instruction. This is critical for children who are struggling so that they do not stay in an intervention that is not appropriately addressing their needs for a significant length of time. **Progress monitoring may be conducted as frequently as twice each week. But more commonly will be conducted every week.**

Good progress monitoring tools will be able to model growth for the child and be sensitive to small changes in their skill level. The tools will also be independent from the curriculum and be able to inform our teaching. Teacher will still have daily data from the intervention to document smaller growth and progress with specific strategies.

Progress Monitoring in both Tier 2 and Tier 3 should be graphed using a long term annual goal and weekly data points. This progress will be shared with the Student Assistance Team at least once every 4-6 weeks.

Guiding Questions for Progress Monitoring:

1. Using the information I have about the child's areas of deficit, what tool will I use to best measure progress?
2. What will be the schedule of progress monitoring that will best reflect how closely the child's progress must be followed?
 - Will progress be monitored once a week? Twice a week? What day of the week will best fit into my schedule?
3. Have I created a Progress Monitoring File for the child, using District Spreadsheet or another appropriate method to track their progress?
4. Has the goal been set for progress monitoring? Is it indicated on the progress monitoring graph?
5. Is the student aware of and engaged in meeting the goal?

Post-Intervention Data

What do I do if the child is on target to meet their goal? In this case, where it is apparent that the intervention is succeeding and the child is making adequate gains, it would make sense to continue the intervention and monitor as is. No change is necessary.

What do I do if the child is NOT on target to meet their goal? When the team evaluates data that suggests that the child is not making adequate progress, the team must choose to make a change for the child. What kinds of changes should be considered? Some items that need to be discussed are: attendance, behavior, student engagement, teaching style, etc. Refer to the guiding questions below for more information.

If the committee determines that the intervention has been delivered with fidelity and accuracy,

then lack of progress **MUST** result in some action by the committee and some changes in the child's program. **It is difficult to generate a trend line with less than 6 to 9 data points, however, 4 consecutive weekly data points that show NO progress indicate change is needed for the student. A change in the intervention (not Tier) can take place after 4 weeks. A change in the Tier can take place after 6 to 9 weeks of an intervention done with fidelity. If a student is significantly on track and meeting his/her goal, they should be exited by slowly decreasing intervention times/frequency.**

Guiding Questions for Comparing Pre-and-Post Intervention Data

1. Has the child been in school and participated regularly in the intervention?
2. Has the intervention been delivered with fidelity and accuracy?
3. Has the person giving the intervention been adequately trained in administering the intervention?
4. Has the intervention been delivered with enough strength (meaning for enough minutes each day, or as many days a week as necessary)?
5. Is this the correct choice of intervention to meet the child's needs? Is this intervention the appropriate intervention to specifically target the area of deficit?
6. Has the progress monitoring been conducted as regularly as planned?
7. Has the child been engaged and motivated to participate in the intervention?

Core Requirement #7 Parent/Family Communication

"Families play a key role in any school/district intervention system. Family and community engagement must focus on improving student achievement. Continual and purposeful two-way communication between school and home must flow seamlessly. Families should regularly receive information concerning their children's academic achievement and behavioral standards, along with any interventions delivered. Productive and collaborative relationships between parents and school staff must be established to maximize efforts in meeting individual student needs." (A Guide to the KY Systems of Interventions, KDE, 7-08)

In order to promote family engagement and involvement at all times, the following are recommended as intentional structures within each school:

1. The family should feel welcomed into the school and their child's classroom.
2. The family should be informed of school and classroom expectations and practices

- regarding behavior and academics.
3. The family should be informed when the teacher has evidence that their child is not meeting the standards and expectations. This may be accomplished through written means and/or formal parent/teacher conferences. It is recommended that at the time the school is informing parents for the first time, it should occur in a face-to-face meeting.
 4. The teacher must keep a record of all communication with the family members.
 5. This communication must occur regularly enough to keep the family well informed. At the least, it must occur when the teacher has evidence of concerns, when any interventions are begun that fall outside the typical Tier I classroom instruction, and when any intervention strategies or Tiered instruction is changed. Ensure communication with parents of English Learners provided in their native language.

In addition, the school must provide adequate information for the parents to assure that the parents understand the nature of any additional instruction that is being provided for their child and the progress that is being monitored. Specific permission to begin a Tier 2 or Tier 3 intervention is not required from a parent.

However, appropriate and regular information shared with the parent will ensure that the child is receiving the most support possible from the home and that the collaborative relationship between the home and school is being fostered.

For students in Tier 2, parents will be informed of the current level of the student and the proposed intervention. Progress of this intervention will be sent home every 4-½ weeks (midterm).

For students in Tier 3, parents will be informed of the current progress of their students and proposed intervention. The teacher must attempt to meet with the parent/guardian of the student to discuss this intervention. Progress of this intervention should sent home every 4-½ weeks (midterm).

Intervention Programs in JCPS

Academic Supports and Interventions

Schools are strongly encouraged to review and select intervention and support programs with a strong evidence base and record of improving student outcomes in Reading and Mathematics. Instructional leaders should utilize the information at [What Works Clearinghouse](#) when selecting effective materials for their students. Examples of programs in use in Jefferson County include but are not limited to *Reading Recovery* and *LLI* for reading and *Dreambox* and *Do the Math* for mathematics.

Behavior Supports and Interventions

Schools are strongly encouraged to review and select intervention and support programs with a strong evidence base and record of improving student behavioral outcomes. Instructional leaders should utilize the information provided in the [MTSS Toolkits](#) for high-yield practices for student engagement as well as the JCPS [Student Support and Behavior Intervention Handbook](#). Examples of programs in use in Jefferson County include but are not limited to Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices

Data Requirements for Reporting Academic and Behavioral Supports/Interventions

All K-12 students identified by the school or district as requiring intervention services in Reading, Writing, Mathematics, Science, Social Studies and Behavior:

Academic and Behavior Supports:	Funding Streams:
*Students identified as Novice in Reading and Mathematics according to KPREP *Students identified as Novice in Reading and Math according to MAP *All students in the district and school having been identified for required Comprehensive Coordinated Early Intervening Services (CCEIS) for students	*All students served by ESS (any programming intended to be ESS by the school or district) FUNDING SOURCE WILL NEED TO BE IDENTIFIED *All students served with Mathematics Achievement Fund (MAF) or Read To Achieve (RTA) grants *All students served by additional district funded supports (i.e. Extended Learning (ELF))

How to enter academic or behavior support in IC:

1. Only designated individuals at each building who have been trained on the Intervention Tab may enter data.
2. As soon as services begin, student record is created.
3. Hours should be updated periodically. Periodic data checks will occur October 30, January 30, March 30 and end of the school year.
4. Schools need to develop a system of communication between attendance clerk and Intervention Tab designees to allow for proper ending of records when a student transfers to another location.
5. A report will be generated following each MAP administration to identify the students in need of support and development of an acceleration plan.

Helpful Reports:

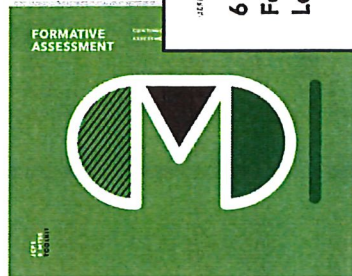
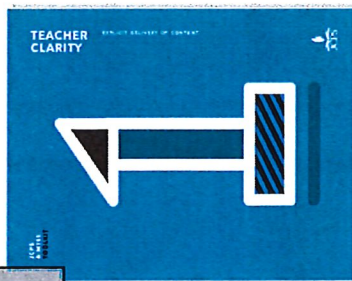
1. Data Management Center (DMC) Academic Endeavors report
2. Principal Quarterly Report

We can include links to directions on data entry directions, PLP report, DMC report

Glossary of Terms

Accommodation	Change made to instruction and/or assessment that does not change the expectations for performance or change the construct that is being measured. Accommodations provide access to buildings, curriculum, and assessments.
Adaptation	An adjustment to the instructional content or performance expectations of students with disabilities from what is expected or taught to students in general education. Adaptations can include decreasing the number of exercises the student is expected to complete, assigning different reading materials, or allowing use of a calculator.
Aimline	Line on a graph that represents expected student growth over time.
Criterion-Referenced Assessment	An assessment that measures what a student understands, knows, or can accomplish in relation to specific performance objectives. It is used to identify a student's specific strengths and weaknesses in relation to skills defined as the goals of the instruction, but it does not compare students to other students. (Compare to norm-referenced assessment.)
Curriculum-Based Assessment (CBA)	Measurement that uses direct observation and recording of a student's performance in the local curriculum as a basis for gathering information to make instructional decisions. An example of this is PASS from Think Link Learning.
Curriculum-Based Measurement (CBM)	Tools for measuring student competency and progress in the basic skill areas of reading fluency, spelling, mathematics, and written language. Scott County administers R-CBM (Reading) and M-CBM (Math) from AIMSweb in elementary and middle school.
Data Points	Points on a graph that represent student achievement or behavior relative to a specific assessment at a specific time.
Data-Based/Data-Driven Decision Making	A process of collecting, analyzing, and summarizing information to answer a question and to guide development, implementation, and evaluation of an action. Data-based decision making is continuous and regular, and most importantly linked to educational/socially important questions.
Differentiated Instruction	Process of designing lesson plans that meet the needs of the range of learners; such planning includes learning objectives, grouping practices, teaching methods, varied assignments, and varied materials chosen based on student skill levels, interest levels, and learning preferences; differentiated instruction focuses on instructional strategies, instructional groupings, and an array of materials.
Discrepancy	a) Difference between two outcome measures; b) IQ-achievement discrepancy – difference between scores on a norm-referenced intelligence test and a norm-referenced achievement test; c) Difference between pre-test and post-test on a criterion-referenced test.
Evidenced-Based Instruction	Curriculum and educational interventions that have been proven to be effective for most students based on a study with empirical evidence.
Explicit Instruction	Systematic instructional approach that includes a set of delivery and design procedures derived from effective schools' research merged with behavior analysis; essential components of well-designed explicit instruction include a) visible delivery features of group instruction with a high level of teacher and student interactions and b) the less observable, instructional design principles and assumptions that make up the content and strategies to be taught.
Fidelity of Implementation and Instruction	Implementation of an intervention, program, or curriculum according to research findings and/or on developers' specifications.
Formative Assessment/Evaluation	Classroom/curriculum measures of student progress; monitors progress made toward achieving learning outcomes; informs instructional decision making.
Learning Rate	Average progress over a period of time, e.g., one year's growth in one year's time.

MTSS Toolkits





Culture and Climate: MTSS Department



MTSS - Academic

Engagement and Pedagogy

Goal: To increase student achievement by equipping teachers with high-yield pedagogical practices to maximize student engagement

MTSS - Behavior

Restorative Practices

Goal: To build healthy school communities by doing things with students rather than to students.

Positive Behavior

Interventions and Support

Goal: To set high expectations and behavioral systems to establish a climate in which appropriate behavior is the norm.

MTSS - Elementary

Behavior Support


Team of School

Psychologists (Individual student behavior planning)

Goal: Provide support, consultation and intervention services for students who are disrupting the educational environment due to high-level behaviors.

Session

GOALS

 Provide connections to the 3 Pillars and 6 Systems and the work of the MTSS Academic Pedagogy and Engagement Department

 Engage in overview of the success criteria and high-yield practices in the MTSS toolkits

 Determine how ECE Consulting Teachers can support schools with implementation of high-yield practices for all students.



Three Pillars

Backpack of
Success Skills



Racial Equity



Culture
& Climate



Deeper Learning - Key Connections

High-Yield Practices

- Teacher Clarity
- Self-Assessment
- Variety of Modes of Instruction
- Formative Assessment
- Feedback
- Classroom Systems

Backpack of
Success Skills



Deeper Learning

- Critical thinking skills
- Problem solving skills
- Master rigorous core content
- Communication skills
- Work collaboratively
- Take ownership of learning

Student Backpacks

- Effective Communicator
- Emerging Innovator
- Prepared and Resilient Learner
- Globally and Culturally Competent Citizen
- Productive Collaborator



KEY BENEFITS



Backpack of
Success Skills



01

Transforms teaching and learning by changing instructional practice to support all students.

02

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

03

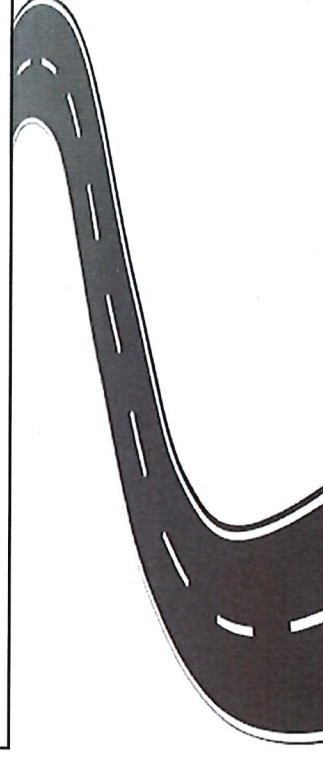
Students are continually challenged to reflect upon their learning, set goals and create plans for on-going improvement.

04

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.

05

Aligned expectations from school to school and teacher to teacher for transition readiness.



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Racial Equity



Racial Equity

Equitable academic programs and services that respond to the needs of a diverse student population and prepare all students for a changing workplace within a global economy are essential.



-JCS Diversity Statement



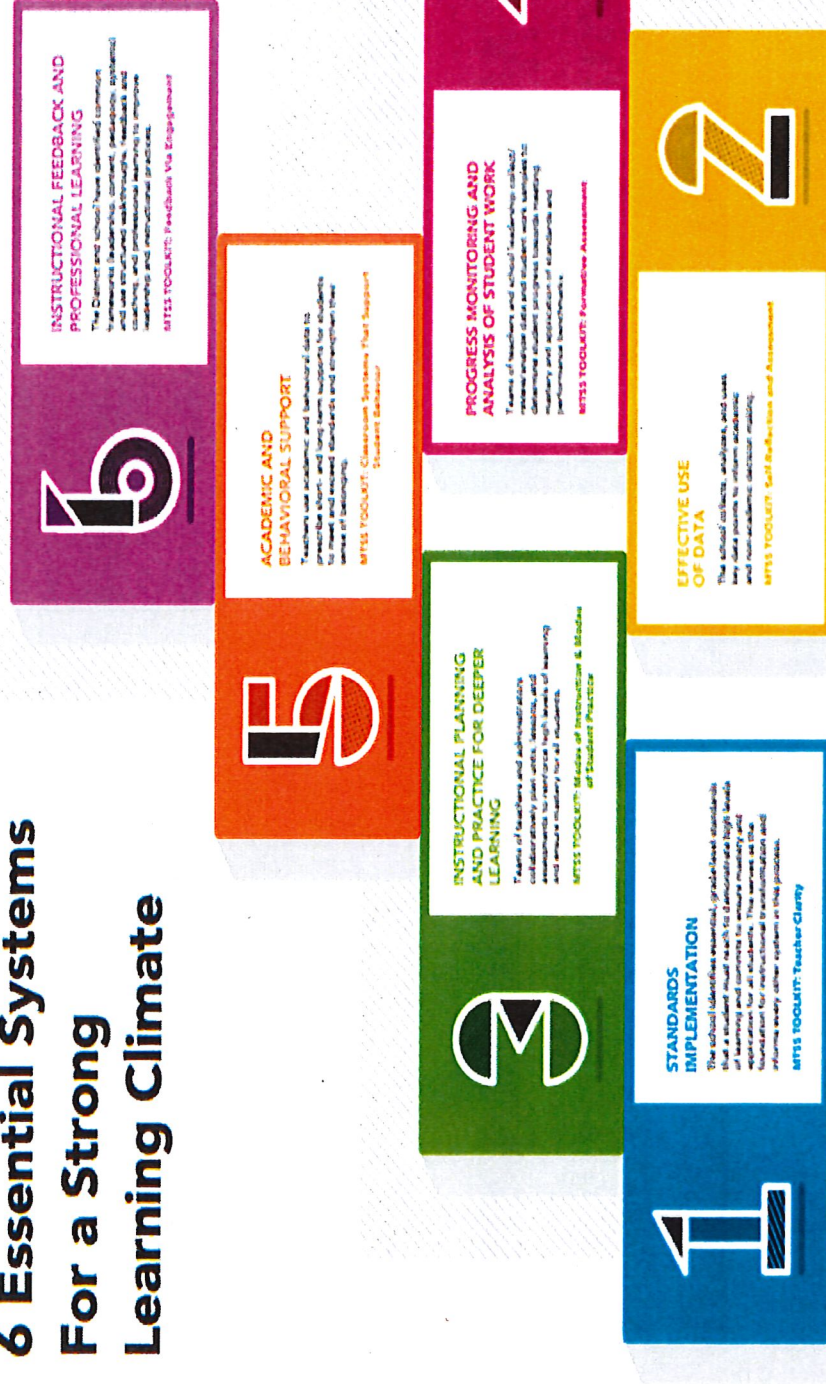
The toolkits provide a **variety of instructional approaches** and assessment methods that **foster deeper learning** and **engage students**. This leads to positive relationships with students, as these approaches **empower students**, as well as, develop the knowledge, skills, and abilities they will need for their future.

Culture
& Climate





6 Essential Systems For a Strong Learning Climate



**“A teacher who engages students understands that the fundamental mission isn’t teaching a subject. Job number one is ensuring that students know HOW to learn.”
(Hattie, 2018)**



So how do we increase student engagement through high-yield pedagogical practices?



MTSS
Multi-Tiered System of Support Department

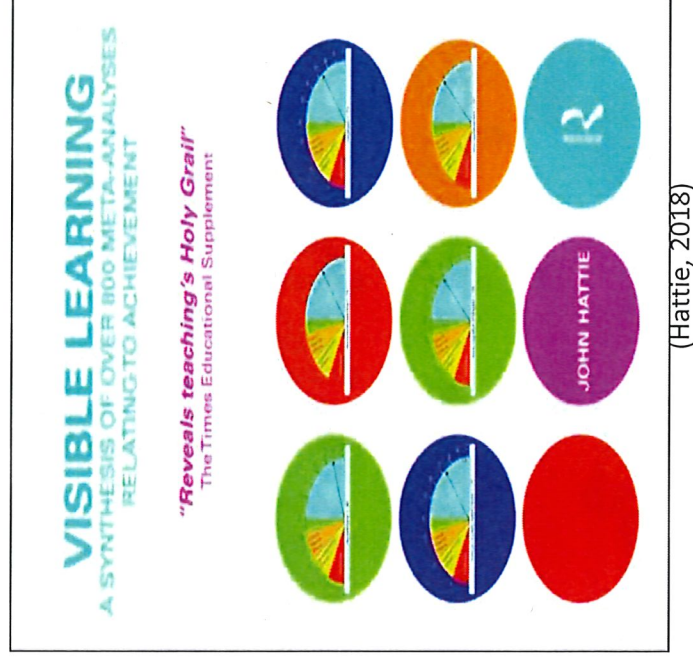
Visible Learning

- **Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement** By John Hattie

- Compares different interventions in terms of the magnitude of effects as demonstrated across the totality of our research base

- **The Six Factors**

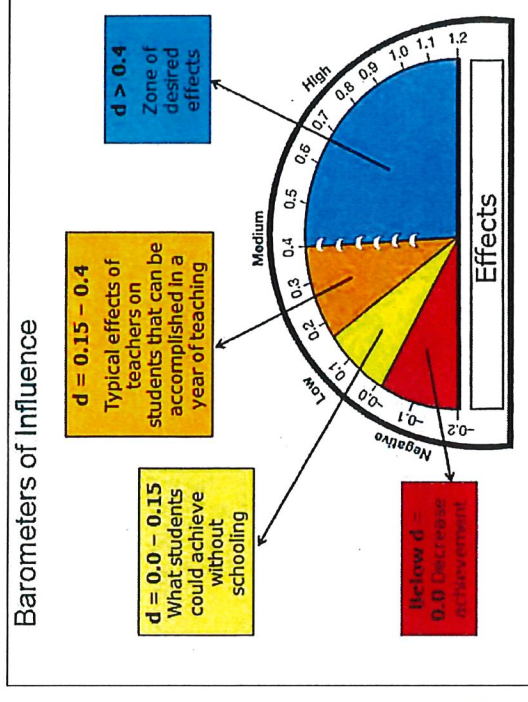
- The Child
- The Home
- The School
- The Curricula
- **The Teacher**
- **The Approaches to Teaching**



(Hattie, 2018)

Barometer of Influence

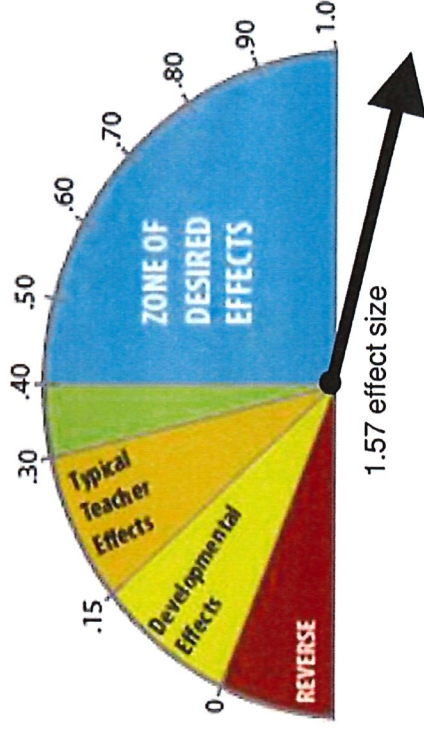
- Effect size
 - Magnitude or size of an effect
- What Works Best?
 - Greater than 0.4 = Zone of desired effects
 - 0.15 – 0.4 = Teacher effects
 - 0.0 – 0.15 = Developmental effects
 - Below 0.0 = Reverse effects



Collective Teacher Efficacy

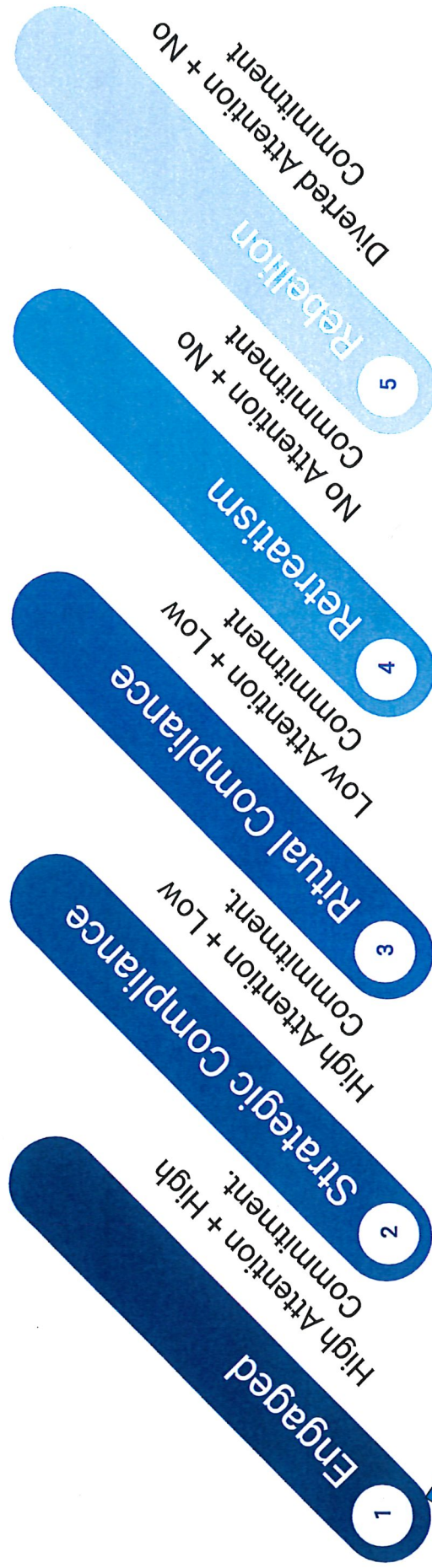
Research-Based Best Practice - Dr. John Hattie

Teachers shared belief that through collective action, they can positively influence student outcomes, including impacting those who are disengaged and/or disadvantaged.



Collective Teacher Efficacy

Levels of Student Engagement



JCPS Increased Engagement Toolkits



1. Teacher Clarity



2. Self-Reflection and Assessment



3. Modes of Instruction and Student Practice



4. Formative Assessment

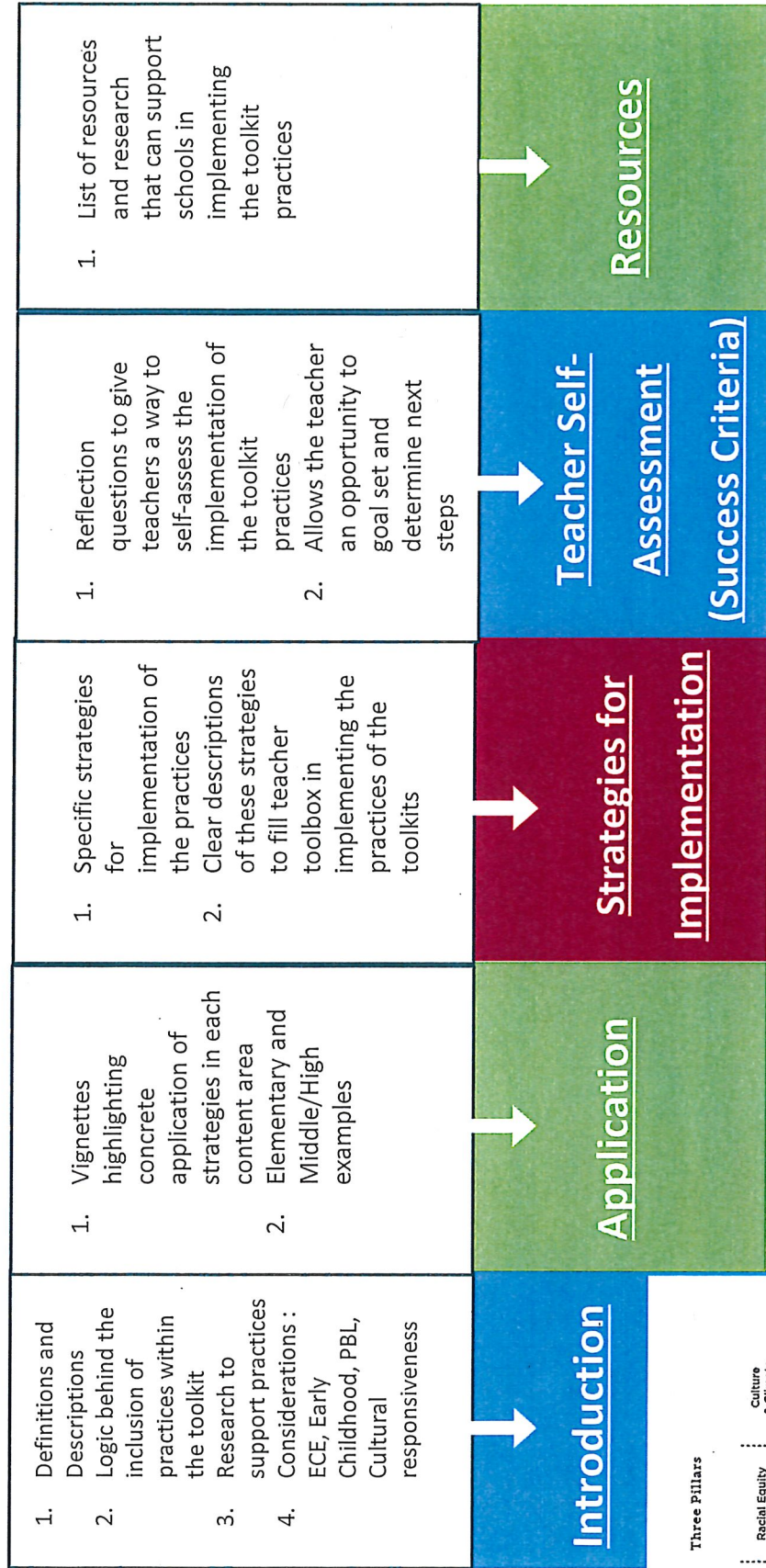


5. Classroom Systems that Support Behavior



6. Feedback

Toolkits- What is Included?



Three Pillars



JCPS Toolkit Success Criteria

Toolkit #1 Teacher Clarity	Toolkit #2 Self-Reflection and Assessment	Toolkit #3 Modes of Instruction and Student Practice	Toolkit #4 Formative Assessment	Toolkit #5 Classroom Systems that Support Behavior	Toolkit #6 Feedback via Engagement
<p>Clear Learning Goals</p> <ul style="list-style-type: none"> • Designs clear learning goals about what students are to know and be able to do • Aligns all learning tasks to lesson goals • Revisits learning goals throughout the lesson • Sets differentiated goals based on student needs to ensure a balance between difficulty level and achievement level. <p>Clear Explanation and Demonstration</p> <ul style="list-style-type: none"> • Communicates the learning goals and success criteria • Clearly explains new content to students in a logical and coherent way • Clearly demonstrates relevant skills and processes that students are expected to do <p>Clear Practice and Questioning</p> <ul style="list-style-type: none"> • Provides students with opportunities to practice skills that are linked to the lesson (This practice is clearly focused on what is desired for them to know and be able to do) • Anchors students' prior knowledge to new learning goals at different achievement levels. • Checks students current understanding of new material and advances connections to prior content. 	<p>Self-reported Grades</p> <ul style="list-style-type: none"> • Ensures students are aware of their performance and understand their achievement levels as they relate to their goals • Gives students opportunities to measure their status in meeting targets to strengthen learning • Allows students to report out their own assessment of progress toward goals <p>Metacognitive Strategies</p> <ul style="list-style-type: none"> • Presents opportunities for students to reflect on learning, question one's own learning, and determine learning goals • Provides opportunities for students to plan how to approach a learning task, evaluate progress and monitor comprehension <p>Self-verbalization/Self-questioning</p> <ul style="list-style-type: none"> • Provides instruction in how to check comprehension by asking and answering questions before, during and after a lesson as a means of check for understanding • Provides instruction to students on how to use self-questioning as a necessary part of monitoring their own learning 	<p>Modes of Instruction</p> <p>Teacher is well versed and fluent in implementing various modes of instruction to meet the varying needs of students in their classroom.</p> <ul style="list-style-type: none"> • Makes instructional practices authentic and relevant to students lives • Embeds instruction during student practice with intermittent points of feedback • Frontloads instruction to set students up for success • Provides a sequence of instruction that allows students to be successful • Connects new concepts to prior knowledge of the student <p>Modes of Student Practice</p> <p>Teacher works as an activator of learning and a key agent in providing a variety of opportunities for practice</p> <ul style="list-style-type: none"> • Provides a variety of opportunities in which students can practice skills introduced in the classroom (Scaffolding) • Provides multiple short practice opportunities over a period of time rather than long practice sessions 	<p>Formative Evaluation</p> <ul style="list-style-type: none"> • Uses a variety of methods to assess student progress towards mastery of learning goals • Uses student performance data to inform instructional practice • Employs an efficient and effective system for monitoring student attainment of learning goals • Ensures the learning process is in close connection with the teaching process • Uses results are used to benefit student learning <p>Feedback</p> <ul style="list-style-type: none"> • Provides multiple opportunities for student to respond • Adjusts instruction in response to evidence of student understanding 	<p>Teacher Expectations</p> <ul style="list-style-type: none"> • 3-5 classroom expectations that are posted and visible for students to see • Implements a classroom management plan that clearly outlines instructional and behavioral expectations <p>Classroom Management</p> <ul style="list-style-type: none"> • Establishes multi-tiered behavior intervention system that provides equitable responses to behavior • Monitors continuously and assesses the success of the behavior intervention system • Uses points of data to determine effect of interventions 	<p>Focused and Selective</p> <ul style="list-style-type: none"> • Seeks feedback from students regarding the learning process to provide insight on gaps for the purpose of adjusting instruction • Gives students feedback on 3-5 important points of the lesson (to avoid cognitive overload) • Seeks feedback from students using a variety of opportunities to respond regarding their learning <p>Constructive</p> <ul style="list-style-type: none"> • Focuses feedback on what each student knew, did and achieved • Compares student work to a set standard to show progress toward meeting that standard <p>Dialogic</p> <ul style="list-style-type: none"> • Assesses student performance to determine effectiveness of the instruction • Integrates opportunities of dialogue into the lesson



Engagement Carousel Directions

1. **Locate** the poster that matches the color dot on your sheet.

1. **Read** Success Criteria and High-Yield Practices on your poster.

1. **Discuss** how your work supports that toolkit.

1. **Select** one person to **summarize** and **share**.

1-Teacher Clarity Success Criteria

Clear Learning Goals:

- Designs **clear learning goals** about what students are to know and be able to do
- **Aligns** all learning tasks to lesson goals
- **Revisits learning goals** throughout the lesson
- **Sets differentiated goals** based on student needs to ensure a balance between difficulty level and achievement level.



Clear Explanation and Demonstration:

- **Communicates** the learning goals and **success criteria**
- Clearly explains new content to students in a **logical and coherent way**
- **Clearly demonstrates** relevant skills and processes that students are expected to do

Clear Practice and Questioning:



- Provides students with **opportunities to practice** skills that are linked to the lesson (This practice is clearly focused on what is desired for them to know and be able to do)
- **Anchors students' prior knowledge** to new learning goals at different achievement levels.
- Checks students current understanding of new material and advances **connections to prior content**.



Teacher Clarity High-Yield Practices

Toolkit #1



Teacher Clarity	Clarity describes a set of teacher behaviors that are vital to engaging and empowering all students in their learning process by helping them clearly understand what they are learning, why they are learning it, and what they are expected to know or be able to do to demonstrate what they have learned.
Concept Mapping	Concept mapping refers to the provision of a context for lesson content – where it fits into a larger picture. When teachers call students back to prior learning, discuss learning targets, and ask for real examples, they are helping to build a context that effectively creates concept maps.
Goal Setting	When teachers help students strive toward goals, there is an enhanced effect on student learning. In fact, difficult goals have been shown to be more effective than easy goals. However, the idea is to create goals that effectively challenge students while still being realistic. Feedback provided in relation to performance toward a goal is also an important component.
Explicit Teaching Strategies	1. Delivering content in small, digestible chunks; 2. Differentiating instruction in response to learner differences; 3. Providing relevant and explicit modeling and examples of expectations; 4. Adapting speech and pace of instruction to student needs.
Scaffolding	Scaffolding is providing students with an appropriate linguistic and/ or conceptual tool to bridge the gap between present and intended understanding.
Mnemonics	Mnemonics are memory devices that assist learners to recall substantial amounts of information, such as mathematical concepts like orders of operation and the quadratic formula. It is a memory enhancing instructional strategy which involves teaching students to link new information that is taught to information they already know. These could be a short song, an acronym, or a visual image that is easily remembered.

#2- Self-Reflection and Assessment Success Criteria



Self-Reported Grades:

- Ensures students are aware of their performance and understand their achievement levels as they relate to their goals
- Gives students opportunities to measure their status in meeting targets to strengthen learning
- Allows students to report out their own assessment of progress toward goals

Metacognitive Strategies

- Presents opportunities for students to **reflect on learning, question one's own learning, and determine learning goals**
- Provides opportunities for students to **plan how to approach a learning task, evaluate progress and monitor comprehension**



Self-Verbalization/Self-Questioning:

- Provides instruction in how to check comprehension by **asking and answering questions** before, during and after a lesson as a means of check for understanding
- Provides instruction to students on how to use **self-questioning** as a necessary part of monitoring their own learning



Toolkit #2

Self-Reflection and Assessment High-Yield Practices



Goal Setting	<p>When teachers help students strive toward goals, there is an enhanced effect on student learning. In fact, difficult goals have been shown to be more effective than easy goals. However, the idea is to create goals that effectively challenge students while still being realistic. Feedback provided in relation to performance toward a goal is also an important component.</p>
Self-Reported Grades	<p>Allowing students to report their own assessment of their progress toward goals has demonstrated to be both remarkably accurate and a predictor of higher achievement. However, there are two caveats: (1) the effect appears to be less robust with students from minority backgrounds, and (2) this assumes that the goals upon which students are self-assessing represent a challenge.</p>
Metacognitive Strategies	<p>Solving problems involves both the application of a strategy and the consideration and evaluation of that strategy – the latter being metacognitive in nature. Metacognitive strategies are higher-order thinking and involve planning an approach, evaluating progress, and monitoring one's own comprehension. Increasing student metacognitive behaviors leads to more realistic self-evaluations of learning. Other potential metacognitive strategies include self-monitoring, self-regulation, goal setting/planning, time management, seeking help.</p>
Self-Verbalization/ Self-Questioning	<p>This is a form of a metacognitive strategy that is specifically focused on problem solving. It has been found to be especially effective for students experiencing difficulties (i.e., low level learners).</p>
Student-Led Conferences	<p>The role of the classroom teacher is to be a facilitator in the conference process. Students lead parents through a discussion of their work and established academic and social goals.</p>

#3- Modes of Instruction Success Criteria

Modes of Instruction

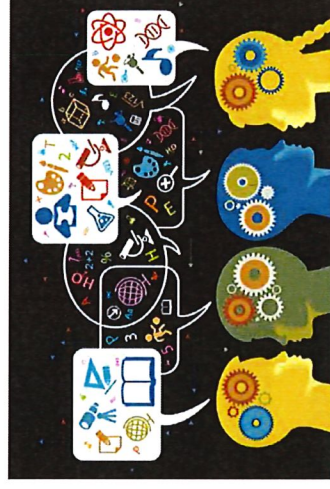
Teacher is well versed and fluent in implementing **various modes** of instruction to meet the varying needs of students in their classroom.

- Makes instructional practices **authentic and relevant** to students' lives
- Embeds instruction during student practice with intermittent points of feedback
- Front-loads instruction to set students up for success
- Provides a sequence of instruction that allows students to be successful
- **Connects** new concepts to prior knowledge of the student

Modes of Student Practice

Teacher works as an activator of learning and a key agent in providing a variety of opportunities for practice

- **Provides a variety of opportunities** in which students can practice skills introduced in the classroom (Scaffolding)
- Provides **multiple short practice** opportunities over a period of time rather than long practice sessions



<http://bit.ly/JCPSMTSSToolkits>



Toolkit #3

Modes of Instruction



Modes of Instruction	Teachers need to be well-versed and fluent in implementing various modes of instruction. This includes providing a variety of opportunities in which students can practice skills being introduced in the classroom.
Modes of Student Practice	Once students have acquired a basic knowledge and skill within any lesson there is a critical need to supply opportunities for successful practice. However, there are keys to the effective use and delivery of practice. The following are practice strategies that enhance learning and improve the student's prognosis for future performance.

<http://bit.ly/modesofinstruction>

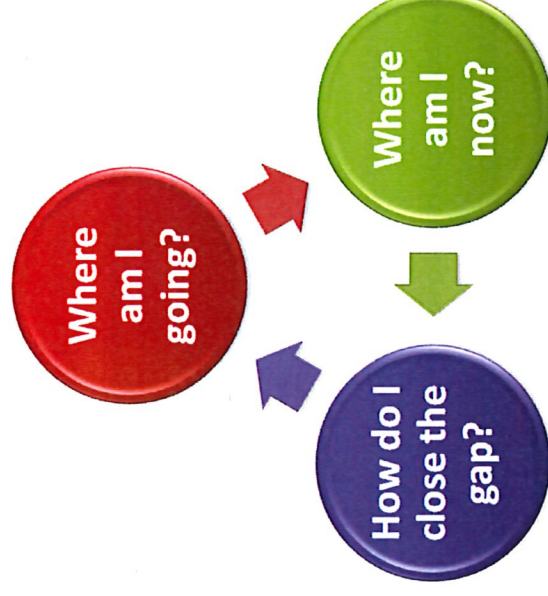
#4- Formative Assessment Success Criteria

Formative Evaluation:

- Uses a **variety of methods** to assess student progress towards mastery of learning goals
- Uses student performance **data to inform instructional practice**
- **Employs an efficient and effective system** for monitoring student attainment of learning goals
- Ensures the learning process is in close connection with the teaching process
- Uses results are used to **benefit student learning**

Feedback:

- Provides **multiple opportunities** for student to respond
- **Adjusts instruction** in response to evidence of student understanding



<http://bit.ly/JCPSMTSSToolkits>



Formative Assessment High-Yield Practices



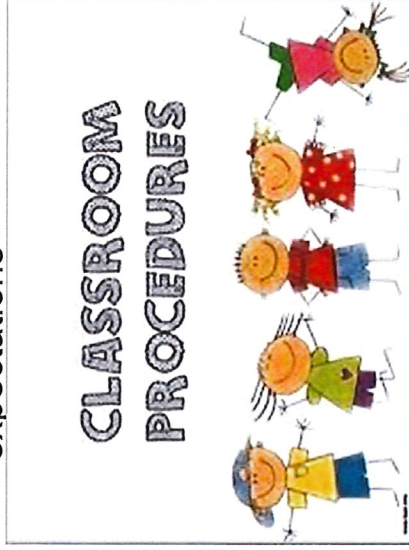
Toolkit #4

Feedback	<p>Feedback refers to a teacher's indication to a student whether a behavior/action/skill was demonstrated correctly. This can be as simple as thumbs up or thumbs down - or as complex as long discussions. The key is in both the frequency and ratio of positive to negative feedback.</p>
Providing Formative Evaluation	<p>Formative evaluation is the process of gathering evidence to inform instruction. In other words, it is a way of thinking about measuring progress in learning and responding to it in teaching.</p>
Cooperative vs. Competitive	<p>When engaged in cooperative learning, students are involved in discussion and learning with their peers in a structured manner; whereas, in competitive learning, students compete to reach a goal.</p>
Reciprocal Teaching	<p>Reciprocal teaching is an instructional practice which teaches students cognitive strategies that lead to improved learning outcomes. Teachers enable their students to learn and use cognitive strategies such as summarizing, questioning, clarifying, and predicting in a dialogue where the teacher-student roles have been reversed.</p>
Brief and Non-graded Assessment	<p>Brief and non-graded assessments are short informative snapshots designed to measure a student's knowledge and provide the teacher with diagnostic information to help move the student's learning forward.</p>
More Informative and Graded Assessment	<p>These types of assessments evaluate student learning and performance. It provides teachers with data about patterns in the student's learning across courses and programs. Graded assessments are not limited to chapter, unit, and/or benchmark tests. Performance-based assessments, such as projects, presentations, and portfolios, are another way to evaluate a student's mastery of content. competitive learning, students compete to reach a goal.</p>

#5- Classroom Systems that Support Behavior Success Criteria

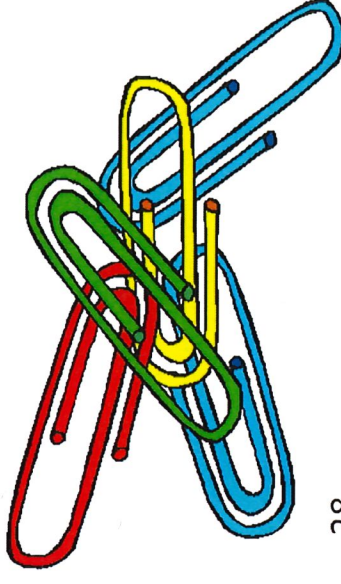
Teacher Expectations:

- 3-5 **classroom expectations** that are posted and visible for students to see
- **Implements a classroom management plan** that clearly outlines instructional and behavioral expectations



Classroom Management:

- Establishes multi-tiered behavior intervention system that provides **equitable responses** to behavior
- **Monitors continuously** and assesses the success of the behavior intervention system
- **Uses points of data** to determine the effect of interventions





Toolkit # 5

Classroom Systems that Support Behavior High-Yield Practices

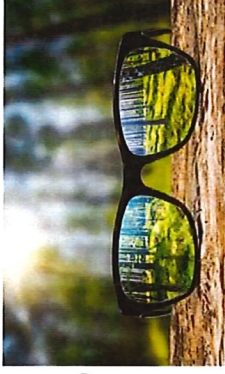


Student Teacher Relationships	<p>The quality of teacher and student relationships can be considered in terms of the degree to which interactions end positively (or not negatively). That is, the teacher who creates a positive climate where interactions are largely positive has fewer problem behaviors from students. While some refer to the quality of student-teacher relationships in terms of the student's behavior, teachers have the majority of the responsibility for the quality of relationships with students and must find ways to connect positively.</p>
Classroom Management / Classroom Behavioral Practices	<p>Classroom management refers to the degree to which teachers establish rules and expectations in the classroom and then engage positive strategies to maintain consistent adherence to those rules is a major predictor for student success. Classroom behavioral refers to the teacher's enforcement of these specific and reasonable rules. The outcome of this combination of clear rules with consistent feedback and enforcement is increased student self-control.</p>
Teacher Expectation of Performance	<p>Teachers impact student achievement and behavior simply by communicating high expectations and providing feedback on performance in relation to those expectations. While there certainly are some foundational school- or class-wide expectations such as "respect others", teachers do well to individualize expectations for learners. To avoid the trap of having low expectations based on preconceived stereotypes, expectations must emphasize growth and progress as opposed to meeting an arbitrary criterion. As a key considerations, teachers should (1) regularly communicate expectations; (2) present reasonable challenges; (3) teach, prompt, and encourage student success; and (4) provide regular feedback on student progress. Group or class-wide expectations can be used in the same manner and using the same four considerations.</p>

#6- Feedback Success Criteria

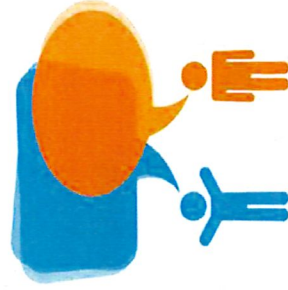
Focused and Selective

- **Seeks feedback from students** regarding the learning process to provide insight on gaps for the purpose of adjusting instruction
- Gives students feedback on **3-5 important points of the lesson** (to avoid cognitive overload)
- Seeks feedback from students using a **variety of opportunities to respond** regarding their learning



Constructive

- **Focuses feedback** on what each student knew, did and achieved
- **Compares student work to a set standard** to show progress toward meeting that standard



Dialogic

- **Assesses student performance** to determine effectiveness of the instruction
- **Integrates opportunities of dialogue** into the lesson



Toolkit #6

Feedback High-Yield Practices



Feedback as a Result of Engagement	<p>Feedback refers to a teacher's indication to a student whether a behavior/action/skill was demonstrated correctly. This can be as simple as thumbs up or thumbs down - or as complex as long discussions. As a general rule, the more the teacher engages the student, the more opportunities there will be for feedback.</p>
Classroom Discussion	<p>Classroom discussions are characterized by the fact that a) they involve a high degree of student activity, b) the questions and problems of learners become visible through spoken dialogue in the learning process, c) learners receive feedback from teachers, and d) teachers receive many kinds of feedback on their instruction from students.</p>
Questioning	<p>Questions provide the teacher with opportunities for feedback. However, effective questions are those that are interesting, connected to students' lives in some authentic manner, and easy enough to predict high rates of student success. Use of difficult questions also provides opportunities for feedback, but that feedback is far more likely to be negative in nature. Effective questions engage students in a positive manner.</p>
Opportunities to Respond	<p>Traditionally, teachers provide students with an opportunity to respond (OTR) by actively questioning a single student, while the remaining students, are at best, passively involved. In shifting the lens of OTR, it becomes evident that receiving feedback from students is just as crucial as providing feedback to students. We now know that active student engagement is critical to academic success. Providing ample OTR followed by effective feedback can impact both academic and behavioral outcomes by increasing academic engagement.</p>

The Process

Systems Check

Completed with school administrative teams. Allows a reflection to determine which toolkit a school will be using.

Needs Assessment

Completed with school administrative teams. Allows a deeper look into the components of each toolkit and is used to determine need of professional development.

Training, Coaching, Support

In collaboration, provide training, coaching and support tailored to meet the needs of each individual school.

The Process



Walk-through instruments for administrators and MTSS team to assess progress of implementation of the toolkit.

Tools for teachers to use to self-assess implementation of the components of the toolkit.

The team will engage in continuous evaluation to determine next steps with the toolkit implementation.



Website

Multi-Tiered Systems of Support Department

<https://www.jefferson.kyschools.us/multi-tiered-systems-support>

- **Academic and Behavior Departments** - Brief description, explanation, and background of these departments
- **High-Yield Pedagogy (Instructional Practices)** - Brief description and purpose of these practices
- **Links to each MTSS Toolkit**

All final draft toolkits are uploaded to our website for district-wide use.