

Itemized Recommended Changes

1.

Striking student to student

Intentional physical contact with a student that does not cause physical injury. If a physical injury occurs, review the Assault codes above. If two students are striking each other, that is considered “Fighting”.

2.

Striking student to staff

Intentional physical contact with a faculty member, staff member, or other school official that does not cause physical injury. If a physical injury occurs, review the Assault codes above.

3.

Racial slurs/Hate speech toward staff/ student	●	●	●	●
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4.

Unintentional physical contact—staff

Unintentional physical contact with a faculty member, staff member, or other school official that does not cause physical injury. If a physical injury occurs, review the Assault codes above. For example, a staff member is assisting in breaking up a fight and a student inadvertently elbows, swats, etc., a staff member.

5.

Every place the acronym ARC exists, the Admissions and Release Committee will be added.

6.

Remove Excessive Noise

Rationale: The code is highly subjective and could result in inequitable applications. The SSBIH Review Team felt other existing codes like Talking Out in Class, Horseplay, or Violation of Cell Phone Policy, could be used and involve less subjectivity.

7.

Changed all statutory language using “person” to “student” per guidance from General Counsel.

8.

For grades 6-12

●	●	●	●	Fighting—student to student
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9.

Dress Code Violation

A student is not in compliance with the expectations in a ~~the local~~ school’s SBDM-approved dress code policy. Masks are considered part of school dress.

10.

Live Links for the print SSBIHs – going to create a footnoting system or appendix. Our editors will make a recommendation.


11.

Added examples as requested from the REAP process last year. DEP has approved the changes.

LEVEL 1	Level 1 behaviors represent minor disruptions to the classroom environment. Examples of Level 1 behaviors could be but are not limited to: being out of one's seat, talking out in class, leaving the classroom without permission, or dress code or device violations. Typically, these are not referred to an administrator until the classroom level interventions are not correcting the behavior. With Level 1 behaviors, the goal is to correct the behavior while limiting time missed from class. Repeated misbehavior requires a parent/teacher conference, a conference with the counselor, and/or a conference with an administrator. Staff should use responses in a graduated fashion.
LEVEL 2	Level 2 behaviors represent acts whose frequency or seriousness disrupt the learning environment of the school. Examples of Level 2 behaviors could be but are not limited to: horseplay, nonattendance to class, leaving school grounds, or using profane or vulgar language. These violations always result in the involvement of school administration. With Level 2 behaviors, the goal is to correct the behavior by stressing the seriousness of the offense while keeping the student in school. Staff should use responses in a graduated fashion.
LEVEL 3	Level 3 behaviors represent acts against a person(s) or property that indirectly endanger the health or safety of others in the school. Examples of Level 3 behaviors could be but are not limited to: fighting, harassment, or possession of drugs or alcohol. These offenses may result in the short-term removal of the student from the school environment because of the severe nature of the offense. Response options may include combinations of interventions, resolutions, and discipline. Staff should use responses in a graduated fashion. Out-of-school suspensions should include a conference with the parent and student the morning the student returns to school at the end of the suspension.
LEVEL 4	Level 4 behaviors represent acts against a person(s) or property that may directly or indirectly endanger the health or safety of others. Examples of Level 4 behaviors could be but are not limited to: assault, possession of a dangerous instrument, or terroristic threatening. These offenses always result in administrative action, possible notification of appropriate law enforcement authorities, and immediate removal of the student from school. The school will make a recommendation to the Office of Student Relations for an administrative hearing to determine next steps. In the case of Level 4 violations, response options at the school level are limited due to the seriousness of the violation and the direct or indirect endangerment to the health and safety of others.

12.

Put a graphic of the Behavior Referral Form in the Appendix.

Jefferson County Public Schools Student Disciplinary Referral Form		Student's Name: _____																																	
Race/Sex: _____ ECE: Y <input type="checkbox"/> N <input type="checkbox"/> Grade: _____ Class Period/Time: _____		Administrator's Name: _____ Date: _____																																	
Referring Teacher: _____																																			
Interventions Prior to Referral: <input type="checkbox"/> Reminder/Re-teaching <input type="checkbox"/> Verbal or Nonverbal Redirection <input type="checkbox"/> Designated Cool-Down Area <input type="checkbox"/> Seat Change <input type="checkbox"/> Student Conference <input type="checkbox"/> Logical/Restorative Response <input type="checkbox"/> Behavior Contract <input type="checkbox"/> Parent Conference <input type="checkbox"/> Other _____																																			
Reason for Referral																																			
<table border="1"> <thead> <tr> <th>Behaviors</th> <th>Possible Motivation</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> Profanity/Vulgarity</td> <td><input type="checkbox"/> Obtain Peer Attention</td> </tr> <tr> <td><input type="checkbox"/> Horseplay</td> <td><input type="checkbox"/> Obtain Adult Attention</td> </tr> <tr> <td><input type="checkbox"/> Leaving Class Without Permission</td> <td><input type="checkbox"/> Obtain Items/Activities</td> </tr> <tr> <td><input type="checkbox"/> Talking Out in Class</td> <td><input type="checkbox"/> Avoid Peer(s)</td> </tr> <tr> <td><input type="checkbox"/> Excessive Noise</td> <td><input type="checkbox"/> Avoid Adult</td> </tr> <tr> <td><input type="checkbox"/> Dress Code</td> <td><input type="checkbox"/> Avoid Task or Activity</td> </tr> <tr> <td><input type="checkbox"/> Intentionally Throwing or Releasing an Object</td> <td><input type="checkbox"/> Don't Know</td> </tr> <tr> <td><input type="checkbox"/> Electronic Violation</td> <td><input type="checkbox"/> Other _____</td> </tr> <tr> <td><input type="checkbox"/> Harassment or Intimidation</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Fighting/Striking</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Bullying/Cyberbullying</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Theft/Vandalism</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Sexually Inappropriate</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Weapons/Dangerous Instruments</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other _____</td> <td></td> </tr> </tbody> </table>		Behaviors	Possible Motivation	<input type="checkbox"/> Profanity/Vulgarity	<input type="checkbox"/> Obtain Peer Attention	<input type="checkbox"/> Horseplay	<input type="checkbox"/> Obtain Adult Attention	<input type="checkbox"/> Leaving Class Without Permission	<input type="checkbox"/> Obtain Items/Activities	<input type="checkbox"/> Talking Out in Class	<input type="checkbox"/> Avoid Peer(s)	<input type="checkbox"/> Excessive Noise	<input type="checkbox"/> Avoid Adult	<input type="checkbox"/> Dress Code	<input type="checkbox"/> Avoid Task or Activity	<input type="checkbox"/> Intentionally Throwing or Releasing an Object	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Electronic Violation	<input type="checkbox"/> Other _____	<input type="checkbox"/> Harassment or Intimidation		<input type="checkbox"/> Fighting/Striking		<input type="checkbox"/> Bullying/Cyberbullying		<input type="checkbox"/> Theft/Vandalism		<input type="checkbox"/> Sexually Inappropriate		<input type="checkbox"/> Weapons/Dangerous Instruments		<input type="checkbox"/> Other _____		Brief Description of Behavior Event: _____ _____ _____ _____ _____ _____ _____ _____	
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ADMINISTRATOR USE ONLY																																			
Behavior Event (refer to the <i>SSBIH</i>): <input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		Description of In-School Action Taken: _____ _____ _____																																	
Administrator's Signature _____		Additional Action Taken: <input type="checkbox"/> Arrest <input type="checkbox"/> Restraint <input type="checkbox"/> Parent Contacted																																	
Commodity Code: 5690404-1681729 F-400-1		 Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities																																	

13.

Find and Replace the following terms for consistency and ease of understanding:

Replace WITH:

Inappropriate Behavior

REPLACE:

Misbehavior

Destructive behavior

Disruptive behavior

Inappropriate behavior

Irresponsible behavior

Negative behavior

Unwanted behavior

Unacceptable behavior

Disciplinary problems

Replace WITH:

Consequence

REPLACE:

Discipline

Disciplinary response

Responses to Behavior

Replace WITH:

Appropriate behavior

REPLACE:

Acceptable behavior

Typical behavior

Positive behavior

Desired behavior

Expected behavior

Replace WITH:

Incident

REPLACE:

Behavior Event

Offenses

Event

Disciplinary action
Resolution
Behavior Resolution

Infraction

14.

Add a bullet to teacher/staff/administrator - Intentionally implement race-conscious interventions in an effort to reduce disproportional behavior outcomes for students. Have plans for monitoring and evaluation.

15.

Added cyberbullying references throughout the Bullying Prevention section to ensure inclusion. Additionally, cyberbullying is already referenced in the definition of bullying listed in the handbook. (Page 16)

16.

Bullying Jurisdiction clarity for summer programs:

Procedures for When School Is Not In Session

Concerns and reports of bullying/harassment that are non-school related and/ or occur outside of school hours, off school property, and not during the school calendar year, can still be reported to the JCPS Bullying Tipline. Though the event(s) will be reviewed by school administration, it will not be documented in Infinite Campus for punitive disciplinary action. The information will be documented in the CallsPlus Hotline Dashboard.

A school administrator or designee will contact the student(s) involved and parent(s) to discuss the nature and seriousness of the complaint, provide resources to help the students involved, and identify steps for progressing forward after the event. Contact with the parent should be documented in the PLP tab of Infinite Campus. The Compliance Hotline Action Form will still be returned to the appropriate Assistant Superintendent's office within the allocated time and documented in the CallsPlus Hotline Dashboard.

16.

Updates and additions to Bullying resources

JCPS Bullying Prevention Website

<https://www.jefferson.kyschools.us/student-support/bullying>

Website Includes the following resources:

- Department Contacts
- Definition of Bullying
- Protocol for Reporting
- Warning Signs
- Prevention
- Bi-Monthly Newsletter (Bullying Prevention Post)
- Website links:
 - Stopbullying.gov (US Department of Health and Human Services)
 - The Kentucky Center for School Safety Website (Family education for school safety)
 - Pacer.org (bullying prevention resources)
 - National Online Safety (Practical strategies for online safety)

- Comprehensive Cyberbullying Guide for Parents (Educating parents on cyberbullying)
- JCPS Bullying Prevention LibGuide (High quality bullying prevention and intervention resources)
- The Anti Bullying Guidebook (Recognize, prevent, stop bullying)
- Easy OnTime (Information on bullying awareness for youth)
- STEPS (Public Service Specialist Contacts)

Other District Programs/Resources Offered

~~Sandy Hook Promise (SHP)—The following programs are violence-/bullying-prevention programs that were created to reduce social isolation and create connectedness in classrooms and schools. In order to receive training materials, resources, suggested activities, and newsletters, each school will need to sign up on the SHP website to access materials using the following link: www.sandyhookpromise.org. (Scroll down to *Prevention Programs* and link to the specific self-lead curriculum.) Though this program is tailored for students in grades K–12, the recommendation is to use it with students in grades 4–12.~~

- ~~• **Start with Hello Program (Elementary):**
www.sandyhookpromise.org/bringstartwithhello~~
- ~~• **Say Something Program (Middle or High):**
www.sandyhookpromise.org/bringsaysomething~~
- ~~• **SAVE Promise Club (Middle or High):**
www.sandyhookpromise.org/savepromiseclub~~

~~Additional resources are provided at: <https://www.jefferson.kyschools.us/student-support/bullying>.~~

17.

Due to job title changes in the org. chart, two titles were adjusted in the Appeal Process graphic on **page 37**.

18.

Recommended changes from the Behavior Support Team:

In the “Evidence-based best practices to support student behavior” section (pg. 20)

*deletions are crossed out, additions are in yellow

Classroom and Teacher-based supports – proactive supports:

- Use fluent and consistent corrections for early-stage misbehavior (e.g., CHAMPS, Teacher Encyclopedia). [https://portal.jefferson.kyschools.us/departments/academicservices/srt/rti/Navigation/Home\(1\).aspx](https://portal.jefferson.kyschools.us/departments/academicservices/srt/rti/Navigation/Home(1).aspx) (JCPS ID is required to access.) *This is more responsive and the matrix is already linked in that section.*
- Create positive classroom expectations that are clearly defined and taught.
- Maintain positive expectations for all students, in all settings, at all times.
 - Combine the above to **Create positive expectations that and clearly defined, taught, and maintained in all settings at all times.**
- Create classroom acknowledgment systems to increase responsible student behavior
- Set up classroom **and acknowledgement** systems that support student engagement and increase appropriate behavior.

Classroom and Teacher-based supports – addressing student misbehavior:

- ~~Provide lessons to teach or reteach students how to behave responsibly~~
- Teach replacement behaviors to address inappropriate behavior
- Use progress-monitoring tools in the classroom (e.g., on-task monitoring form, replacement behavior worksheet, ratio of interactions tracking form, reflection sheets, behavior contracts, student point sheets)
- Utilize strategies from the Classroom Management Modules
(link <https://www.jefferson.kyschools.us/classroom-management-modules>)

School-wide supports – proactive supports:

- Create a culturally responsive classroom ~~classroom~~ school-wide climate.
- Refer to before- and after-school programs for additional support (coaches, mentors, club/activity sponsors.)
- Design social and emotional skills instruction groups (e.g., conflict management, anger management, aggression replacement, empathy building, resilience building, organization skills). Can be used both proactively and responsively
- Establish in-school conflict-resolution programs (e.g., ~~community conferencing,~~ restorative circles, peer mediation).
- Design support and advisory groups that engage parents, students, and the community. (moving from addressing misbehavior)

School-wide supports – addressing misbehavior:

- ~~Design support and advisory groups that engage parents, students, and the community. (moving to proactive)~~
- Restorative Practice strategies (restorative questions, circles, re-engagement plan, return from suspension plan)

19.

Statutory change to Section 9 of the Student Bill of Rights - SCM

...staff may use reasonable physical force to restrain a student **if their behavior poses an imminent danger of physical harm to self or others.** ~~for self defense, to protect others or property, or to maintain order~~ (704 KAR 7:160).

20.

DEP recs in response to a request to include additional equity and racial trauma references on pages 12 and 14.

Page 12

The *SSBIH* 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 promoting school community and family partnerships and creating racially equitable outcomes through anti-racist practices. ~~on creating a positive school culture that fosters student success.~~

Page 14

Students' safety and well-being are of the utmost importance to all JCPS staff members. The current major public health concerns for children and youth concerning sub- stance use, mental illness, bullying, and suicide, **and racial trauma**, are of high concern for the district as well.

21.

Recommended adjustments to Restorative Conferences and Conversations to ensure stakeholders understand the difference between the two.

Restorative Conversation	During a Restorative Conversation, the Restorative Questions are used to give the student the opportunity to explain what happened from their perspective, identify who was harmed and how, as well as what they need to do to make things right. Consequences for the incident are explained to the student and they are given clearly communicated expectations for moving forward. Participants may, but are not required to, include those that were affected by a family member. This is a conversation following a specific Restorative Practices protocol. During a restorative conference, the student is given the opportunity to explain what happened from their perspective. The student is asked to identify who was harmed by the event and what might be done to make things right. Consequences for the event are explained to the student as well as clearly communicated expectations for moving forward. The conference is facilitated by the school administrator and may also include parents, support staff, students, and/or teachers as needed.
Restorative Formal Conference	Restorative Formal Conferences are formal response to wrong doing where all those involved and affected by an incident come together with a trained facilitator to explore what happened, who is affected, and what needs to be done to make things right. Participants, including those that did something wrong, and those affected by the wrong, often including the family and/or friends of both parties.

22.

Where necessary, changed the word Offense(s) to Misbehavior(s). In cases of statutory or legal references or citations, the terminology was not changed.

23.

The concerns re: Hair policies and potential consequences is being addressed through an amendment to the SBDM School Handbook policy. See below:

In alignment with Board Policy 09.13 which requires that all students be afforded equal education opportunities, and Board Policy 03.131, the District's policy regarding racial educational equity, a school dress code shall not include prohibitions of specific hair textures and hairstyles historically associated with a student's race or ethnicity.

24. Updated Superintendents Introduction Letter

25. Academic Support Program Updates

- Suicide Prevention (pg. 15)
 - Remove the last sentence from the first paragraph. “We are increasing our capacity by providing a mental health professional in every school starting the 2020-21 school year”.
 - Remove “ALGEE” acronym. This is not something we have used with students, staff or parents.
- Suicide Prevention (pg. 16)
 - Remove “An online version of the parent training is available on the JCPS YouTube site and can be accessed at the following link: <https://www.youtube.com/channel/UCNsPBGn59pNSN5LdsCtUbQQ>.”
 - Replace it with: An online version of parent training is available at: <https://drive.google.com/file/d/1w1zH24YZmQ1zFaX3nwfANCnnhy3GAQ3H/view?usp=sharing>
 - Concerning staff suicide prevention training: Replace that staff training must be completed every other year to training must take place every year.
- Addiction Prevention and Support (page 16)
 - Change Centerstone to Seven Counties Services
- Addressing Student Behavior (page 21)
 - Change Centerstone to Seven Counties Services
 - Remove Louisville Linked
 - Change Refer to school-based health and mental health clinic to Refer to school-based mental health professionals
- Counselor Conference (page 24)
 - Remove “Counselors will function as listeners, problem solvers, and supporters”.
 - On sentence, “Counselors may choose to reach out...” change to “Counselors will collaborate with other school staff...”
- Mental Health Conference (page 25)
 - Change to Mental Health/Emotional Support: Students can request to see a mental health practitioner (MHP) or school counselor. Students can also be referred by school staff or their parent/guardian for counseling or mental health support. MHPs and school counselors are credentialed mental health providers and can perform a variety of services, including but not limited to, counseling, threat assessment, mental health screenings, and referrals to other relevant supports. Parent permission is required for school-based mental health ongoing counseling services. In addition, parent permission is also required for a referral to an outside agency, release of information, or referral for treatment for students under the age of 18.

25. Previously Board Approved Covid-19 related guidance will be added to the Appendix.

26. Added additional “Dot Pages” to reflect changes in Primary Suspensions. Additional language also added to reflect Primary Suspension changes. (page 27 and 33 of DRAFT)

Progressive Consequences and Resources Pre-K through Grade 3

As a district, we remained focused on research based practices that support the social emotional and mental health development of all students. We strive to mitigate racially disproportionate outcomes for our students while also using age-appropriate, early intervention, to design wrap-around supports that foster behavioral change over time. Research tells us that exclusionary discipline, like out of school suspensions, has multiple negative effects on our youngest students, specifically primary (Preschool-3rd grade).

In an effort to adhere to best practice, unless required to do so under state law, we do not suspend students in Preschool through third grade (P-3). If a P-3 incident involves a law violation (law violations are identified with a star “” on the Behavior Code charts), the school will perform a Threat Assessment to determine needed supports to ensure the safety of the child and others who may be impacted. Depending on the outcome of the Threat Assessment, schools may need to briefly suspend to ensure safety and develop a support plan. In the event a suspension is warranted, the principal will request approval from their Zone Assistant Superintendent.*

27. Updated directory information to include school, mailing address, and guardian email address (pages 3 and 45)

28. ECE Updates outlined below:

Page #	Current Language	Suggested Changes in Yellow
19 Left column, under KENTUCKY ADMINISTRATIVE REGULATIONS FOR SPECIAL EDUCATION PROGRAMS	“JCPS is committed to providing all students with a fair and equitable application of behavior support systems. For information regarding students with disabilities, including students in the referral process, please refer to 707 KAR 1:002–707 KAR 1:380.”	Add the following language: JCPS is committed to providing all students with a fair and equitable application of behavior support systems. For information regarding students with disabilities, under IDEA , including students in the referral process, please refer to 707 KAR 1:002–707 KAR 1:380. For information regarding students with disabilities under section 504, please refer to the JCPS Section 504 Guidebook.
22	“This may require the involvement of school counselors, outside	Add Admissions and Release Committee before ARC

Left column, first paragraph under Progressive Discipline	support agencies, mental health practitioners, psychologists, or members of the ARC.”	This may require the involvement of school counselors, outside support agencies, mental health practitioners, psychologists, or members of the Admissions and Release Committee (ARC).
22 Bottom of page Under PROGRESSIVE DISCIPLINE	“Additionally, as in any school-related setting, incidents occurring on the bus that compromise the safety of students and staff may result in a faster progression of consequences. For a student with a disability, the ARC must convene and determine if the behavior was a manifestation of the child’s disability and follow JCPS Exceptional Child Education (ECE) procedures.”	Place a link to 707 KAR 1:340. Section 14. Manifestation Determination. ADD Section 504 Language For a student with a disability, under IDEA, the Admissions and Release Committee (ARC) must convene and determine if the behavior was a manifestation of the child’s disability and follow JCPS Exceptional Child Education (ECE) procedures. Refer to 707 KAR 1:340. Section 14. Manifestation Determination. For a student with a disability under Section 504, please refer to the JCPS Section 504 Guidebook.
34 Left column, the bottom of page Under SUSPENSION PROCEDURE	<ul style="list-style-type: none"> A 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 as follows.” 	Place a link to 707 KAR 1:340. Section 14. Manifestation Determination. <ul style="list-style-type: none"> A suspension of 11 to 20 school days requires a formal hearing unless such a hearing is waived by the parent/ guardian. For a student with a disability or suspected of having a disability under IDEA, refer to 707 KAR 1:340. Section 14. Manifestation Determination. The procedures for a formal hearing are outlined as follows.

		<ul style="list-style-type: none"> For a student with a disability under Section 504, The 504 team must convene and follow Section 504 procedures.
36 Left column, the bottom of the page Under ALTERNATIVE PLACEMENT	<p>“JCPS is committed to providing all students with a fair and equitable application of behavior support systems. For information regarding discipline procedures for students with disabilities, including students in the referral process, please refer to 707 KAR 1:002–707 KAR 1:380. Section 13. Discipline.”</p>	<p>Remove “707 KAR 1:002-”</p> <p>Change “707 KAR 1:380 Section 13. Discipline” to “707 KAR 1:340 Section 13. Discipline.” and link back to that regulation</p> <p>JCPS is committed to providing all students with a fair and equitable application of behavior support systems. For information regarding discipline procedures for students with disabilities, under IDEA, including students in the referral process, refer to 707 KAR 1:340. Section 13. Discipline.</p> <p>For information regarding discipline procedures for students with disabilities under Section 504, please refer to the JCPS Section 504 Guidebook.</p>
39 Left column, first paragraph under Make-Up Work	<p>“For ECE students or students with 504 plans, this must be done in accordance with the IEP.”</p>	<p>Change the language to read</p> <p>For ECE students this must be done in accordance with their IEP.</p> <p>For Section 504 students this must be done in accordance with their 504 plan.</p>

Other discussion items and responses:

A.

We cannot remove the Assault codes from elementary as they are law violations. We are required to document any law violation, no matter what age, in Infinite Campus and report to KDE. Rarely do we have or document an Assault 1 or 2 at the elementary level.

B.

We are obligated to provide the IDEA and ECE related links.

C.

The definition for ARC, and other relevant definitions regarding students with disabilities are linked on

page 19 of the current SSBH.

D.

Masks with inappropriate language, images, or slurs would a Dress Code Violation.

E.

The definition for ARC, and other relevant definitions regarding students with disabilities are linked on page 19 of the current SSBH.

F.

With the advice of General Counsel, the following section was added in 18-19's revision.

JURISDICTION AND APPLICATION OF THE SSBH

The disciplinary consequences set forth in the *SSBH* apply to students at all times while they are on JCPS property or attending a JCPS event. JCPS property includes any school or other JCPS facility, including grounds owned or operated by JCPS, JCPS buses, and other JCPS vehicles, and the facility and grounds of any JCPS-sponsored activity involving students. Any student who is present when another student(s) is actively engaging in behavior that violates the *SSBH* **and** the act is a law violation, may also be subject to disciplinary action if the behavior constitutes active participation.

Student conduct occurring outside of school hours or away from school property may be subject to disciplinary action if the school administration reasonably believes or possesses evidence that the conduct threatens the health or safety of students or staff, or if the conduct causes or is reasonably expected to cause substantial disruption or material interference with school activities.

G.

In the event a student is in possession of drugs or alcohol, they are responsible for that possession regardless of who the owner or source of the contraband is. Additionally, the current SSBH contains language about referral to substance abuse support and potential reduction in consequences if assistance is sought.

"Parents will be contacted and offered information about substance abuse support. 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."

H.

Bus related mask concern – If a student is going to be transported home on a bus in the afternoon, they must be wearing a mask. If the student refuses to wear a mask on the bus in the afternoon, the school will need to contact the parent and arrange for alternate transportation.

I.

Students choosing virtual instruction next year will actually be enrolled in a virtual school (i.e. JCHS), therefore changing or adding language to the non-attendance to class code would not be relevant until we know how instruction will be offered in that context.