

The Grant County School District Code of Expected
Behavior and Conduct 2020-2021



“Education is the most
POWERFUL WEAPON
which you can use to **change**
the **WORLD**”

Nelson Mandela

Superintendent: Matthew A. Morgan

Board Members: Chairperson- Lisa Smith, Vice Chairperson- Charlotte Schmidt
Gene Nelson, Debbie Rogers, Loretta Flerlage

Mission Statement

The mission of Grant County schools is to appreciate each student's unique potential and to advocate for excellence in every child.

Vision

PROMISE-PASSION-PURPOSE-PROGRESS PRIDE

BELIEF STATEMENTS

- There is **PROMISE** in every child.
- Our **PASSION** activates teaching and ignites learning.
- Our **PURPOSE** is to engage every child in learning and prepare every child for life.
- Every child can and should make continual **PROGRESS**.
- **PRIDE** is our profession, our schools, and most importantly, our students is foundational for successful learning.

GOALS

- Create a culture that fosters physical, mental, emotional and social well-being in students and staff.
- Provide robust aesthetic opportunities in extra-and-co-curricular activities including athletics, academics, and the arts-that exemplify high level performance opportunities for all students and provides rich cultural opportunities for the community.
- Ensures that all students become productive citizens through proficiency in literacy and numeracy and are able to use these skills to think critically and solve problems.

2020-2021 Code of Expected Behavior & Conduct

PHILOSOPHY AND RATIONALE

Our policies and procedures have been developed through the cooperative efforts of students, parents, teachers, and administrative personnel of the Grant County School District using a variety of sources designed to improve and maintain a positive and safe learning environment. We ask that all students, staff and members of our learning community treat others as you would be treated. Using “Positive” Behavioral Intervention and Supports” (PBIS), we strive to maintain a positive school culture through the expectations and rules for conduct for our students, staff and our learning community.

This document has been developed for the following purposes:

- To provide consistent and equitable treatment for all students in the Grant County School District.
- To outline disciplinary procedures to endure that students learn in a positive and safe environment.
- To inform all concerned parties of regulations and behavior procedures affecting the educational program as it pertains to individual rights and responsibilities.
- To provide the basic procedures which will be followed in disciplinary matters and the meanings and explanations of the procedures and the violations.

The Grant County School District Code of Expected Behavior & Conduct outlines expected behaviors for students and consequences for actions. Students will be responsible for adherence to this code in school, at school sponsored or related activities, on school buses, and at any extra-or-co- curricular activities at, or away from school. Students will be subject to school discipline for any violations of the code at all school related functions including, but not limited to, buses, traveling to and from school, regular school day activities, extracurricular and curricular activities at home, school facilities, or away from school.

The **Code of Expected Behavior & Conduct** is reviewed by the Board of Education to ensure an effective document, which meets the changing needs of the educational community.

The Grant County School District does not discriminate on the basis of race, color, national origin, disability, or age in its programs or activities and provides equal access to the Boy Scouts, Girl Scouts of the United States of America, and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Heather Clay- Assistant Superintendent for Student Instructional Services
heather.clay@grant.kyschools.us

The Grant County School District Phone Numbers

Crittenden Mt. Zion Elementary	859-428-2171	Dry Ridge Elementary	859-824-4484
Mason Corinth Elementary	859-824-9510	Sherman Elementary	859-428-5500
Grant County Middle School	859-824-7161	Grant County High School	859-824-9739
Grant County Transportation	859-824-3332	Grant County Food Service	859-824-2875

EXPECTED BEHAVIOR

It is our goal for all parents/guardians, and staff:

- To instill positive behaviors and attitudes for a lifetime.
- To set a good example for others to look up to and admire.
- To be respectful to others.
- To make the world a better place.
- To know the difference between right and wrong, and do what is right.

It is our goal for students:

- To have a positive attitude.
- To set a good example for others to look up to and to admire.
- To be respectful of others.
- To make the world a better place.
- To know the difference between right and wrong, and do what is right.

Our students, staff and parents/guardians are expected to be:

- Respectful
- Trustworthy
- Responsible
- Caring
- Fair
- Positive Citizens

All property and school campuses under the direction of the Grant County School District are tobacco free. The use of any tobacco product, alternative nicotine product, or vapor products as defined in KRS 438.305 is prohibited twenty-four (24) hours a day, seven (7) days a week.



As Superintendent of Grant County Schools, it is my honor to welcome everyone back for another great year of teaching and learning. We trust everyone had a wonderful summer break and you're ready for an exciting 2020-2021 school year.

The Student Code of Conduct & Transportation handbooks are required under state statute, but through the efforts of many educators, parents and students this handbook was developed strictly for Grant County Students.

Inside this handbook are the expectations of the Grant County Board of Education for its students, guardians, and parents. This handbook is also an effort to maintain a school system that is safe and secure for each student and staff member. By having a safe school environment all students will be able to maximize their utilization of the educational services available to them in the Grant County Schools.

Please make every effort to communicate with school personnel when you have a question. Please be sure to utilize the chain of command in all communications. That is teacher, principal, central office personnel and then the Superintendent.

Let's make this school year the best one yet!

A handwritten signature in blue ink that reads "Matthew A. Morgan". The signature is written in a cursive style.

Matthew A. Morgan
Superintendent
Grant County Schools

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The Grant County School District Code of Expected Behavior and Conduct

Each student will receive a copy of the Student Code of Conduct and Transportation Handbook. The code is viewed as a minimum requirement for students of the Grant County Board of Education. School Based Decision Making Councils (SBDM) at each school may strengthen individual rules of the Code of Expected Behavior with review and approval of the Grant County Board of Education. Schools will publish all areas where school policy is stronger than the code of Expected Behavior and Conduct. An example could be school dress code.

Student Rights and Responsibilities

Students have many rights, which include access to a system of public education that meets the needs of the individual student in an educational environment that is safe and stable. Students' responsibilities include being accountable for their own conduct and for consideration for the rights and property of others.

Parent Right and Responsibilities

Parent rights include sending their child to a school with a safe, stable environment where learning is valued. Parents have a number of responsibilities that include instilling in their children the value of an education, a sense of responsibility, and respect.

Teacher Rights and Responsibilities

Teachers have the right to a stable, safe work environment where they can teach skills and concepts while caring for the overall developmental needs of the whole child. Teacher's responsibilities include presenting subject matter and experiences to students and to inform parents and students of positive academic achievements as well as problematic performance or behaviors. This information is an abridged overview of the full series of "Rights and Responsibilities." The full version can be found in the Grant County Board of Education "Policy and Procedure" Manual. <http://policy.ksba.org/G04/>.

Maintaining a Safe and Drug Free Environment

District and school administrators take all threats to school safety seriously and encourage an open line of communication with students, families and the communities to report any threat to school safety. Safety concerns should be reported directly to the school, district, or local law enforcement.

School administration may conduct random or systematic administrative searches of lockers, desks, parking lots, and other facilities which are the exclusive property of the Grant County Board of Education. Searches may be based on reasonable suspicion. This also extends to school sponsored events. Under the requirement of the 4th Amendment, when there is reasonable suspicion, but need not be supported by a search warrant or probable cause.

We are committed to fostering a safe and drug free environment for all students. If you feel your child has a problem with illegal substances or alcohol, we encourage you to contact your child's school for resources including individual counseling, group counseling, and contacts for professional help. The district also maintains a list of agencies in the community. Use the links to access the lists:
Community Agencies: [Counseling Services](#) [Individual Practitioners in NKY](#)

Notification of Police and Removing Students in accordance with KRS 158.150 & KRS 158.154.

The Grant County School District has adopted policies mandating that when the principal has a reasonable belief that an act has occurred on school property or at a school sponsored function involving assault resulting in serious physical injury, a sexual offense, kidnapping, assault involving use of a weapon, possession of a firearm in violation of the law, possession of a controlled substance in violation of the law, or damage to property, the principal shall immediately remove or cause to be removed threatening or violent students from a school building setting or from a district transportation system pending any further disciplinary action that may occur.

Family Educational Rights and Privacy Act (FERPA)

In accordance with the Family Education Rights and Privacy Act, parents may review all educational records relating to their child. This right is extended to students at age eighteen (18). Students have a right to an expectation of privacy while at school grounds. Due to this, unauthorized taping, duplication, audio, video, or other means or methods are strictly prohibited. Parents also have the right to file complaints if the district does not comply with this act. Parents of graduated students enrolled in a program for exceptional children, or of students who have otherwise left school, may request the destruction of any personally identifiable information, which was used for the identification, evaluation, or placement of the exceptional child. Such requests must be in writing to the Assistant Superintendent Instructional Services. In accordance with federal regulations concerning the transfer of education records, the district will forward records and discuss these records if necessary. Parents may request information from the school regarding the professional qualifications of their child's classroom teacher.

Note: All student records are confidential and are only released with proper authorization.

Requirements for School Entry

Kentucky Revised Statutes and Kentucky Administrative Regulations require the following information on students enrolled:

- A certified birth certificate
- Preventive Health Care Examination upon first entry and entering grade 6. This exam may be completed up to one year prior to entry and be on file within 30 days of the child's enrollment. 902 KAR 2:060.
- A current and valid immunization certificate upon enrollment. 902 KAR 2:060
- Proof of a dental screening or examination by a dentist, dental hygienist, physician, registered nurse, nurse practitioner or physician assistant to be presented to the school no later than January 1st of the first year of a 5 or 6 year old child's enrollment. KRS 156.160(j)
- Proof of a vision examination by an optometrist or ophthalmologist to be presented to the school no later than January 1st of the first year a 3, 4, 5 year old child's enrollment. KRS 156.160(1)(i)
- Parents are responsible for providing and updating these records prior to the start of school. Students will be excluded from school if they do not have the proper health records. If you have any questions, contact your child's school. Click here to access:
- [Student Physical Form](#)
- [Dental Exam Form](#)
- [Vision Exam Form](#)

Harassment/Discrimination

Harassment/Discrimination is unlawful behavior based on race, color, national origin, age, religion, sex, or disability that is sufficiently severe, pervasive, or objectively offensive that is adversely affects a student's education or creates a hostile or abusive educational environment. The provisions in this policy shall not be interpreted as applying to speech otherwise protected under the state or federal constitutions where the speech does not otherwise materially or substantially disrupt the educational process, as defined by policy 09.426 or where it does not violate provisions of policy 09.422.

Harassment/Discrimination is prohibited at all times on school property and off school grounds during school-sponsored activities. (Acts of harassment/discrimination based on sex may be committed by persons of the same or the opposite sex.)

District staff shall provide for a prompt and equitable resolution of complaints concerning harassment/discrimination. Students who engage in harassment/discrimination of an employee or another student on the basis of any of the areas mentioned above shall be subject to disciplinary action, including but not limited to suspension and expulsion. Students who believe they or any other student employee, or visitor is being or has been subjected to harassment/discrimination shall, as soon as reasonably practical, report it. In each school building, the principal is the person responsible for receiving reports of harassment/discrimination may be made directly to the Superintendent. Additionally, if sexual discrimination or harassment is being alleged, reports may be made directly to the District Title IX Coordinator. Complaints of harassment/discrimination whether verbal or written report shall lead to a documented investigation and a written report. Without a report being made to the Principal, Superintendent or Title IX Equity Coordinator, the District shall not be deemed to have received a complaint of harassment/discrimination.

Conflict vs Bullying

NAME	AGE	ADDRESS	DATE

R

- Equal power-friends
- Happens occasionally
- Accidental
- Equal emotional reaction
- Not seeking power or attention
- Remorse
- Effort to solve problem

B

- Imbalance of power -not friends
- Happens repeatedly
- Purposeful
- Strong emotional reaction on part of the victim
- Seeking power, control
- No remorse - blames victim
- No effort to solve problem

Kentucky Center for School Safety www.kysafeschools.org

BULLYING IS PART OF THE CURE

Employees who believe prohibited behavior is occurring or has occurred shall notify the victim's Principal, who shall immediately forward the information to the Superintendent.

The Superintendent shall provide the following:

1. Investigation of allegations of harassment/discrimination to commence as soon as circumstances allow, but not later than three (3) school days of receipt of the original complaint. A written report of all findings of the investigation shall be completed within (30) calendar days, unless additional time is necessary due to the matter being investigated by a law enforcement or governmental agency.
2. A process to identify and implement, within (3) school days of the submission of the written investigation report, methods to correct and prevent reoccurrences of the harassment and discrimination. If corrective action is not required an explanation shall be included in the report.
3. A process to be developed and implemented to communicate requirements of this policy to all students, which may include, but not be limited to the following:
 - a. Written notice provided in publications such as handbooks, codes, and/or pamphlets; and or
 - b. Such other measures as determined by the Superintendent/designee.
 - c. Method(s) used shall provide a summary of this policy, along with information concerning how individuals can access the District's complete policy/procedure and obtain assistance in reporting and responding to alleged incidents. Students, parents or guardians as appropriate, will be directed to sign an acknowledgment from verifying receipt of information concerning this policy as part of the Board approved Code of Acceptable Behavior and Discipline.
4. Age-appropriate training during the first month of school to include an explanation of prohibited behavior and the necessity for prompt reporting of alleged harassment/discrimination and;
5. Development of alternate methods of filing complaints for individuals with disabilities and others who may need accommodations.

When sexual harassment is alleged, the District's Title IX coordinator, as designated in the student handbook/code, shall be notified.

Notifications

Within twenty-four (24) hours of receiving a serious allegation of harassment/discrimination, district personnel shall attempt to notify parents of both student victim and students who have been accused of harassment/discrimination. In circumstances also involving suspected child abuse, additional notification shall be required by law. (**See policy 09.227.**) In applicable cases, employees must report harassment/discrimination to appropriate law enforcement authorities in accordance with law.

Prohibited Conduct

Depending on the circumstances and facts of the situation, and within the definition of harassment/discrimination contained in the policy, examples of conduct and/or action that could be considered a violation of this policy include, but not limited to:

1. Any nicknames, slurs, stories, jokes, written material or pictures that are lewd, vulgar, or profane and related to any of the protected categories listed in the definition of harassment/discrimination contained in this policy;
2. Unwanted touching, sexual advances, requests for sexual favors, and spreading sexual rumors;
3. Instances involving sexual violence;
4. Causing a student to believe that he or she must submit to unwelcomed sexual conduct in order to participate in a school program or activity or that an educational decision will be based on whether or not the students submits to unwelcomed sexual conducts;
5. Implied or overt threats of physical violence or acts of aggression or assault based on any of the protected categories;
6. Seeking to involve students with disabilities in antisocial, dangerous, or criminal activity where the students, because of their disability, are unable to comprehend fully or consent to the activity; and
7. Destroying or damaging an individual's property based on any of the protected categories.

District employees involved in the investigation of complaints shall respect, as much as possible, the privacy and anonymity of both victims and persons accused of violations. Upon the completion of the investigation and correction of the conditions leading to the harassment/discrimination, any part may appeal in writing any part of the findings and corrective actions to the Superintendent. If a supervisor is an alleged party in the harassment/discrimination complaint, procedure shall also provide for addressing the complaint to a higher level of authority.

Failure by employee to report, notify, and/or initiate an investigation of alleged harassment/discrimination required by this policy, or to take corrective action shall be caused for disciplinary action. No one shall retaliate against an employee or student because he/she submits a grievance, assists or participates in an investigation processing, or hearing regarding the charge of harassment/discrimination of an individual because he/she has opposed language or conduct that violates this policy. Upon the resolution of allegations, the Superintendent shall take steps to protect employees and students against retaliation. Deliberately false or malicious complaints of harassment/discrimination may result in disciplinary action against the complaint.

Other Claims

When a complaint is received that does not appear to be covered by this policy, administrators shall review other policies that may govern the allegations, including but not limited to, 09.422 and/or 09.426.

Attention

No employee of the Grant County School District shall be discriminated against because of age, color, disability, parental status, marital status, race, national origin, religion, sex, or veteran status. Parents, guardians, students and employees have the right to file complaints to the Grant County School District concerning any alleged discrimination. An alleged grievance must be filed in writing fully setting out the circumstances giving rise to such grievance.

Such claims must be filed with:

Assistant Superintendent for Student Instructional Services, Title IX Coordinator, Grant County Board of Education. 859-824-3323.

Public Notice Grant County Board of Education Notice of Non-Discrimination

Students, their families, employees and potential employees of the Grant County School System are hereby notified that the Grant County School System does not discriminate on the bases of race, color, national origin, age, religion, marital status, sex or disability in employment, vocational programs, or activities as set forth in compliance with federal and state statutes and regulations. Any person having inquiries concerning Grant County School's compliance with Title II, Title IV, Title VI, Title IX and/or Section 504 may contact:

Heather Clay, Assistant Superintendent for Student Instructional Services
Grant County Schools'820 Arnie Risen Blvd.
Williamstown, KY 41097
(859-824-3323)
heather.clay@grant.kyschools.us

The Grant County School System offers the following career and technical education programs for all students regardless of race, color, national origin, including those with limited English proficiency, sex, or disability in grades 9-12: Agriculture, Business and Office Technology, Health Services Automotive Technology, Biomedical Science, Pre-Engineering, Welding, Electrical Technology, and Family Consumer Sciences. Persons seeking further information concerning the vocational education offerings and specific pre-requisite criteria should contact:

Larry Butler, Associate Principal
Grant County High School
715 Warsaw Road
Dry Ridge, KY 41035
(859)-824-9739
larry.butler@grant.kyschools.us

To obtain this information in a language other than English, call 824-3323.

Race Color and National Origin Harassment/Discrimination

It is the policy of the Grant County School District to maintain a learning and working environment that is free from all forms of racial harassment/discrimination. In furtherance of the policy, The Grant County School District will investigate all formal and informal complaints of harassment covered by this policy.

It shall be a violation of this policy for any employee of the Grant County School District to harass another employee or student through unwelcomed conduct or communication of a racial nature as defined in this policy. It shall also be a violation of this policy for students to harass other students through unwelcomed conduct or communications of a racial nature as defined on this policy.

The use of the term “employee” also includes non-employees and volunteers who work subject to the control of school authorities. The term “race” or “racial” as used in this policy refer to all forms of discrimination prohibited by Title VI of the Civil Rights Act of 1964, i.e., race, color, and national origin. All staff shall report incidents of racial and other forms of harassment/discrimination that they witness or learn of immediately to the appropriate person as identified below. The District will encourage students to immediately report incidents of harassment. The Grant County Board of Education incorporates by reference the Procedure, located at 02.21 AP.1 that explains how to report harassment and/or file a complaint, both informally and formally.

Types of Racial Harassment/Discrimination

Racial harassment/discrimination consists of unwelcomed racial comments, and other inappropriate verbal or physical conduct of a racial nature when made by an employee to a student, or student to employee including but not limited to, situations where:

1. Such conduct has the purpose or effect of substantially interfering with an individual’s academic or professional performance or creating an intimidating, hostile, or offensive employment or education environment;
2. An employee or a student engages in racial harassment/discrimination against another employee or student respectively, and denial of an employment or educational opportunity occurs as a result of the racial harassment/discrimination.
3. Such conduct is engaged in by volunteers and/or non-employees over which the school District has some degree of control of their behavior while on school property.
4. The harassment/discrimination prohibited in this policy can occur on school property, including school buses or other vehicles, or at school events away from school locations.
5. The harassment/discrimination prohibited by this policy may be either physical or verbal, including all forms of written communications.

Administrators and supervisors who either engage in racial harassment/discrimination whether directly, or indirectly, or tolerate such conduct by other employees or students shall be subject to disciplinary actions subject to this policy and to state law due process requirements. All staff who witness such conduct should when feasible and safe, intercede to immediately end the harassment/discrimination. Employee who engages in racial harassment/discrimination shall be subject to disciplinary actions as defined in this policy and due process requirements.

Guidelines

The Superintendent shall provide for the following:

1. Investigation of allegations of harassment/discrimination to commence as soon as circumstances allow, but not later than three (3) school days of receipt of the original complaint, regardless of the manner in which the complaint is communicated to a District administrator. The District will utilize a preponderance of evidence standard to determine whether the reported harassment/discrimination occurred. A written report of all findings of the investigation shall be complete within ten (10) business days, unless additional time is necessary due to the matter being investigated by law enforcement or a governmental agency. The District will provide notice of the outcome of any such investigations of harassment to the extent permitted by other applicable federal and state student records privacy requirements to all parties involved.

2. A process to identify and implement within five (5) school days of the submission of the written investigative report, methods to correct and prevent reoccurrence of the harassment/discrimination. If corrective action is not required, an explanation shall be included in the report.
3. A process to be developed and implemented to communicate requirements of this policy to all students, which may include, but not limited to, the following:
 - Written notice provided in publication such as handbook, codes, and or pamphlets; and/or
 - Such other measures as determined by the Superintendent/designee.
 - Methods used shall provide a summary of this policy, along with information concerning how individuals can access the District's complete policy/procedures and obtain assistance in reporting and responding to alleged incidents. Students, parents or guardians as appropriate, will be directed to sign an acknowledgement form to certify receipt of information concerning this policy as part of the Board-approved code of acceptable behavior and discipline.
4. Age-appropriate training during the first month of school to include an explanation of prohibited behavior and the necessity for prompt reporting of alleged harassment/discrimination; and
5. Development of alternate methods of filing complaints for individuals with disabilities and others who may need accommodations.
6. Directives to all staff of their duty to report all incidents of student-on-student harassment that they witness or of which they have received reports or information.
7. The District's Assistant Superintendent of Instructional Services will maintain a file of all reports of incidents of harassment.

Services for Confirmed Victims of Harassment/Discrimination

The District will offer counseling and/or academic services to any person found to have been subjected to harassment/discrimination on the basis of race, color, or national origin and, where appropriate, to the person who committed the harassment/discrimination.

Retaliation Prohibited

No one shall retaliate against an employee or student because he/she submits a grievance, assists or participates in an investigation, proceeding, or hearing regarding the charge of harassment/discrimination of an individual or because he/she has opposed language or conduct that violates this policy. Upon the resolution of allegations, the Superintendent shall take steps to protect employees and students against retaliation.

Sanctions for Misconduct

- A. A substantiated charge against an employee in the school district shall subject such employee to disciplinary action including but not limited to warning, suspension, and/or discharge. The discipline shall comply with state law.
- B. A substantiated charge against a student in the school district shall subject that student to disciplinary action including suspension and/or expulsion consistent with state law.

False Reporting

Any person who knowingly files false charges against an employee or a student under this policy shall be subject to disciplinary action consistent with school policy and state law.

Notification

Within twenty-four (24) hours of receiving a serious allegation of harassment/discrimination, District personnel shall attempt to notify parents of both student victims and students who have been accused of harassment/discrimination. Notice of this policy will be circulated to all school and departments of the Grant County School District and incorporated in each employee, and student handbook, District website, and through annual training. The person responsible for overall promulgation and enforcement of this policy, as well as annual training for all staff and students on this policy is the Assistant Superintendent for Student Instructional Services. The Assistant Superintendent of Student Instructional Services can be contacted at 859-824-3323 at the Grant County Board of Education Office.

Heather R. Clay, Assistant Superintendent for Student Instructional Services, 859-824-3323,
heather.clay@grant.kyschools.us

PREVENTING BULLYING BEHAVIORS

(KRS 158.154, 158.155, 158.156)

Treat others as you would like to be treated

What is Bullying?

According to KRS 158.14, Bullying means any unwanted verbal, physical, or social behavior among students that involves a real or perceived power imbalance and is repeated or has the potential to be repeated.

- 1. The behavior occurs on school premises, on school sponsored transportation, or at a school sponsored event,*
- 2. The behavior disrupts the educational process.*

Bullying and /or Cyber-Bullying

- Placing a person in reasonable fear of harm to his or her emotional or physical well-being **or**
- Creating a hostile, threatening, humiliating or abusive educational environment due to the pervasiveness or persistence of action or due to a power imbalance between the bully and the target **or**
- Interfering with a student having a safe school environment that is necessary for successful educational performance, opportunities or benefits **or**
- Perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another person.

What distinguishes bullying from other behaviors?

Bullying refers to:

- Intentional action that harm, intimidate or humiliate another person physically, emotionally and/or socially.
- Repeated behaviors over time.
- Actions which occur with the context of an imbalance of power between the bully and the victim.

Because we believe every student deserves a safe learning environment, the Grant County School District is committed to dealing with bullying behaviors in our schools.

To help the student who is the target of bullying behaviors:

- We strive to identify the students who is using bullying behaviors, administer consequences for bullying behavior and help our students learn new ways of relating to others.
- We educate our school community of the serious impact of bullying behavior and help our students learn new ways of relating to others.
- *We report incidents to law enforcement as required by state statute.*

What do bullying behaviors look like?*

- Inappropriate physical contact, including hitting, kicking, shoving, pushing
- Intimidating and threatening comments either verbal, written or electronic
- Name calling or put downs
- Malicious, manipulation of others to do things they don't want to do
- Setting someone up to be bullied
- Excluding them from the group
- Spreading rumors or hurtful gossip
- Stalking
- Hurtful teasing or making fun of someone
- Cyberbullying
- Hiding or destroying someone's belongings
- Standing by and watching bullying behavior

**Examples may include but not limited to the list above.*

How Can You Help Prevent Bullying at Your School?

Are YOU being Bullied?

1. Tell a trusted adult what is happening (like your parents, teachers, principal, bus driver, or guidance counselor.)
2. Stay in a group so you don't won't be an easy target and so others can help.
3. Try to stand up to the person who is bullying you. Tell him/her you do not like it, what he/she is doing is wrong, and you want it stopped.
4. Make a joke. Sometimes humor can make a bad situation more manageable.
5. Remember it's not your fault, no one deserves bullying.

Do YOU Bully Others?

1. Think about what you are doing and how it makes other feel. Think about their feelings, and then don't do it.
2. Hurting others and making them feel bad is never cool. Think how you feel when you're hurt.
3. Talk to an adult if you are not sure why you bully others or how to stop, you need to talk about it. A trusted parent, teacher, or counselor can help you change.
4. Treat others as you would like to be treated.

Do YOU Witness Bullying?

1. Support someone who is being bullied. Spend time and include him/her in activities or just talk to show you care.
2. Stand up to the person doing the bullying. Try to get other kids to join you. It's not easy, but it works. When a bully sees that other kids don't think bullying is cool, she/he's more likely to stop.
3. Report bullying to an adult. Kids who bullied may fear things will just get worse if they talk about it; kids who know they can't get away with bullying may stop.

SEE SOMETHING, SAY SOMETHING

The safety of our students is our number one priority. If you are being bullied or know someone who is being bullied please report it. If you know of an unsafe situation for a student or a school, please report it. If you don't feel comfortable telling an adult, make an anonymous report by calling our S.T.O.P tip line.

Or click on the link, <http://kycss.org/stop/stop.php?district=Grant>. County. School. District. Include as much detail as you can in your report so we can support the student and address the issue.



Specific Steps to Report Bullying

If you or someone you know is being bullied, or know of any unsafe conditions please report to any Grant County Employee (teacher, counselor, advisor, principal, secretary). Employees are expected to take reasonable and prudent action in situations involving student welfare and safety, including following District policy requirements for intervening and reporting to the Principal or to their immediate supervisor those situation that threaten, harass, or endanger the safety of students, other staff members, or visitors to the school or District. Such instances shall include, but are not limited to, bullying or hazing of students and harassment/discrimination of staff, students, or visitors by any party. Students who believe they have been a victim of bullying who believe they have been a victim of bullying or have observed other students being bullied shall, as soon as reasonably practical to report it. Bullying reports should be made in person, orally, over the phone, or in writing to school administrators. Some instances of peer-to-peer bullying/hazing/harassment requires the employee to report to the alleged victim's, Principal, as directed by [GCS Board Policy 09.42811](#). The Principal/designee shall investigate and address alleged incidents of such misbehavior. In each school building, the Principal is the person responsible for receiving reports of harassment/discrimination at the building level.

Otherwise, reports of harassment/discrimination may be made directly to the Office of the Superintendent/Designee. Additionally, if sexual discrimination or harassment is being alleged, reports made directly to the District Title IX Coordinator. Complaints of harassment/discrimination, whether verbal or written, shall lead to a documented investigation. Without a report being made to the Principal, Superintendent/Designee, or Title IX Equity Coordinator, the District shall not be deemed to have received a complaint of harassment/discrimination.

If applicable cases, employees must report bullying and hazing to appropriate law enforcement authorities and complete documentation as required by the District's harassment/discrimination policies covering federally protected areas.

If your child is involved in an incident related to KRS 158.156, the Principal shall notify parents/guardians in writing and create an incident report with police if required.

GCS Board Policy 09.422: Bullying/Hazing

GCS Board Policy 09.42811: Harassment and Discrimination

GCS Board Policy 09.2211: Employee Reports of Criminal Activity

Links to GCS Board Procedures:

Bullying Incident Report

Documentation of Reporting Required by Law

Harassment and Discrimination Reporting Form

Parents Notification of Code Violation

Witness Disclosure Form

Resolution Response for Harassment/Discrimination

Complaint/Appeal

Addition Resources for Bullying:

Conflict vs. Bullying: What's the Difference?

This link to a website which gives a detailed explanation between the two and includes resources and videos.

Cyberbullying

This links to specific resources developed by the U.S. Department of Health and Human Services which gives more information and resources specifically around cyberbullying. Contact Heather Clay, Assistant Superintendent for Student Instructional Services. heather.clay@grant.kyschools.us

Attendance

Every Absence Matters. As a district we need your child at school every day. Showing up for school has a huge impact on a student's academic success starting in preschool and continuing through high school. Even as children grow older and more independent, families play a key role in making sure students get to school safely every day and understanding the importance of good attendance for success in school and in life. We realize some absences are unavoidable due to health problems or other circumstances. We also know that when students miss too much school-regardless of the reason-it can cause them to fall behind academically. Your child is less likely to succeed if he or she is chronically absent-which means missing 15 or more days over the course of an entire school year.

Research shows:

- Children chronically absent in kindergarten and 1st grade are less likely to read at grade level by the end of 3rd grade.
- By 6th grade, chronic absenteeism is a proven early warning sign for students at risk for dropping out of school.
- By 9th grade, good attendance can predict graduation rates better than 8th grade test scores.

Absences can add up quickly. A child is chronically absent if he or she misses just two days every month.

Going to School Regularly Matters!

We don't want your child to fall behind in school and get discouraged. Please ensure that your child attends school every day and arrives on time.

Here are a few practical tips to help support regular attendance:

- Make sure your child keeps a regular bed time and establish a morning routine.
- Lay out clothes and pack backpacks the night before.
- Ensure your child goes to school every day unless they are truly sick.
- Avoid scheduling vacations or doctor's appointment when school is in session.
- Talk to teachers and counselors for advice if your child feels anxious about going to school.
- Develop back up plans for getting to school if something comes up. Call on a family member, neighbor, or another parent to take your child to school.
- If your child is chronically ill, and under a doctor's care, communicate with the school to develop a plan to support your child's needs at home and at school.

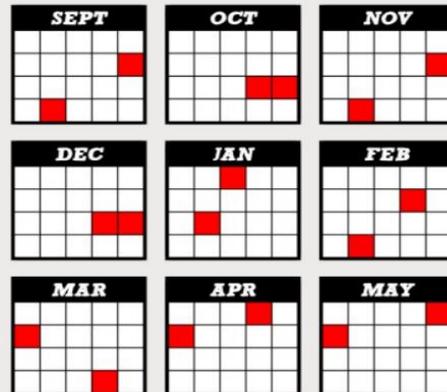
As a school district, we are committed to your child's success. We are committed to working with your child and your family to identify and address obstacles to your child's attendance. We know missing school is usually the first warning sign a student could be struggling, Please know we will be contacting you when your child misses school. We will also be bringing it to your attention if your child has been chronically absent in the past or begins to miss days of school. We want to be a partner in your child's success. If you have any questions or need more information about chronic absenteeism and its impact please click on this link:

[**Absences Add Up
Importance of School Attendance**](#)

Chronic Absenteeism vs. Truancy

Chronic Absenteeism: This term refers to students who miss 10% or more of the school year. The absences can be excused or unexcused. Chronic absenteeism is not punitive in that the consequences is not tied to discipline. The consequences are more long term in that a student faces a lack of academic and/or social emotional progress and may fall behind his/her peers. A student can be chronically absent from school and not be truant because the absences are excused. This does not mean they are not impacted academically and socially by the missed instruction; days missed from school add up quickly. It is important for parents, guardians, and students to be aware of how many days have been missed and be involved in discussions with the school to improve attendance.

**2 Absences Per Month
x 9 Months of School
= Less Likely to Graduate
from High School**



Truancy: Truancy is punitive which means the student faces discipline for missing school. Truancy only focuses on the number of unexcused absences. Students who are habitually truant not only faces the same lack of academic and social progress as a chronically absent student but they also face court charges. Truant students have used the 6 days of district allowed parent notes and medical excuses.

KRS 159.010 for Compulsory Attendance

Parents, guardians or custodians are required to send their child/children to school except as provided in **KRS 159.030**. Each parent, guardian, or other person residing in the state and having custody, guardianship, or in charge of any child who has entered the primary school program or any child between the ages of six (6) and eighteen (18) shall send their child to a regular public day school for the full term that the public school if the district in which the child resides is in session, or to the public school that the Board of Education of the district makes provision for the child to attend.

KRS 159.150 Habitual Truancy

Any child who has been absent from school without a valid excuse for 3 or more days, Habitually Truant students are those with six (6) or more unexcused absences.

Grant County School District Attendance Policy

The purpose of the GCSD Attendance Policy is to emphasize the importance of attendance to a student's education and responsibility of the student and parent. Every effort has been made to provide consistency, fairness and due process in its development. The Grant County Attendance policy allows for a limited number of excused attendance events providing consequences for unexcused attendance events. While all attendance events negatively affects students learning and performance, students with attendance events exceeding 10% of the school year, do not meet school attendance policies, which may impact credits, promotions, retention, and graduation. Disciplinary action for truancy may include or referral to Juvenile Courts for habitual truancy of educational neglect and charges filled with the County Attorney.

Attendance Procedures

- Every student who is absent in the Grant County School District may receive notification from the school their child attends. This notification may be personal, phone call, electric messenger, and/or letter.
- In addition to the punitive consequences for truancy, school level interventions occur to support student and families and help reduce barriers to school. This may include an attendance contract, a needs assessment, or a referral for services.
- Chronically absent students and their parent/guardians will also receive notification from the school and support to improve daily attendance.
- At 3 unexcused absences a letter will be sent informing the parent/guardian of the absences and consequences of accumulation of additional absences.
- At 5 unexcused absences a letter will be sent informing that the student has reached the level of **HABITUAL TRUANT** and consequences of accumulation of additional absences. At this level students in Grade 6-12 will be referred to the Grant County Truancy Recovery Program where they will work with the Youth Service Center to resolve issues that might be causing the student's truancy. This step is taken to help prevent the student from being referred to the court system.
- At 9 unexcused absences a **FINAL NOTICE** is then sent along with a letter from the County Attorney, a home visit or contact is made, and truancy charges are filed with the Grant County Designated Worker/County Attorney. Once this level is met, you are in the hands of the court system, there will be court appointments to be kept and missed time from work.

Attendance Events

An attendance event includes any/all absences, tardies, late arrivals and or/early dismissals. Attendance calculations are as follows: Tardy event equals 35% or less of the school day. Half day events equal 35% or less of the school day. Half day events equal 36%-83% of the school day. Whole day events equal 84% or greater of the school day.

Excused Attendance Events

Students who are absent from school are required to have a legitimate excuse. Within five (5) days of a student's return to school he/she must present a written and dated note explaining the absence. A maximum of six (6) excused days each year may be excused with a signed note from a parent/guardian. If the note is not received within five (5) days of the absence, the absence becomes unexcused. A principal may choose to excuse additional events such as a funeral/death of immediate family, court appearance or other events at his/her discretion. Addition proof may be required to excuse the event. If there are more than 10 (ten) days unexcused, a Medical Excuse Form must be completed, stating the day the student was seen in the doctor's office, and returned for review by school officials within three (3) days of the absence for the absence to be excused. Doctor's notes and/or the Medical Excuse Form are only accepted if the original note is submitted to the school or the excuse is faxed or mailed from the doctor's office. The Medical Excuse Forms are only available at the school or at the link below. The Medical Excuse Form gives the school permission to contact the physician to collaborate on ways to support the student at school. Students who have been diagnosed with a chronic illness which impacts school attendance may consult with the Health Services Coordinator to explore other documentation for chronic health conditions on a case by case basis.

Parents/guardians who are anticipating a student's extended absence due to illness or other health related issues (5 or more days) should contact the school for information on home/hospital instruction. Additional information about home hospital instruction can be accessed here:

Home/Hospital Instruction
Medical Excuse Form

*** If a student has a chronic or recurring illness that may cause more than ten (10) absences per specified time period, the Medical Excuse Form should be completed prior to missing ten (10) days of school. The form will only pertain to excuses from the doctor who completed the form and saw the student in his/her office, and will become effective on the date provided (not retroactively.)***

Unexcused Attendance Events

Unexcused attendance events include skipping school, suspension, organized skip day, and attendance events not meeting excused guidelines. Students with unexcused attendance events may not be permitted to attend school functions on unexcused absence days. Family vacation are considered avoidable and may be classified by the principal unexcused.

Late Arrivals to School

Late arrivals to school include any student who does not arrive to school on time. Schools have the discretion to assign consequences for students with unexcused late arrivals following the code of acceptable behavior guidelines. Chronic late arrivals will be treated as truant. [702 KAR 7:125, Section 7\(3\)](#), the State Law required the legal parent/guardian sign in their elementary student.

Classroom Tardies

Students who are not in their classroom before the tardy bell rings are considered tardy. Schools have the discretion to assign consequences for students with unexcused tardies following the Code of Acceptable Behavior and conduct guidelines.

Early Dismissals

Any students who leaves school before the end of the school day is considered to have an early dismissal. Schools have the discretion to assign consequences for students with unexcused early dismissals following the Code of Acceptable Behavior and Conduct Guidelines. Chronic early dismissals may be treated as truancy. *Depending on the time of the early dismissal, this attendance event may be coded as tardy in the school's computer system.*

Make-Up-Policy

Make-up-work is the sole responsibility for the student missing school. The student should refer to the school SBDM policy/Board Policy for make-up work guidelines.

No Pass/No Drive

No Pass/No Drive Law (KRS 159.051) pairs the responsibility of maintaining good grades and attendance in the classroom with the privilege of driving. The No Pass/No Drive law states that a student will be

denied his or her driver's learning permit/license to have his or her license revoked for 1) academic deficiency, 2) dropping out of school as a result of unexpected absences or 3) traditional drop out. A student shall be considered academically deficient when he or she has not received passing grades in at least four courses, or the equivalent of four courses (66%). If sixteen (16) or seventeen (17) year-old student (with driver's permit or license) accumulates nine (9) or more unexcused absence events, does not meet the academic requirements, attendance requirements, or if they drop out of school, the school will report the student as noncompliant. **Any absences due to suspension shall be deemed as unexcused absence events.** At minimum, the student need to be in compliance for an entire semester prior to reinstatement.

Educational Enhancement Opportunities (EHO)

In accordance with KRS 159.035 (2), up to ten (10) school days may be used to pursue educational enhancement opportunity determined by the school principal to be significant value. These opportunities may include but not limited to, participation in an educational foreign exchange program or an intensive instructional, experimental, or performance program in a core curriculum subject. To request an EHO, please request a copy from the school or access it at the link below. Once completed, please return it to the school principal for approval.

Educational Enhancement Request-EHO-09.123 AP.2

Health Services

Each school is staffed with a school nurse. Nurses are a resource for families of students who may be dealing with a short term or long term illness. They can work with the family doctor to share resources available in our schools to reduce the impact and anxiety caused by missing classroom instructions.

Medication and Guidelines for Health

Any medication, prescribed or non-prescription, which a student requires during school hours, should be delivered by a parent/guardian and given to the school nurse or designee. Any medication found in a student's possession, including his/her backpack or locker, could result in suspension or expulsion. All unauthorized medication will be confiscated. The Grant County District Medication Permission Form must be completed and on file for students receiving any medication at school. Medication must be in the original container and have a label that matches the information on the permission form. The GCSD reserves the right to request the initial dose of medication to be given outside of the school setting before permission is granted. Medication containing narcotics for pain relief or sedation should not be sent to school. For their own safety, children requiring this level of medication should remain at home until this medication is no longer required during the school day. If this type of medication is required for a chronic condition, additional consideration may be made.

Dress Code

The SBDM Council at each school sets the guidelines for the student dress code. Please contact the school for the dress code policy.

Due Process

In all discipline cases, school personnel will follow appropriate due process procedure. Ordinarily, a student should not be suspended before giving oral or written notice of charges constituting suspension and explanation of the evidence, and an opportunity to present their version of the facts. Whenever a suspension is being given as a consequence, the school will make every effort to contact parents and to share the specifics related to the case. Immediate suspension will only be used if it is essential for safety

reasons or to avoid disruption of the educational environment. In these cases, due process guidelines should occur by phone or by written statement within three (3) school days following the suspension.

Grievance Procedure

Parents questioning actions taken by the school may do the following:

1. In classroom matters, contact the teacher to discuss the problem.
2. If the teacher meeting does not resolve the problem, the teacher and parents can arrange a meeting with the principal.
3. If the problem is not classroom related the parents may contact the principal
4. If none of the above procedures are satisfactory, parents may appeal the school decision and request a conference with the Superintendent or designee after discussion with the principal.
5. During the conference, either party may have present individuals relative to factors involved.
6. The Superintendent or designee will advise parent in writing of the decision regarding the grievance within fourteen (14) days after the conference of the appeal.

Grievance procedures are further addressed in **GCS Board Policy/Procedures**.

Investigation of a Threat

When a student is believed to have made a threat of harm to another student, a teacher or other school personnel, the school or district will take appropriate steps to investigate the alleged incident and take appropriate disciplinary and legal action as necessary. A threat assessment involves evaluating the threat and the circumstances surrounding the threat. The purpose of the threat assessment is to determine if the person poses a threat to others and/or self, determine the level of threat, and take preventive and corrective action as necessary.

- Investigation of alleged incident by principal or his/her designee.
- Removal of the student from the classroom setting or school bus pending disciplinary action resulting from investigation.
- Referral for threat assessment as described in the GCS threat assessment protocol. The assessment may include the student being interviewed by the school counselor, school psychologist, or other qualified school personnel as needed.
- Referral to an outside agency for a safety assessment.
- Notification to, and possible further investigation by law enforcement.
- Notification of parents/guardians and others as required by state law and board policy.

Response to Intervention (RTI) Multi-Tiered Systems of Support (MTSS)

The Grant County School District is committed to providing world class education to all students. An integral component of the commitment is the RTI/MTSS framework. The RTI/MTSS framework is designed to support academic and social/behavior success for all students. The GCSD/RTI/MTSS framework is built on a foundation of highly qualified instruction, and Positive Interventions and Supports (PBIS), this foundation supports a commitment to evidence based practice, intervention, and assessment to provide all student with the level of support to meeting their individual needs. The RTI/MTSS framework includes three tiers of intervention.

Tier One Intervention are school wide and class wide supports available to all students.

- *Tier Two Interventions* are provided for students who need more student specific instruction and support. These interventions occur in a small group.
- *Tier Three Interventions* provide intensive supports to match the needs of an individual student

**Examples of Tier One Behavior Strategies, and Responses before Administrative Response
Classroom Level**

PRE-LEVEL 1-CLASSROOM SUPPORTS

Positive Behavior Interventions and Supports (PBIS) form the foundation for school wide behavior expectations in every school. PBIS provides clear and consistent expectations for students across school settings. Behavior expectations are defined and taught to every student and then positively reinforced throughout the school and in all school settings. Social Emotional Learning, mental health, and adult advocacy are intergraded through PBIS.

EXAMPLES OF PROACTIVE CLASSROOM SUPPORTS	EXAMPLES OF TEACHER RESPONSES TO MISBEHAVIOR
Highly qualified, engaging classroom instruction with high rates of opportunity to respond	Communication with Parent
Adult advocate for every student	Re-teaching expectations with individual students
Building positive relationships with students	Change of student seating
Positive behavior expectations which are clearly defined and taught in the classroom	Changing lesson pacing to meet student need to promote desired behavior
Teaching and re-teaching classroom expectations throughout the school year	Calm responses to misbehavior and restating desired behavior
Modeling and practicing expectations in different school settings	Redirection
Use of pre-correction strategies before moving on to a new task	Restructure classroom practices to meet student needs
Positive feedback at a ratio of 3:1 between staff and students	Student/Teacher Conference
Consistency in correction of behavior	Progress monitoring tools such as point sheet, tracking form, reflection sheets, or behavior contracts to help student self-monitor in the classroom
Use of school wide positive acknowledgement system in the classroom to recognize positive behavior	Establish and consistently implement classroom consequences for minor classroom misbehaviors
Social emotional curriculum intentionally taught to students on a weekly basis	Behavior plan between teacher and student
Positive expectations for all students, at all times, across all settings	Check In/Check Out during class
Active supervision by all staff	Increase positive feedback at a ratio of 5:1
Maximum structure and predictability in classroom routines	Relationship building strategies
Use of positive referrals	
Positive parent contact	

**Examples of Tier One Behavior Strategies, Interventions, and Responses before Administrative Response
School Level**

PRE-LEVEL 1- SCHOOL WIDE SUPPORTS

These interventions often involve both members of the school community and community resources. School wide expectations are taught, modeled and applied in variety of settings for students. School wide positive reinforcement system is present and used by all staff members. Tier 2 and Tier 3 interventions often involve a variety of members of the school, community and community based resources when available. Every student has an adult advocate.

EXAMPLES OF PROACTIVE SCHOOL SUPPORTS	EXAMPLES OF SCHOOL RESPONSES
High quality, engaging instruction	Two way communication between school and home
Expectation of regular school attendance for all students	Building positive relationship with all students and families
Social Emotional learning for every student	Parent Engagement through newsletters, events, and all calls
Adult advocate for every student	Access to school based therapist to eliminate the need to miss school
School wide positive behavior expectations which are clearly defined and taught to every student	Referrals to outside agencies for additional support for students and/or family
Model and practice school wide expectations in appropriate settings	Mental health evaluation tools and procedure for suicide assessment
School wide positive reinforcement system	Threat assessment protocol
Actively supervise common areas throughout the school day (For example: All staff in hallways during class changes, supervision of cafeteria and restrooms)	Alcohol/Drug evaluation referral
Targeted strategies for students who need more support	Intervention approach to behavior and discipline
Team approached to students who need additional support	Referral to RTI school team
Access to professional school counselors	
Positive Referrals	

Examples of Administrative Intervention Based Resolution to Discipline

Administrators have a variety of intervention based responses and traditional disciplinary options when responding to problem behaviors. The purpose of discipline is to change behavior. Administrators are encouraged to use supportive measures combined with traditional discipline to correct behavior. Except in cases of immediate safety risks or illegal activity, every attempt should be made to keep the students in school through the use of an intervention based approach and delivery of discipline in a graduated manner, before removing the students from the instructional setting through an out of school suspension.

Behavior Contract	The resolution is a contract between the student and/or parent and the school to reinforce good behavior. It typically includes targeted behaviors, positive support for compliance, and consequences for violating the contract. It is written for specific time period and revisited.
Referral for Services	This resolution is a recommendation for a student to receive or be evaluated for services from a school counselor, social worker, or mental health worker. Examples include but are not limited to, the following: <ul style="list-style-type: none"> • Referral to school based mental health provider or agency which specializes in the treatment of children and adolescents behavior and emotional needs. A school based mental health counselor or therapist provides mental health services to the student during the school day. The service is paid for by the family and services are available for both Medicaid and private insurance at all schools. • Referral for a mental health/substance abuse assessment from a community provider to help identify the best supports or treatment options for a student.
School Guidance Counselor Referral	School counselors are certified/licensed educators with a minimum of a master's degree in school counseling. They assist students by removing barriers to academic achievement, support social and emotional development, and supporting college and career readiness. This resolution means a specific service the counselor may provide such as small group or individual counseling.
Counseling Referral	This resolution provides small group instruction targeted toward the specific need of a student. The purpose of small group counseling is to provide a safe environment for students to share, practice new skills, provide coping skills, and increase awareness so that students can feel successful in the school environment. Small groups are typically facilitated by school personnel such as the school guidance counselor or Family Resource center Coordinator depending on the topic. Topics may include anger management, tobacco education or cessation, truancy, substance abuse, etc.
Response to Intervention (RTI) / MTSS School Team	This resolution involves referral to a school based team composed of multidisciplinary teachers, administrators, and counselors. The RTI Team uses a positive approach focused on problem solving to explore the interventions and approaches which will best meet the needs of the child.
Mentoring	This resolution involves the use of faculty, staff, or other adults to work with a student to develop solutions for problem behaviors. Check In/Check Out is an example of a structured, school based support which uses a mentor to support student success. Less structured interventions may be a teacher checking on a student weekly and monitoring progress or a community volunteer meeting regularly with a student.

Levels of Discipline and Response Examples

The information below outlines the range of options available to school personnel, in addition to the intervention based resolutions on the preceding page, when addressing student behavior. The levels are provided to address both intentional and repeat violations. GCSD school staff have discretion to consider the totality of the circumstances as they make discipline decisions and take into consideration mitigating circumstances such as age, development levels, disability and other pertinent factors which may be relevant in addition to aggravating factors around the incident. An intervention based resolution should be considered before responses which remove a student from an instructional setting. If a student is removed from an instructional setting, the removal should be combined with an intervention to prevent repeated behaviors.

Level I Code of Conduct	Offenses are minor disruptions to the classroom environment. Typically, these are not referred to an administrator until the classroom level interventions are not correcting the behavior. With Level I behaviors, the goal is to correct the behavior while limiting time missed from class. Some examples of an administrator response, in addition to an intervention based approach resolutions, are but not limited to: Verbal reprimand, student conference, parent/student contact and/or conference, re-teaching expectations, community service, withdrawal of privileges, alternate supervision. Repeated misbehavior required 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 II Code of Conduct	Offenses are acts of misbehavior, whose frequency or seriousness disrupt the learning environment of the school. These violations always result in the involvement of school administration. With level II behaviors, the goal is to correct the behavior by stressing the seriousness of the offense while keeping the student in school. Some examples of administrator response, in addition to an intervention based approach resolution, may include but not limited to: parent conference, loss of school privileges, community service, restitution, social probation, re-teaching expectations, in school suspension program, Friday/Saturday Detention, after school detention, short term loss of bus privileges combined with intervention. Staff should use responses in a graduated fashion.
Level III Code of Conduct	Offenses are acts against person(s) or property which indirectly endanger the health of safety of others in the school. These offenses always 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. Some examples of response options may include but are not limited to: in school suspension, out of school suspension, and/or denial of bus privileges combines with intervention. Staff should use responses in a graduated fashion. <i>Out of school suspensions should include a conference with parent and student the morning the student returns to school at the end of the suspension.</i>
Level IV Code of Conduct	Offenses are acts against person(s) or property which may directly or indirectly endanger the health or safety of others. These offenses always result in administrative action, possible notification of appropriate law enforcement authorities, and immediate removal of the student from school. The school will make a recommendation to the district hearing officer for an administrative hearing to determine next steps. In the case of level IV 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. Level IV behaviors may be recommended for an expulsion hearing before the Grant County Board of Education.

Administrative Hearing Process for Level IV Violations

Level IV Code of Conduct violations are the most serious offenses. These offenses are acts against a person or person which may directly or indirectly endanger the health and safety of others. These offenses always result in removal from school and a recommendation to the district hearing officer for an administrative hearing to determine next steps. These violations may also result in notification of law enforcement. The purpose of the administrative hearing is to determine if the student should be provided with an alternate educational opportunity or be recommended for an expulsion hearing with the Grant County Board of Education. If the offense involves a student with disabilities, the procedures mandated by federal law and state law and set forth in local policies and procedures for students with disabilities will be followed.

Administrative Hearing Process

- Administrative hearing officer coordinates with parent/guardian, student, and school to determine a date for the hearing.
- The hearing officer informs the student and parents of their rights.
- The hearing officer informs the student of the charges.
- The school principal or designee shares the explanation of the evidence supporting the charges.
- The student is given reasonable opportunity to share his/her case.
- The hearing officer determines placement and additional requirements if needed for the student or recommends an expulsion hearing at a later date with the Grant County Board of Education.

Expulsion Process

Only the Grant County Board of Education may expel a student from school as defined in KRS 158.150. If the hearing officer determines the student has committed an expellable offense the following procedures will be followed:

- The student and the student's parent/guardians will be notified by registered mail prior to the formal hearing of charges against the student. The letter will include the time, date, and location of the formal expulsion hearing.
- The student and/or parent/guardian may request an open or closed hearing and must be advised of the right of legal counsel to be present at the hearing.
- Students have the right to due process in all cases.
- All formal hearings regarding expulsion cases will be conducted during a special or regular board meeting
- In cases involving students with disabilities, the procedures mandated by federal and state law and set forth in local policies and procedures for students with disabilities will be followed.

Resources:

Board Policy 09.435

Expulsion Hearing Form

Levels of Discipline K-5

Code of Conduct Offense	Level I	Level II	Level III	Level IV
Unexcused Tardy to class	X	X		
Cheating, Plagiarism, Dishonesty	X	X		
Defiance of Authority (Refusal to comply with school personnel)	X	X		
Disruptive Behavior	X	X	X	
Dress Code	X			
Failure to Complete Assignments	X			
Failure to Comply with Disciplinary Actions	X	X		
Falsifying Notes/Forgery/Counterfeiting	X	X		
Public Display of Affection	X	X		
Destructive Behavior (Dangerous conduct which creates a danger to self or others)		X	X	X
Late Arrival to School	X	X		
Skipping School/Leaving School Grounds		X		
Distribution, Possession, or sale of any over-the counter (“OTC”) product or non-controlled prescription medication in a manner inconsistent with established procedures.	X	X	X	

Levels of Discipline K-5

Code of Conduct Offense	Level I	Level II	Level III	Level IV
Truancy		X		
Bus Disturbance (<i>Includes behavior on bus and at stop</i>)	X	X		
Unauthorized Use of a Communication Device/Inappropriate Computer Use/ Violation of AUP	X	X	X	
Inappropriate Materials	X	X		
Inappropriate Behavior/Elementary Student -(<i>Any action which could induce fear or jeopardize the safety of others</i>)		X	X	
Profanity/Vulgarity	X	X		
Stealing		X	X	
Willful Misconduct (Fighting) – <i>Willingly engaging in physical contact to inflict harm</i>)		X	X	
Verbal Abuse	X	X	X	
Threatening Another Student	X	X	X	
Use and/or Possession of Smoking/Chewing/Paraphernalia/Tobacco) - <i>This includes vaping and juuling</i>	X	X		
Beyond Control at School - <i>Chronic non-compliant behavior which results in filing charges with the Court Designated Workers Office</i>			X	
Bullying (1st) Time Offense		X	X	
Burglary/Larceny/Theft/Robbery/Stolen Property <i>The severity of the offense, prior history, and level of law violation may be used to determine level 3 or 4.</i>			X	X

Levels of Discipline K-5

Code of Conduct Offense	Level I	Level II	Level III	Level IV
Fraud			X	
Gangs/Gang Related/Gang like activity <i>(The severity of the offense, prior history, and law violation may be used to determine level III or IV)</i>			X	X
Harassment - <i>This is always a law violation. If the action doesn't meet the law definition, a different offense should be used. The severity of the offense and prior history may be used to determine Level III or IV.</i>			X	X
Libel/Slander of an Employee – <i>Any statement or portrayal in the interest, social media, or any other communication which falsely disparages the professional competence or reputation of school staff. The severity of the offense and prior history may be used to determine level III or IV.</i>			X	X
Severe Willful Misconduct (Fighting) <i>No regard for directives during the physical altercation.</i>			X	
Marketing/Buying and or Selling Items			X	
Sexual Misconduct - <i>Non-consensual either by force or age-including sexting. The severity of the offense, prior history, and law violation may be used to determine level III or IV.</i>			X	X
Violation of Security Procedures			X	
Vandalism (Criminal Mischief) <i>The severity of the offense, prior history, and law violation may be used to determine Level III or IV.</i>			X	X
Weapons or Other Dangerous Instrument/Look-a-Like Weapon.- <i>The severity of the offense, prior history, and law violation may be used to determine level III or IV</i>			X	X
Drug/Alcohol Possession- <i>Immediate 5 day suspension and recommendation for administrative hearing which may result in expulsion.</i>			X	

Levels of Discipline K-5

Code of Conduct Offense	Level I	Level II	Level III	Level IV
Drug/Alcohol Distribution - <i>This is the sale of, transfer of, or the intent to sell or transfer alcoholic beverages, narcotics, drugs, counterfeit drugs, look alike drugs, or other intoxicating substances. Immediate 5 day suspension and recommendation for administrative hearing which may result in expulsion.</i>			X	X
Abuse of a Teacher - <i>The severity of the offense, prior history, and meeting the standard of the harassment law violation may be used to determine level III or IV.</i>			X	X
Possession/Distribution of Drug Paraphernalia - <i>The severity of the offense, prior history, and meeting the standard of the harassment law violation may be used to determine level III or IV</i>		X	X	X
Arson				X
Terroristic Threatening/Bomb Threat				X
Under the Influence - <i>Immediate 5 day suspension and recommendation for administrative hearing which may result in expulsion.</i>			X	X
Weapon: Firearm Only				X
Disorderly Conduct - <i>The severity of the offense, prior history, and meeting the standard of the law violation may be used to determine level III or IV</i>			X	X
Assault (1st, 2nd, 3rd or 4th Degree)				X
Persistent Bullying (2 or more Documented Offenses) - <i>The severity of the offense, prior history, and meeting the standard of the harassment law violation may be used to determine level III or IV.</i>			X	X

Levels of Discipline 6-12

Code of Conduct Offense	Level I	Level II	Level III	Level IV
Unexcused Tardy to class	X	X		
Cheating, Plagiarism, Dishonesty	X	X		
Defiance of Authority (<i>Refusal to comply with school personnel</i>)	X	X		
Disruptive Behavior	X	X	X	
Dress Code	X			
Failure to Complete Assignments	X			
Failure to Comply with Disciplinary Actions	X	X		
Falsifying Notes/Forgery/Counterfeiting	X	X		
Public Display of Affection	X	X		
Late Arrival to School	X	X		
Skipping School/Leaving School Grounds		X		
Destructive Behavior		X	X	
Truancy		X		
Bus Disturbance	X	X	X	
Distribution, possession, or sale of any over-the-counter (“OTC”) product or non-controlled prescription medication in a manner inconsistent with established procedures.	X	X	X	X

Levels of Discipline 6-12

Code of Conduct Offense	Level I	Level II	Level III	Level IV
Unauthorized Use of a Communication Device/Inappropriate Computer Use/Violation of AUP	X	X	X	
Inappropriate Materials	X	X		
Profanity/Vulgarity	X	X		
Willful Misconduct (Fighting) <i>Willingly engaging in physical contact to inflict harm</i>		X	X	X
Verbal Abuse	X	X	X	
Threatening Another Student <i>Threatening actions through gestures or verbal threats</i>	X	X	X	
Use and/or Possession of Smoking/Chewing/Paraphernalia/Tobacco <i>This includes Vapor products and Juules</i>		X		
Beyond Control of School <i>Chronic non-compliant behavior which results in filing charges with the Court Designated Workers Office or Court</i>		X	X	
Bullying (1st Time Offense)		X	X	
Burglary/Larceny/Theft/Robbery/Stolen Property <i>The severity of the offense, prior history, and meeting the standard of the law violation, may be used to determine level III or IV.</i>			X	X
Fraud		X	X	
Gangs/Gang Related/Gang like activity <i>The severity of the offense, prior history, and law violations may be used to determine level III or IV.</i>			X	X
Harassment <i>This is always a law violation. If the action does not meet the law definition, a different offense should be used. The severity of the offense and prior history may be used to determine level III or IV.</i>			X	X

Levels of Discipline Grades 6-12

Code of Conduct Offense	Level I	Level II	Level III	Level IV
Libel/Slander of an Employee <i>Any statement or portrayal on the internet, social media, or any other communication which falsely disparages the professional competence or reputation of school staff. The severity of the offense and prior history may be used to determine level III or IV</i>			X	X
Severe Willful Misconduct (Fighting) <i>No regard for directives during the physical altercation</i>			X	X
Marketing/Buying and/or Selling Items			X	
Improper Driving			X	
Inappropriate Sexual Conduct <i>Consensual sexual activity on school grounds</i>		X	X	
Sexual Misconduct <i>Non-consensual either by force or age-including sexting. The severity of the offense, prior history, and law violation may be used to determine level III or IV</i>			X	X
Violation of Security Procedures		X	X	
Vandalism (Criminal Mischief) <i>The severity of the offense, prior history, and law violation may be used to determine level III or IV.</i>			X	X
Weapon or Other Dangerous Instrument/Look-a-like-Weapon <i>The severity of the offense, prior history, and law violation may be used to determine level III or IV.</i>			X	X
Drug/Alcohol Possession <i>Immediate 5 day suspension and recommendation for administrative hearing which may result in expulsion.</i>			X	X

Levels of Discipline Grades 6-12

Code of Conduct Offense	Level I	Level II	Level III	Level IV
Drug/Alcohol Distribution <i>This is the sale of, transfer, of or the intent to sell or transfer alcoholic beverages, narcotics, drugs counterfeit drugs, look- a- like drugs, or other intoxicating substances. Immediate 5 day suspension and recommendation for administrative hearing which may result in expulsion.</i>				X
Possession/Distribution of Drug Paraphernalia <i>The severity of the offense, prior history, and meeting the standard of the law violation may be used to determine level III or IV</i>			X	X
Arson				X
Terroristic Threatening/Bomb Threat				X
Under the Influence <i>Immediate 5 day suspension and recommendation for administration hearing</i>			X	X
Weapon: Firearm Only				X
Assault (1st, 2nd, 3rd or 4th Degree)				X
Persistent Bullying (2 or more documented Offenses) <i>The severity of the offense, prior history, and meeting the standard of the harassment law violation may be used to determine level III or IV</i>			X	X
Abuse of a Teacher <i>The severity of the offense, prior history, and meeting the standard of the harassment law violation may be used to determine level III or IV.</i>			X	X
Disorderly Conduct <i>The severity of the offense, prior history, and meeting the standard of the law violation may be used to determine level III or IV.</i>			X	X

Notification of Law Enforcement or other Agencies

Schools must always notify law enforcement and in some cases Child Protective Services in the case of a criminal violation. Depending on the violation, law enforcement may choose to investigate. The following offenses always required notification:

Offense	Agency to Be Notified	Offense	Agency to Be Notified
Arson	Law Enforcement	Gambling	Law Enforcement
Assault with a Weapon	Law Enforcement	Hazing	Law Enforcement
Assault resulting in injury	Law Enforcement	Kidnapping	Law Enforcement
Bomb Threat	Law Enforcement	Possession of Drugs/Alcohol/Weapon	Law Enforcement
Child Abuse	Child Protective Services and Law Enforcement	Robbery	Law Enforcement
Extortion	Law Enforcement	Sexual Offense	Child Protective Services and Law Enforcement
False Fire Alarm	Law Enforcement	Terroristic Threatening	Law Enforcement
Firearm Possession	Law Enforcement	Theft	Law Enforcement
Vandalism	Law Enforcement		

Domestic Dating Violence and Reporting

As defined in GCS Board Policy 03.23253, if the victim requests it, school personnel will report an act of domestic violence and abuse or dating violence and abuse to a law enforcement officer. The report will be discussed with the victim prior to contacting law officers. The reporting requirements covering domestic violence and abuse or dating violence and abuse outlined above for not relieve school personnel of the duty to report any known or suspected abuse, neglect, or dependency of a child pursuant to KRS 620.030. This separate reporting requirement covers abuse, neglect or dependency of a child committed or caused by a parent, guardian, or other person exercising control or supervision, or a person in a position of authority or special trust. If a professional as defined in KRS 209A.020, has reasonable cause to believe that a victim with whom she/he has had a professional interaction has experienced domestic violence and abuse. Those materials will include information about how she/he may access regional domestic violence programs under KRS 209.160 or rape crises centers under KRS 211.600, and information about how to access protective orders.

CODE OF CONDUCT OFFENSE DEFINITIONS

<p>ABUSE OF A TEACHER</p>	<p>Malicious conduct toward a staff member may be subject to legal charges for Abuse of a Teacher and/or other statutes. (KRS 161.190) Abuse of teacher prohibited.)-Whenever a teacher or school administrator is functioning in his capacity as an employee of a board of education of a public school system, it shall be unlawful for any person to direct speech or conduct toward the teacher or school administrator when such person knows or should know that the speech or conduct will disrupt or interfere with normal school activities or will nullify or undermine the good order and discipline of the school.</p>
<p>ARSON/OR ATTEMPTED ARSON</p>	<p>Starting a fire within the school, on buses, or on the school grounds, for any purpose that results in destruction or disruption.</p>
<p>ASSAULT</p>	<p>Intentionally causing harm to other(s). According to Kentucky Revised Statutes 508.010, 508.020, 508.030, and 508.040, assault is classified in four different ways: Assault in the first degree, second degree, third degree, and fourth degree. The level of the assault will depend upon the nature of the injury sustained and if a deadly weapon or dangerous instrument was used. <u>It should be noted that these are not legal definitions. Due to the ramifications of coding errors for assault offenses, please consult the Director of Pupil Personnel who will work with local law enforcement or the school board attorney regarding how to code assault incidents.</u></p> <ul style="list-style-type: none"> • 4th DEGREE- one intentionally or wantonly causes physical injury to another person, or with recklessness one causes physical injury to another person by means of a deadly weapon or a dangerous instrument. • 3rd DEGREE- one recklessly or intentionally attempts to cause physical injury to any school employee. • 2nd DEGREE- one causes physical injury to another person or intentionally causes physical injury to another person by means of a weapon or dangerous instrument. • 1st DEGREE- one who uses a deadly weapon, dangerous instrument or other means to cause serious physical injury to another. This is the most serious and is reserved for situations when the intent of the offender is to cause serious

	<p>disfigurement, or prolonged loss of the use of a body part from the incident.</p> <p>*Example(s): Fighting or attacking another person with a weapon to cause serious physical harm that could cause serious physical injury or risk of death. Fighting or attacking another person with or without a weapon to cause physical injury.</p>
BEYOND CONTROL AT SCHOOL	<p>Demonstrating chronic non-compliant behavior (nine or more documented discipline referrals in a school year, three or more separate incidents of out of school suspension in a school year or one single issue that is of a very serious nature). These actions may result in a mandatory court appearance by the student and parent.</p>
BULLYING	<p>According to KRS 158.14, bullying means any unwanted verbal, physical, or social behavior among students that involves a real or perceived power and is repeated or has the potential to be repeated.</p> <ol style="list-style-type: none"> 1. The behavior occurs on school premises, on school sponsored transportation, or at a school sponsored event. 2. The behavior disrupts the educational process.
BULLING (2 OR MORE DOCUMENTED OFFENSES)	<p>Two or more documented offenses based on the above definition and the additional information in the bullying section.</p>
BURGLARY/LARCENY/THEFT/ROBBERY STOLEN PROPERTY (including receiving stolen property)	<p>A person is guilty of burglary when, with the intent to commit a crime, he knowingly enters or remains unlawful in a building. A building, in addition to its ordinary meaning, means any structure, school, school grounds, bus, or other vehicle where any person lives or where people assemble for purposes of business, government, education, religion entertainment or public transportation. Thus, breaking into a bus and taking or attempting to take anything of value from the care, custody, or control of another person or persons by force or threat of force and/or another person(s) in addition to buying, receiving or having possession of stolen property.</p>

**Examples may include but are not limited to the list included*

<p>BURGLARY/LARCENY/THEFT/ROBBERY STOLLEN PROPERTY (including receiving stolen property)</p>	<p>A person is guilty of burglary when, with the intent to commit a crime, he knowingly enters or remains unlawful in a building. A building, in addition to its ordinary meaning, means any structure, school, school grounds, bus, or other vehicle where any person lives or where people assemble for purposes of business, government, education, religion entertainment or public transportation. Thus, breaking into a bus and taking or attempting to take anything of value from the care, custody, or control of another person or persons by force or threat of force and/or another person(s) in addition to buying, receiving or having possession of stolen property.</p> <ul style="list-style-type: none"> • STEALING- take something unlawfully: to take something that belongs to somebody else, illegally or without the owner’s permission. • PETTY THEFT- Petty theft is classified as theft of an item or items with a total monetary value under the amount of \$500. Anything more than \$500 is considered grand theft, in which case the charges will be significantly more serious.
<p>BUS DISTURBANCE</p>	<p>Conduct on the bus or the bus stop which makes for an unsafe condition for students, driver and other motorist or others. Multiple documented offenses may result in recommendation from removal from the bus or an administrative hearing.</p>
<p>BUS SUSPENSION</p>	<p>Not permitting a student to ride the school bus to or from school for full or partial day(s) following appropriate due process procedures. While suspended, it will be the legal parent/guardians responsibility to transport their child to/from school. Transportation is a privilege, not a right.</p>
<p>CHEATING/PLAGIARISM/DISHONESTY</p>	<p>Doing something unfair or dishonest in order to gain something for oneself or another. Staling the work of another in order to use it as one’s own work. Intentionally misrepresenting the truth. *Example(s): turning in another student’s paper as your own, paying someone to do your schoolwork for you, giving your work to others to use or copy, looking at another student’s work in class, and then copying similar items.</p>

COMMUNICATION DEVICES/CELL PHONES/OTHER DEVICES

Personal Telecommunication Device that emits a audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor, including, but not limited to, media device, a smartphone, a tablet, a camera, a recorder, or social media, and cellular phone.

Students and staff have a right to an expectation of privacy while on school grounds. Due to this, unauthorized taping, duplication, picture taking, audio, video, or other means or methods are strictly prohibited. Personal electronic devices may be used by students during the school day with teacher permission for instructional purposes or as defines in SBDM policy. Sharing data between students via cable, peer to peer networking, or infrared during a classroom activity is only permitted with teacher approval. Devices will not be used to disrupt the educational process which includes but is not limited to, posing a threat to academic integrity, violating confidentiality or privacy rights of an individual. Exceptions may be made by the principal on a case by case basis. By choosing to allow your student to bring any type of communication devices/cell phones/other devices to school, parents/legal guardians agree and support the following:

- When students violate prohibitions of this policy, they shall be subject to disciplinary action, including losing the privilege of bringing the device onto school property and being reported to their parents/guardian. A violation also may result in a report being made to law enforcement.
- The contents of cell phones may be searched by school administration with reasonable cause. In addition, an administrator may confiscate the device, which shall only be returned to the student's parent/guardian. **CONFISCATION MAY INCLUDE THE CELL PHONE, DEVICE, SIM CARD AND/OR MEMORY CARD.**
- KRS 158.165 The school district accepts no responsibility for use, breakage, theft or loss of these personal items and to AUP (Acceptable use policy) violations.

	<ul style="list-style-type: none"> • Disruption of the learning environment through a person device can be address through disruptive behavior. *Example(s): Students taking pictures of other students on their phones, modifying it and sending it to others. Students taking pictures/texting about other students and spreading rumors about the student in the messages. Students taking pictures of themselves or others, sending it around, for personal gain. Students recording on school premises. Additionally, students using applications and/or social websites to intimidate, humiliate, or annoy another person may fall into this category.
COMMUNITY SERVICE	Duties performed for the benefit of the school or community. Examples include but are not limited to cleaning, outside work, or assisting students or staff.
DEFIANCE OF AUTHORITY	Refusal to comply with reasonable request of school personnel. Example(s): Anything that could be rational and law abiding students are asked to do and they refuse. <u>If a teacher says to stop, then Stop!</u>
DESTRUCTIVE BEHAVIORS	Dangerous or destructive conduct at school or on buses including, but not limited to, throwing harmful objects, scuffling or lack of control of voice, langue or limbs. This type of conduct does create a danger to self or others. (Recommendation for a risk assessment may be required before a student can return to school if suspended).
DETENTION	Detaining a student after school, before school, or during the student’s free time (e.g. lunch) with advance notice to the parent and/or student as appropriate. Detention may be used as a teacher or administrator consequence based on school structures.
DISORDERLY CONDUCT	Committing a breach of the peace. In Kentucky, a person is guilty of disorderly conduct when in a public place and with intent to cause public inconvenience, annoyance or alarm, or creating a risk thereof. <u>It should be noted that these are not legal definitions. Due to the ramifications of coding errors for disorderly conduct, please consult Director of Pupil Personnel who will work with local law enforcement of the school board attorney regarding how to code disorderly conduct incidents.</u> *Example(s): Making unreasonable noise such as yelling out in class, hallways, cafeteria etc. Refusing to obey a staff member during an emergency situation such as a fire or fire drill etc. Fighting and refusing

	to stop. Dramatic behavior that serves no legitimate purpose, including bringing a look-a-like weapon that causes a disruption.
DISTRICT ADMINISTRATIVE HEARING	For an extremely serious offense that may warrant more than a 5 day suspension, a District Administrative Hearing will be held. Outcomes of this hearing could include and/all disciplinary action outlines in the <i>Code of Acceptable Behavior and Conduct</i> and or agreed upon by school and student/guardian.
DRESS CODE	Workplace environments have expectations for dress. School SBDM Councils may enhance expectations for student dress. The dress code ensures appropriate clothing that is not offensive, provocative or disruptive and that reinforces safe behaviors and a safe and orderly learning environment. For safety reasons shoes must be worn at all times.
DISRUPTIVE BEHAVIOR	Disrupting the orderly educational environment at school or on buses including, but not limited to, throwing objects, horseplay, any unauthorized editing or use of media and/or audio that disrupts the educational environment/ atmosphere in prohibited. This includes posting comments, video and/or audio to the Internet that is disruptive to the learning environment. *Example(s) Screaming out in class, common student spaces (hallways, bathrooms, commons, lunchroom and gym), causing a scene with dramatic behaviors or noise. Touching, hugging, kissing, texting, sending photos with questionable items in them, “slapping each other as play, pulling desks out from under students and inappropriate comments are all examples.
DRUG/ALCOHOL/PAPAPHERNALIA	This includes alcoholic beverages, narcotics, drugs counterfeit drugs, synthetic drugs, look-a-like drugs, prescription medicine, or other intoxicating substances as defined in KRS Chapter 218A . Drugs may also refer to any intoxicating substance including synthetic drugs or other substances however taken or used, including inhaling, ingesting, and/or injecting and to any prohibited volatile substance as defines in KRS 217.900 used or intended for an abusive or intoxication purpose. Drugs defined as prescription must be taken in accordance with school policy requiring a written pre-approved medical form completed by a physician. Some examples of drug paraphernalia may be popes, roach clips, hemostats, rolling papers, e-cigarettes, vapes, juules, etc. This list is not exhaustive. Possession of alcohol/drugs or being under the influence of alcohol/drugs is

	prohibited on school property or at a school-sponsored function. Possession includes items found on school property or at a school-sponsored function. (To include, but not limited to locker assigned to students, vehicles driven by the students, any other place deposited by student including purse, backpack, garbage container, etc.).
EDUCATIONAL NEGLECT	Neglect is failure or lack of prudent care for a child's well-being through lack of adequate supervision, food, clothing, shelter, education, or medical care. An example of education neglect is poor attendance.
EXPULSION	Removal of student's right to attend school for a period of time over 10 days not to exceed one calendar year. Following guidelines of the <i>Code of Expected Behavior and Conduct</i> , the District hearing Officer may recommend expulsion in writing to the Superintendent. Only the Board of Education has the authority to expel a student.
FAILURE TO COMPLETE ASSIGNMENTS	Includes failure to complete assignments and to bring materials for class. It is expected that, prior to any referral of this nature, the teacher must provide documentation of parent contact and teacher interventions.
FAILURE TO COMPLY WITH DISCIPLINE	Failure to follow discipline given by the school including detention, Friday/Saturday school detention, and bus suspension. This may include student suspended or expelled from school, being on school property or school sponsored events.
FAMILY INTERVENTION PLAN	A plan developed during a meeting with a family, student, district representative, school representative, and occasionally the Cabinet for Health and Family Services. This plan is usually developed due to excessive unexcused absences with the goal of intervening and engaging community resources before reporting educational neglect or filing a court petition.
FRAUD	A deception deliberately practiced in order to secure unfair or unlawful gain and/or a piece of trickery; a trick.
GANGS, GANG-RELATED AND GANG-LIKE ACTIVITIES	The presence of, or student involvement in, gangs, gang-related, or gang-like activities on school property or at school-related events. Gang related items include but are not limited to the display of gang symbols, drawings, paraphernalia or apparel (bandanas, hats/caps, or any item that may interfere with the process of maintaining a safe school environment)

HARRASSMENT/FORGERY	Occurs when a person, with intent to defraud, deceive or injure another, falsely makes, completes, or alters a written instrument (e.g., checks, transcripts, official identification, currency).
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HARRASSMENT	<p>This violation means performing any of the following with intent to intimidate, harass, annoy or alarm another person. KRS 525.070.</p> <ol style="list-style-type: none"> 1. Strikes, shoves, kicks, or otherwise subjects his/her to physical contact; 2. Attempts or threatens to strike, shove, kick, or otherwise subject the person to physical contact; 3. In a public place, makes an offensively coarse utterance, gesture; or display, or addresses abusive language to any person present; 4. Follows a person in or about a public place or places; 5. Engages in a course of conduct or repeatedly commits act which alarm or seriously annoy such other person and which serve no legitimate purpose; or 6. Being enrolled as a student in a local school district, and while on school premises, on school-sponsored transportation, or at a school-sponsored event: <ul style="list-style-type: none"> Damages or commits a theft of the property of another student; Substantially disrupts the operation of the school; or Creates a hostile environment by means of any gestures, written communication, oral statements, or physical acts that a reasonable person under the circumstances should know would cause another student to suffer fear or physical harm, intimidation, humiliation, or embarrassment. <p><i>Note: Acts motivated by race, color, national origin, age, religion, sex, gender identity, sexual orientation, disability, or any other reason not related to the student's individual capabilities may hinder the other party's health, safety, welfare or right to attend school or participate in school activities and will not be tolerated. Further, such acts; 1) Are subject to the district's harassment/discrimination complaint procedure; and 2) May represent serious violation of civil and/or criminal law.</i></p>
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HAZING	Any humiliating or dangerous activity expected of a student to belong to a group, regardless of their willingness to participate.
IMPROPER DRIVING	Intentionally placing self or other person(s) in harm's way or endangering the safety, health and/or welfare of self or others on school property or at a school sponsored events, including but not limited to recklessly operating a motor vehicle. *Example(s): Speeding or unsafe reckless driving in school parking lot, acting as if you are going to run over another person.
IN-SCHOOL SUSPENSION (ISS)	Students are removed from their regular classes to an isolated environment. Students will be in a restricted classroom with very restricted guidelines. Students will not be able to socialize with the student body and will eat lunch in a restricted classroom. Restroom breaks will be limited and closely supervised. Students in ISS will be allowed and expected to complete school work to be included as part of their final grade.
INAPPROPRIATE BEHAVIOR ELEMENTARY	Any action that could induce fear or jeopardize the safety of others to include, but not limited to, failure to follow established rules or directives from staff.
INAPPROPRIATE SEXUAL ACTIVITY	Consensual sexual activity on school grounds or during a school sponsored event.
INAPPROPRIATE COMPUTER USE/VIOLATION OF AUP	Modifying the network or computer hardware and/or software to accomplish a goal outside of the district's original intent. Students have a right to an expectation of privacy while on school grounds. Due to this, unauthorized taping, duplication, audio, video, or other means or methods are strictly prohibited. This may include posting unauthorized materials online.
LAW VIOLATIONS	In areas where students violate state or federal laws, <i>charges and consequences in addition to those of the school code may follow through the court system</i> (e.g. Theft, vandalism, weapons, tobacco violations etc.).
POSSESSION	The word possession includes items found in locker assigned to student, vehicles, and other places where items have been deposited by student (Purse, backpack, garbage container, etc. but are not limited to these).
RESPONSE TO INTERVENTION (RTI) MULTITIERED SYSTEM OF SUPPORTS(MTSS)	The RTI/MTSS framework is designed to support academic and social/behavior success for all students. The KCS D RTI/MTSS framework is built on a foundation of high quality instruction, Positive Interventions and Supports (PBIS), Social and

	Emotional Learning (SEL), and an Adult Advocate for every child.
REPORT TO AUTHORITIES	Any Grant County employee who knows or has reasonable cause to believe that a school student has been the victim of a violation of any felony offense as specified in KRS Chapter 508 (assault, wanton endangerment, stalking, menacing, terroristic threatening) committed by another student while on school premises, on school sponsored transportation, or at a school sponsored event must immediately make a report to the principal of the school the student attends. The principal will contact the student's legal parent/guardian and make a report to the local school board and local law enforcement agency. A report may coincide with any of the steps above.
SMOKING/CHEWING/SMOKING PARAPHERNALIA/TOBACCO/OTHER	Use, possession, sale or transfer of tobacco products or possession of smoking paraphernalia (lighters, matches, tobacco packs, electronic cigarettes, juuls, or other alternative nicotine product or vapor product etc.) Violation of this section (KRS 438.311) may also result in a fine and/or community service work assigned by the court.
STUDENT CONFERENCE	Conference (informal or formal) held between the student and a member of the school administrative team.
STUDENT SEARCHES	Although students have the right to freedom from unreasonable search and seizure, school officials have the right, under the las, 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. Police Canine Teams may conduct random and unannounced searches of general school areas, including school lockers and parking lots. Hand-held metal detectors may be used on students when there is reasonable suspicion that the students is in possession of a weapon.
SUSPENSION	Not permitting a student to attend school for full or partial day(s) following appropriate due process procedures. While suspended, students do not receive credit for daily assignments, but are allowed to make up major tests, quizzes and projects. While suspended, students are not permitted to attend school-sponsored events.

TERRORISTIC THREATENING/BOMB THREAT	He/she threatens to commit any crime likely to result in death or serious physical injury to another person or likely to result in substantial property damage to another person' or intentionally makes false statements for the purpose of causing evacuation of a building, place of assembly, or facility of public transportation. BOMB THREATS WILL NOT BE TOLERATED. *Example(s): Pulling fire alarms, threatening to kill another person. Calling school to say there is a bomb in the building.
THREATENING ANOTHER STUDENT	Any statement, communication, conduct or gesture, including those in written form, directed toward another student that causes reasonable apprehensive of physical harm to person or property but does not rise to the level of harassment.
UNDER THE INFLUENCE	Includes all offenses of intoxication with the exception of driving under the influence. In Kentucky, this offense equates to alcohol intoxication and/or public intoxication, which occurs when a person appears in a public place manifestly under the influence of alcohol, a controlled substance, a synthetic substance, or other intoxicating substance.
VANDALISM (Criminal Mischief)	The intentional destruction, injury, disfigurement, or defacement of any public or private property without consent of the owner or person having custody or control (i.e. by cutting, tearing, breaking, marking, painting, drawing, or covering with filth). Loss of \$500.00 or more requires a police report.
VERBAL ABUSE	Using abusive and demeaning language: words that attack or injure an individual, words that cause one to believe an untrue statement, or words that speak falsely of an individual. This can include talking back, name calling, and/or creating socially rude interactions but does not rise to the level of harassment.
VIOLATING SECURITY	Compromising district and/or school security procedures or putting others at risk. *Example(s): Trespassing, failure to follow lock down, opening of exterior doors other than single monitored entrance, tampering of security cameras telephone and/or fire alarm system, remaining on school grounds after posted hours without prior permission from school officials, use of fireworks, noxious substance, and intentionally reporting false tips to administrators, teachers, other sources, etc.
WEAPONS (FIREARM ONLY)	<u>Use, Possession, Sale, Transfer or Distribution-</u> A firearm is any weapon that will expel a projectile by the action of an explosive. This offense encompasses manufacture, sale, or possession of

	firearms on school property or at a school function. (KRS 527.070).
WEAPON-OTHER DANGEROUS INSTRUMENTS/LOOK-A-LIKE WEAPON	Use, Possession, Sale, Transfer or Distribution- of any object determined by the principal with the intent to be dangerous, perceived to be dangerous, and/or capable of being readily used by one person to inflict severe bodily injury upon another person; examples include but not limited to air guns, knives, artificial knuckles, club, baton, nunchaku karate sticks. (KRS 527.070)
WILLFUL MISCONDUCT(FIGHTING)	Willingly engaging in physical contact for the purpose of inflicting harm on the other person. Any provocation (verbal/physical) may be considered a mitigation of the charge. A student who finds himself/herself the victim of an attack should make every effort to get out of the situation including blocking, running, and calling for help. <ul style="list-style-type: none"> • SEVERE- Persistent engagement by either party with no regard to given directivities, may be considered severe willful misconduct. <p>*Fighting which does not rise to the level of a law violation.</p>

COVID-19 GUIDELINES

MASKS

All students in the 1st grade and up should wear a cloth mask unless the student has a medical exemption. Wearing a cloth mask is strongly recommended as they protect individuals if the wearer unknowingly is infectious. Face coverings are essential when proper social distancing is difficult. Schools will need to consider the mask as a part of school attire and include it in school dress code policy for appropriate governance of decorations, logos, screen prints, etc.

NOTE: Face coverings should **not** be used in the following situation:

- Anyone who has trouble breathing or is unconscious;
- Children under the age of 2;
- Anyone who is incapacitated and unable to remove the covering without assistance; and
- Anyone with underlying medical, developmental, sensory or behavioral health issues that may preclude wearing a mask.

HAND HYGIENE

Students should be taught proper hand hygiene practices. Signs and reminders should be posted throughout the buildings. Regular breaks for handwashing and use of hand sanitizer should be planned into the school day. Those wearing masks should be reminded not to touch their face. Students should cough or sneeze into a tissue, immediately throw the tissue away and wash or sanitize their hands.

SOCIAL DISTANCING

Since it is currently believed that COVID-19 is transmitted through respiratory droplets, social distancing (spreading people at minimum 6 feet apart) is a very important strategy to slow the spread of the virus. It is encouraged that social distancing be practiced as much as feasible in the school setting. To help do so:

- Utilizing markings on floors to determine 6 feet spacing.
- Use assigned entrances/exits for a predetermined group of classrooms.
- Clean classrooms during the time students are out of the room.
- Limit-non-essential visitors and activities with outside groups and organizations when possible. Students requiring outside services-such as mental health, speech, occupational and physical therapies-are allowed, but service providers must follow screening protocol and must wear proper PPE.

TEMPERATURES

Conduct temperature screenings for students and staff entering the building (or boarding the bus) and as needed. Fever is determined by a temperature of greater than 100.4 degrees. Depending on the level of cases in the community, the local health department may recommend sending students home with a lower temperature,

- Use not-touch thermometers if possible. If not-touch thermometers are not available, a temporal, auxiliary or tympanic thermometer should be used. Use disposable covers, which should be changed after each use. Avoid the use of oral thermometers as they could spread respiratory droplets.
- Students/staff should wait at least 6 feet apart and temperature stations should be spread out in different locations to prevent individuals from congregating.

STUDENTS HEALTH AND WELLNESS

Parents should complete a quick health assessment, including a temperature check, before sending their student to school. For students who ride the bus, verification of this health assessment is required for students to board the bus without a temperature screening. The health assessment is located in the back of the handbook.

If a student's shows at least one symptom (fever, chills, shortness of breath/difficulty breathing, new cough, new loss of taste or smell or gastrointestinal symptoms), the student must be isolated immediately until the parent can pick up the child, the parents should be encouraged to notify their health care provider for further guidance and possible testing for COVID-19.

Guidelines are from Kentucky Department of Education 7/2020

PLEASE RETURN THIS FORM TO YOUR CHILD’S TEACHER

Student Name: _____ Grade _____

School Student Attends: _____

Teacher: _____

Acknowledgement of How to Access and Review of the Grant County School District Code of Expected Behavior and Conduct

As the parent/guardian of _____, I have read and discussed the Grant County Board of Education Code of Expected Behavior and Conduct with my child.

Parent/Guardian Signature

Date

Student Signature

Date

VIDEO/PHOTO DISCLOSURE

Video takes, photographs and web page photos are often produced by school personnel and by outside media during the course of the school year. Grant County School District may display the product of a student’s school related academics, athletic, musical and/or art work, including video or photographic likeness, on the district/school websites. If you do not wish your child to be videotaped, photographed or their photo placed on a web page, please complete the video/photo disclosure form. Please note this does not include school pictures or yearbook.

AUTOMATED CALLS DISCLOSURE

Your child’s school, along with the Grant County School District, will from time to time send automated phone messages using our Once Call System. If you do not wish to receive these automated calls, please complete the automated calls disclosure form. Please note that by opting out you will not receive school related calls, safety calls, and weather related calls.

DIRECTORY INFORMATION DISCLOSURE

Under the Family Educational Rights and Privacy Act (FERPA), schools may disclose, without consent, ”directory” information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance, If you would like more information or is would like the Grant County School District to not disclose your student’s directory information, please complete the Directory Information Disclosure Form.

PPRA DISCLOSURE

The protection of Pupil Rights Amendment (PPRA) affords parents and student 18 years or older certain rights regarding conduct on surveys, collection and use of information for marketing purposes, and certain physical examinations. To view more information on this disclosure please visit this link.

If you do not have access to the internet at home and would like a copy of the above disclosures, please ask your school office.

EXPECTED BUS BEHAVIOR

The **privilege** of riding a school bus will depend upon students obeying the following rules and procedure in accordance with the Grant County School District and under 702 KAR 5:030 Section 19-20. These behavioral expectations apply to students, drivers, and others whether going to and from home, at the bus stop, on the buses, on our school grounds or our school buildings.

CONDUCT ON THE BUS

- Students must arrive at the bus on time. (It is recommended to arrive 5 minutes before scheduled pick up time.)
- Students who must cross the roadway are required to cross in front of the bus after the driver signals them that it is safe to do so.
- Students are to obey the driver promptly.
- Students are to help the driver keep the bus clean by cleaning their feet before entering the bus and keeping paper and trash off the floor and seats.
- Students are to sit in the seat assigned by the bus driver and stay seated while on the bus. Students must sit properly, facing forward, feet on floor and possessions in lap.
- Students are not to have matches, lighters, or any open flames on the bus. Students with open flames while riding the bus will be reported to the appropriate authorities and are subject to removal from the bus under 702 KAR 5:080 Section 24.
- Students are not permitted to transport firearms, weapons, animals, glass bottles, helium balloons, skateboards, large band equipment (Tubas, Baritones, French Horns, Percussions Kits, Tenor Saxophones, Poles or ceremonial firearms), large athletic equipment (football equipment such as helmets and shoulder pads), and cannot wear cleats/spikes on the bus or other objects that may cause a distraction or be a safety hazard to riders.
- Students should avoid unnecessary conversations with the bus driver.
- Students are not to use loud, abusive or profane language while on the bus.
- Students are not to lean out the windows. They must keep their arms, legs, head and property inside the bus.
- Students need to remain seated until the bus comes to a complete stop.
- Students are to leave the bus only at their regular bus stop or at the school.
- Students are to respect the people they pass while on the bus. They are not to yell or make signs to those the bus passes along the road.
- Students are not to damage the bus and should report any damage to the bus driver. If they do cause damage, their parents or guardians may be held responsible for restitution.
- Students are not to interfere with the vision of the driver.
- Students are not to block the aisle of this bus or transport animals on the bus. The driver shall not permit the transport of any object that would block the bus aisle or exit in case of collision. 702 KAR 5:080 Section 20.
- At no time shall students be permitted to eat, drink, or use tobacco products while riding the bus.

- Use of electronic communication devices may be permitted providing that the device is not causing a disturbance to others and/or the volume is low enough that instructions can be heard by the driver.
- Picture taking and ringing cell phone are prohibited. The ride to and from school are considered school hours and the applicable board policy will apply. For more information refer to the Violation/Definitions selection of this document under Communication Devices/Cell Phones.
- The bus driver will assist the principal or school administrator in seeing that the above rules and procedures are followed. If any student persists in violating these procedures, the bus driver shall notify the principal. In addition, the principal/school administrator may suspend bus-riding privileges. If this action becomes necessary, the principal shall notify the parents orally and with a written notice to the Director of Transportation. The principal has the responsibility of maintaining discipline in all school buses servicing his or her school. The principal is authorized to suspend immediately as a disciplinary measure bus riding privileges for many student who is reported to him/her by the bus driver.

NOTE: These directives reflect minimum standards. When a student is found to be in violation of the School Bus Policy as outlines in the Grant County Code of Acceptable Behavior and Conduct, additional disciplinary consequences may be levied at the principal's discretion as the situation warrants.

DUE PROCESS

- Drivers will report unusual or repeated behavior problems to the principal and parents by using a Bus Conduct Report.
- Parents should be encouraged to solve the problem before the privilege of riding the bus is revoked.
- If, after consultation with parents, the problem persists then parents should be notified in writing of suspension of bus riding privileges with proper documentation justifying this action.
- For permanent suspension of bus riding privileges, the parents must first be notified and given reasons why this action is necessary.

Students who lose their riding privileges shall not be eligible to transfer to another bus while privileges are suspended. Parents are responsible to arrange transportation for their children to and from school.

In cases which involve students with disabilities, the procedures mandated by federal and state laws for students with disabilities shall be followed. After complying with the above procedures, the superintendent or principal is authorized to exclude a student from transportation services.

Bus Seating, Passes, and Issues

Similar to classrooms, bus drivers will assign seats to students from back to front when boarding. Each bus will have a roster of eligible student riders (passenger manifest) and document the assigned seats for contract tracing. At morning routes, rider attendance will be documented on the manifest before unloading at school. For afternoon routes, rider attendance will be documented on the manifest before the bus leaves the school.

Wearing a Mask

Students in first grade and up, riding a bus shall wear a face mask to the extent possible. Exceptions may be granted on a case-by-case basis when wearing a face mask would compromise the health and safety of the student.

Bus Passes

While Grant County Schools are state COVID-19 guidance there will not be any bus passes issued for any grade and all students must set in an assigned seat while riding the school bus.

Transportation Policies and Procedures
Parent/Student Signature Page

For the Grant County School District Code of Expected Behavior and Conduct Handbook

1. I have read and understand the material contained in the Grant County Schools Transportation and Procedures section of The Grant County School District Code of Expected Behavior and Conduct Handbook.
2. I am aware of the responsibilities set forth for parents, students, drivers, and school staff.
3. I am aware that misbehavior by a student on a Grant County School bus will result in the student losing his or her bus riding privilege and that I will be notified in writing of any loss privileges.
4. My student will be responsible for bringing home the written notice of loss of bus riding privilege.

_____ I do request that transportation be provided for my child that he or she will be subjected to the rules and regulations set forth in the Grant County School District Code of Expected Behavior and Conduct 2020-2021 Handbook.

Print Name of Parent/Guardian

Date

Signature of Parent/Guardian

Date

Print Name of Student

Date

Signature of Student

Date

Student's Date of Birth _____

Student's Grade in School _____

Gender _____

Your House Number, Street, Apartment Number, City, State, Zip Code

Home Phone: _____

Mothers Work Phone: _____ Fathers Work Number: _____

Name of Emergency Contact: _____ Phone Number: _____

Please List any Extreme Medical Problem(s) your child has: _____

RETURN THIS FORM TO THE BUS DRIVER WITHIN FIVE DAYS

BUS # _____

Parental Assurance for Daily Student Health Assessment for School Year 2020-2021

I agree to perform the following health assessment on a daily basis before allowing my child to attend school in-person or to board the bus for transportation to school:

- Temperature greater than 100.4
- Cough
- GI symptoms (vomiting/diarrhea)
- New rash
- Exposure to a COVID-19 case during the prior 48-hour period

If any of these symptoms are present, I assure the Grant County School District, that my child will not attend school on the day these symptoms are present. I will notify the school of my child's absence. If my child develops any of these symptoms during the school day, I assure the district that I, or my designee will pick up my child as soon as possible.

Student Name: _____

Guardian Signature: _____

Date: _____

Kentucky Department of Education COVID-19 Healthy at School

Please return this form to your bus driver.

