

25-26 SSBIH DRAFT Recommendations

Recommended Change	Page number in existing handbook	Page number in DRAFT handbook
Add additional signoff line for transportation policy	1	1
Add language regarding living situation guidance to directory information	3	3
Re-arrange resource section in handbook to make more logical	8-15	17-22
Revamp Introduction to clearly connect resources and introduction sections	8-15	11, 17-22
Recommendations for attendance section - Outline a a list of what a parent/guardian can do to support student attendance, Outline the specific strategies schools utilize Add HB 611 Language to the attendance section	11	17
Update Trauma Informed Care section language	12-13	18
Update Bullying and Prevention Section	13	19-20

Provide a brief overview of a safety plan in Violence Prevention Section.	13 (new section)	21
Replace "In 2019, KRS 156.095 was amended to require all public middle and high school students to receive suicide prevention training by September 15 of each school year." with "KRS 156.095 requires that all students in grades six through twelve receive suicide prevention information before September 15 of each year and again by January 15th of each year. This information shall be provided in person, by live streaming, or via a video recording"	14	20
Update suicide prevention communication options: Text Line: Text "HOME" to 741741"	14-15	20
Update suicide prevention links	14-15	20
After (IDEA), add "Section 504 of the Rehabilitation Act" in Special Education Programs section	18	28

Update phone number in the Special Education Programs to say, " Parents/Guardians may also request a copy of the above information by contacting their school's administration or the chief of Exceptional Child Education (ECE) at VanHoose Education Center, 3332 Newburg Road, Louisville, KY 40218 or (502) 485-3664" take out "890"	18	28
Relocate and Update Evidence Best Practices to Support Student Behavior in front of Rights and Responsibilities and after resources.	19-21	23-25
Evidence-Based Best Practices to Support Student Behavior Recommendations - Update the MTSS sections to be more clear by moving the section and reviewing with exemplars.	19-21	23-25
Under Level 1 - Change wording on third sentence by removing the word : inappropriate, as some of those behaviors are appropriate developmental behaviors for a 3 and 4 year old child.	22	30

Under Level 2 and 3, Change the last sentence as only ECE students are provided transportation. Change to the following: The office will send documentation home to the parent/guardian in person during dismissal, via the bus monitor if the student rides the bus, and/or email within 24 hours, preferably on the day of the behavior.	22	30
Update definition of letter by adding email and text to electronically contacting family. Add that every attempt should be made to contact parents/guardians via a phone call on the same day of the behavior event.	23	31
Change Behavior Intervention and Consequence Definitions to "Behavior Intervention and Support Definitions"	23	31
Add "suicide ideation guidelines and suicide ideation protocol" to Mobile Assessment Definition. Also add reference to Suicide Prevention and Support Section of handbook.	24	32
Weapons Detection Refusal - add dot to Level 3	27	35

Update bullying definition to align with statute	29	19
Update definition of Harassment and Harassing communications to align with statute	30	38
Include references to board policy on inappropriate sexual behavior	30	39
Spell out INSR (In-School Removal) language throughout handbook	31	32
Add “failure to leave class after administrator directive” to definition of ISAP Removal/Walkout	31	39
Add “...talking or noise” to definition of talking out in class	31	40
Include board policy text to sexual harassment	31	39
Add the following definition to tardy and cutting class code definitions: School staff should explore root cause issues with students who do not arrive to class on time or struggle to attend class.	31 and 33	39 and 41
Add “A threat assessment should be conducted when a student makes a terroristic threat” to Terroristic Threat Definitions	32	40, 41

Update Terroristic Threatening definition to align to statute	32	40
Cell Phone Policy Updates when approved by Board	33	42
Clarify the Weapons/Dangerous Instruments definition - Remove the colon and add the following narrative: The following items are considered Weapons or Dangerous Instruments: Handgun, rifle/shotgun, pellet/BB/air gun, paintball gun, replica/toy gun, stun gun/taser, knife blade length less than 2.5 inches, knife blade length 2.5 inches or greater, blunt object, other object or noxious substance used as a weapon.	34	42
Add the following definition to the Weapons Definition: For non-gun related weapons offenses, administrators should consider circumstances and context when assigning consequences. The JCPS Threat Assessment Protocol should guide administrators in analyzing context.	34	42

Add “or disapprove” to request for 6-10 and 11-20 day bus suspension paragraphs	38	47
Add intervention opportunities to Bus Safety Section - Paragraph 2 and 4.	38	46-47
For 11 to 20 day bus suspensions: add language requiring school admin communicate this to their implementation coach should the student receive ECE services.	38	47
Add language to Attendance section in Appendix regarding mental health and behavior supports to align with statute	39	59
Updated Acceptable Use Policy when approved by Board	43	52
Remove Appendix E outlining Covid-19 Behavior Guidance	45	54
Add Appendix E Narrative: Communicable Disease Guidance: Our first priority is to keep kids safe. When there are safety issues related to communicable diseases, the district will follow JCPS board policy, procedures, and guidance.	45	54

<p>Page 45, section IMPORTANT NOTE: add, "or Section 504" after Any disciplinary action that involves a student who currently has an IEP/504 plan or a student in the referral process, please contact your ECE Implementation Coach for guidance on how to implement disciplinary actions in accordance with IDEA or Section 504.</p>	45	54
<p>Add " or 504" after IMPORTANT NOTE: Any disciplinary action that involves a student who currently has an IEP/504 plan or a student in the referral process, please contact your ECE Implementation Coach for guidance on how to implement disciplinary actions in accordance with IDEA or Section 504.</p>	45	54

Added ECE Resources, "Special Ed Connection—How to Transition Students EBD to School" and "Special Ed Connection—Restorative Questions for Challenging Behavior", Removed all other Resources listed in red in the screenshot to the right	47	55
Update Bill of Rights to include, "Staff should follow Individual Education Programs (IEPs) and 504 Plans for ECE and 504 students during this process." take out will follow Individual Education Program (IEP) recommendations	48	57
Add section for transportation policy in the appendix	48	56
Update Bill of Rights to include "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 (502) 485-3664	49	58

Update Bill of Rights to include "A student with a disability will be provided FAPE. Students who are eligible for special education can include those students who have hearing impairments, vision impairments, emotional and behavioral disorders, deaf , health impairments, specific learning disabilities, mental disabilities (both mild and functional), multiple disabilities, speech and language impairments, orthopedic impairments	50	58
Update contact for harassment and discrimination: "contact the district Title IX Coordinator, Jefferson County Public Schools, C. B. Young Jr. Service Center, 3001 Crittenden Drive, Louisville, KY 40209-1104, ([502] 485-3499)"	51	60
Add Resource on Violence Prevention and Department	New Section in Resources	21

Add to the definition section on behavior events that require a call to police per HB 5 - Terroristic Threatening, Assault, Sexual Assault, Vandalism, Drug Possession, Drug Distribution, and Weapons.	numerous	numerous
Add QR codes for links (this will be done in the editing process)	throughout	throughout