



**GRANT COUNTY  
SCHOOLS STUDENT  
CODE OF CONDUCT  
& TRANSPORTATION  
HANDBOOK.**

## TABLE of CONTENTS

### Grant County Schools

Introduction 3 Superintendent Message 4 District Vision & Mission 5 Positive Behavior Interventions & Supports 6 Students Rights and Responsibilities 7 Parent/Guardian Rights and Responsibilities 8 Teacher Rights and Responsibilities 8 Principal/Administrators Rights and Responsibilities 9 Expected Behavior 24 Levels of Strategies, Interventions and Responses 20 Student Health 18 School Bus Safety, Rules and Regulations 38 Attendance 14-16 Grievance Regarding Administrative Behavior Decisions 18 Notice of Non-Discrimination 14 Appeals 18 Family Educational Rights and Privacy Act (FERPA) Rights 10 Glossary of General Terms 31-37

Each year Grant County Schools reviews the Code of Conduct. A committee of parents, teachers, administrators, and advocates meet to consider recommendations and to make needed revisions. Each local school safety plan is reviewed in a similar manner. The revisions are then reviewed by legal counsel, forwarded to the Superintendent and School Board for approval.

Questions concerning the Code of Conduct should be directed to: Claudette Herald, Assistant Superintendent for School Support Services/DPP.

## **INTRODUCTION**

### **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 Interventions 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 ensure 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

matters and the meanings and explanations of the procedures and the violations.

The Grant County School District Code of Conduct outlines expected behaviors for students and consequences for actions. Students will be responsible for adherence to the code on 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.

## **LEARNING ENVIRONMENT**

Learning environment refers to diverse physical locations, context, and cultures in which students learn. It encompasses learning resources and technology, means of teaching, modes of learning and connections to societal and global context. In this Code, the learning environment includes but is not limited to: sound or video accidentally or intentionally transmitted on camera, bus stops, classrooms, gymnasiums, school/public libraries, and cafeterias.

*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](mailto:heather.clay@grant.kyschools.us).

## SUPERINTENDENT'S MESSAGE

*Dear Parent/Guardian:*

*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 2022-2023 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 the teacher, principal, central office personnel and then the Superintendent.*

*Please read this Code of Conduct and discuss it with your child. With your support and encouragement, we are confident your child will be successful and will meet the behavior expectations of Grant County Schools.*

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

*Matthew A. Morgan  
Superintendent  
Grant County Schools*



## Grant County Public Schools

### Vision:

“Driven to Succeed”

### Mission:

The mission of Grant County School Board is to join with community, parents, and staff to provide a safe, caring environment in a fiscally responsible manner that teaches every child to “SUCCEED” at their highest potential through strategic policy decisions.

### District Goals:

- Attendance Goal: 95.5%
- Graduation Rate Goal: 92%
- ACT Goal: 19
- Staff Retention Goal: Overall teacher retention will increase by 10%
- 55% or more of all students in grades K-8 will perform at or above the 60<sup>th</sup> percentile in reading as measured by MAP
- 55% or more of all students K-8 will perform at or above the 60<sup>th</sup> percentile in mathematics as measured by MAP

### School Board Goals:

- Keep district fiscally solvent and efficient
- Every decision made is what is best for our kids
- Find ways to partner with the community in our schools
- Strive to work together and make good decisions to lead our district forward.
- The Board will spend time with employees to see how the district operates in all areas

### Grant County Board of Education

Debbie Rogers-Board Chair District 5

Loretta Flerlage-Vice Chair-District 2

Lisa Smith-Board Member-District 3

Charlotte Schmidt-Board Member-District 1

Gene Nelson-Board Member-District 4

## **Positive Behavior Interventions and supports (PBIS)**

Grant County Schools facilitates the Positive Behavior Intervention and Supports (PBIS) framework which includes proactive strategies for defining, supporting, and teaching appropriate behaviors to create positive learning environments. Attention is focused on sustaining a three-level system of support to enhance student learning. Students often need encouragement and new skills to improve behaviors and assistance in learning to do so. School staff recognizes that maintaining and changing student behaviors involves a continuum of acknowledgements, supports, and interventions. (Centers for Positive Behavior Intervention Supports.

Grant County Schools has embraced, as the primary tool to address student misbehavior and to enhance school climate and culture across the district. PBIS is a research-based model that studies have shown to improve student academic and behavior outcomes. Our schools strive to ensure all students have access to effective behavior referrals to make decisions and solve problems based on their individual school needs.

Parents and student(s) will notice PBIS in our schools when they see and hear each school's clearly defined expectations for all and by the rewards student(s) can obtain by meeting these expectations and the range of interventions and supports student(s) will receive.

### **Successful PBIS implementation will help us:**

- Have more engaging, responsive, preventive, and productive learning environments.
- Improve learning environment management and address disciplinary issues through interventions designed and implemented based on continuous data analysis.
- Improve support for students whose behaviors require more specialized assistance.
- Maximize academic engagement and achievement for all students.

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

**STUDENTS IN GRANT COUNTY SCHOOLS HAVE THE RIGHT TO:**

- A free public education until they have successfully completed a twelve-year educational program or have reached the age of twenty-one (21) years.
- A learning environment appropriate to their needs and that encourages learning.
- A learning environment that is safe.
- Examine their school records if they have reached the age of eighteen (18) years.
- Participate in school activities and programs, to organize and have memberships without being subject to discrimination on the basis of gender, race, religion, marital status, or disability.
- Procedural due process and appeal related to disciplinary actions.
- Be treated in a fair and equitable manner.
- Consultation with teachers, counselors, and administrators.
- Protection of property and physical well-being.
- Protection from verbal and physical abuse, bullying, intimidation, and hazing behaviors.
- Be given reasonable and timely notice of all expectations, rules, regulation, notices, and penalties to which they may be subject to.
- Receive academic grades based only upon academic performance.
- Make-up work missed from excused absence(s).

**PARENTS/GUARDIANS OF STUDENTS IN GRANT COUNTY SCHOOLS HAVE THE RIGHT TO:**

- Expect that their children are sent to a valued learning environment.
  - Expect that unacceptable behavior will be managed quickly and effectively through interventions and support.
  - Expect effective instruction conducted with minimal interruption.
  - Expect a safe, respectful, and healthy environment free from harassment and physical harm.
- Examine personal school records in accordance with FERPA.
- High academic and accreditation standards for all schools.
- Address questions or grievances to the proper school authority and expect a reply.
- Expect students to be treated in a respectful, responsible, fair and equitable manner.

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 which is located on our District web-site.

## **PARENT/GUARDIANS OF STUDENTS IN GRANT COUNTY SCHOOLS HAVE THE RESPONSIBILITY TO:**

- Instill a respect for education and academic pursuit.
- Instill a sense of respect for fellow students and school personnel.
- Become familiar with educational programs, policies, and procedures.
- Help their children understand expectations within the behavioral model, and the importance of meeting those expectations.
- Help children understand expectations within the behavioral model, and the importance of meeting those expectations.
- Help students understand that some behaviors may result in a disciplinary consequence. • Help children to understand what disciplinary consequences are and to understand when, how, and why disciplinary consequences are implemented.
- Expect that students will try to follow reasonable directives and complete assignments • Ensure their children attend school and class regularly, facilitate getting their children to the bus stop on time, arrange alternative transportation for their children in the event of denied bus privileges due to disciplinary reasons.
- Demonstrate respect for school personnel.
- Ensure that their children complete assignments and establish good work habits. • Develop good rapport with their children's teachers.
- Discuss issues needing clarification with school officials.
- Help children respect district devices including chargers and keeping devices in protective cases.

## **TEACHERS/INSTRUCTIONAL STAFF/COUNSELOR RIGHTS AND RESPONSIBILITIES**

### **Teachers/Instructional Staff/Counselors in Grant County Schools have the right to:**

- Be involved in formulation of expectations, procedures and policies relating to student behavior. • Expect that students will try to follow reasonable directives and complete assignments. • Freedom from verbal abuse and physical harm.
- The support and cooperation of fellow teachers and administrators.
- Expect cooperation from parents in managing student social, behavioral, and academic development. • Take appropriate action when students misbehave.
- Work in a positive learning environment.
- Take necessary and reasonable action to protect their own or student's person or property. • Expect a safe, respectful and orderly environment.

### **Teachers/Instructional Staff/Counselors in Grant County Schools have the responsibility**

- to:** • Present content using research-based strategies to engage students in learning. • Assist students to demonstrate learning through a balanced assessment system. • Engage students in extension/intervention based on individual needs.
- Plan instruction that meets the diverse needs of students.
- Clearly and consistently define learning environments and school academic and behavior expectations. Recognize appropriate behavior and good work ethic
- Teach and reteach behavior expectations.
- Maintain safe, respectful, responsible and orderly learning environments that are free from weapons • Exhibit respect for the individual rights of students and parents.
- Cooperate and collaborate with school personnel and parents.
- Treat each student in a respectful, fair and consistent manner.
- Enforce rules and regulations of the Board of Education.
- Maintain accurate records.



- Follow the professional code of ethics.
- Maintain confidentiality of students and family personal and sensitive information.

## **PRINCIPAL/ADMINISTRATOR RIGHTS AND RESPONSIBILITIES**

### **Principals in Grant County Schools have the right to:**

- Expect all students, teachers, and other personnel to comply with school expectations, procedures, and policies.
- The support and respect of student's and other personnel to comply with school expectations, procedures and policies of the board of education.
- Take reasonable and necessary action to protect their own person or property or the person or property of those in their care.
- Take appropriate action with respect to any person whose conduct disrupts the educational process. • Provide input into expectations, procedures, policies, and regulations that relate to the school. • Safety from physical harm and verbal abuse.

### **Principals in Grant County Schools have the responsibility to:**

- Administer the school in a manner which fosters a safe, respectful and responsible learning environment.
- Implement the discipline policy fairly following guidelines in the code of conduct.
- Follow Board of Education policy and procedures.
- Disseminate the Code of Conduct to school and community.
- Evaluate and devise an educational program to ensure instruction that is researched-based and meets the diverse needs of students.
- Use good judgment and prudence in dealing with problems in the school.
- Be knowledgeable of regulations from federal, state, and local agencies.
- Treat all school personnel, parents, and students in a respectful, fair and equitable manner. • Respond to the concerns of students, parents. and staff.
- Follow the professional code of ethics.
- Maintain confidentiality of student and family personal and sensitive information.

## **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 of 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 4<sup>th</sup> 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.

## **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 on school grounds. Due to the, authorized 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 of 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 Regulation 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.
- 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 1<sup>st</sup> of the first year of a 5 or 6-year-old child's enrollment. KRS156.160(j)
- Proof of a vision examination by an optometrist or ophthalmologist to be presented to the school no later than January 1<sup>st</sup> 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.

## **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 subjected 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. 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.

**BULLYING/HAZING**

In order to effectively participate in the democratic process as adults, students must learn to respect the rights of others and to interact with them in a civil manner. Therefore, students are required to speak and behave in a civil manner toward students, staff and visitors to the schools.

**HAZING NOT TOLERATED**

The use of lewd, profane or vulgar language is prohibited. In addition, students shall not engage in behaviors such as hazing, harassment, taunting, intimidating, verbal or physical abuse of others, or other threatening behavior.<sup>1</sup> This policy extends to any/all student language or behavior including, but not limited to, the use of electronic or online methods. Such behavior is disruptive of the educational process and interferes with the ability of other students to take advantage of the educational opportunities offered.

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

Students who violate this policy shall be subject to appropriate disciplinary action.

**BULLYING DEFINED**

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:

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

This definition shall not be interpreted to prohibit civil exchange of opinions or debate or cultural practices protected under the state or federal Constitution where the opinion expressed does not otherwise materially or substantially disrupt the education process.

As provided in the District Code of Acceptable Behavior and Discipline, students that believe they are victims of bullying/hazing shall be provided with a process to enable them to report such incidents to District personnel for appropriate action.

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 situations 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 or who have observed other students being bullied shall, as soon as reasonably practicable, report it.

The District Code shall specify to whom reports of alleged instances of bullying or hazing shall be made. In serious instances of peer-to-peer bullying/hazing/harassment, employees must report to the alleged victim's Principal, as directed by Board policy 09.42811. The Principal/designee shall investigate and address alleged incidents of such misbehavior.

## **REPORTS**

The District Code shall specify to whom reports of alleged instances of bullying or hazing shall be made. In serious instances of peer-to-peer bullying/hazing/harassment, employees must report to the alleged victim's Principal, as directed by Board policy 09.42811. The Principal/designee shall investigate and address alleged incidents of such misbehavior.

In certain cases, employees must do the following:

Report bullying and hazing to appropriate law enforcement authorities as required by policy 09.2211; and Investigate and complete documentation as required by policy 09.42811 covering federally protected areas.

## **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, 09.426 and/or 09.42811. Harassment/Discrimination allegations shall be governed by policy 09.42811.

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 for the following:

1. Investigation of allegations of harassment/discrimination to commence as soon as circumstances allow, but no 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 thirty (30) calendar days, unless additional time is necessary due to the matter being investigated by a law enforcement or government agency.
2. A process to identify and implement, within three (3) 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:
  - a. Written notice provided in publications such as handbooks, codes, and/or pamphlets'/or
  - b. Such other measures as determined by the Superintendent/designee.

Method(s) 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 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 alternative 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 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.

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 this policy, example of conduct and/or actions that could be considered a violation of this policy include, but are not limited to:

1. Any nicknames, slurs, stories, jokes, written materials or pictures that are lewd, vulgar, or profane and relate to any of the protected categories listed in the definition of harassment/discrimination contained in this policy;
2. Unwanted touching, sexual advances, request 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 unwelcome sexual conduct in order to participate in a school program or activities or that an educational decision will be based on whether or not the student submits to unwelcome sexual conduct.
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 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 party 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, procedures shall also provide for addressing the complaint to a higher level of authority.

Failure by employees to report, notify, and/or initiate an investigation of alleged harassment/discrimination as 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 s/he submits a grievance, assists or participates in an investigation, proceeding, or hearing regarding the charge of harassment/discrimination of an individual or because s/he has opposed language or conducts 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 taken against the complainant.

## **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 9.426.

## ATTENTION

No employee of the Grant County School District shall be subjected to discrimination in regard to employment, retention, promotion, demotion, transfer or dismissal because of race, color, religion, sex, national or ethnic origin, political affiliation, 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 files with:

Heather Clay, Assistant Superintendent of Student Instructional Services, Title IX

Coordinator Grant County Schools

[heather.clay@grant.kyschools.us](mailto:heather.clay@grant.kyschools.us)

859-824-3323

## 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 that 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 year.

Research shows:

- Children chronically absent in kindergarten and 1<sup>st</sup> grade are less likely to read at grade level by the end of 3<sup>rd</sup> grade.
- By 6<sup>th</sup> grade, chronic absenteeism is a proven early warning sign for students at risk for dropping out of school.
- By 9<sup>th</sup> grade, good attendance can predict graduation rates better than 8<sup>th</sup> 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 attendance:
- Lay out clothes and pack a backpack the night before.
- Ensure your child goes to school every day unless they are truly sick.
- Avoid scheduling vacations or doctor's appointments 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.

## **CHRONIC ABSENTEEISM VS. TRUANCY**

Chronic Absenteeism: The 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 are 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 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 face 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 children 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 in 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 GCSA 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 affect students' learning and performance, students with attendance events exceeding 10% of the school year, do not meet school attendance policies, which may include or referral to Juvenile Courts for habitual truancy of educational neglect and charges filed 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 students 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 parents/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 Grades 6-12 may 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 EVENT

An attendance event includes any/all absences, tardies, late arrivals and/or early dismissals. Attendance calculations are as follows: Tardy events 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. Who 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 may become 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. Additional proof may be required to excuse the event. If there are more than ten (10) 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. 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.

*\*\* 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. This 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 vacations 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 at 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 unexpected tardies following the Code of Acceptable Behavior and conduct guidelines.

## EARLY DISMISSALS

Any student 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 one (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 drivers permit or license) accumulates nine (9) or more unexcused absences events, does not meet the academic requirements, attendance requirements, or if they drop out of school, the school will report the students as noncompliant.

**Any absences due to suspension shall be deemed as unexcused absence events.** At minimum, the student needs 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 opportunities determined by the school principal to be of significant value. These opportunities may include but are 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. Once completed, please return it to the school principal for approval.

## **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 family doctors to share resources available in our schools to reduce the impact and anxiety caused by missing classroom instruction.

## **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 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 Grant County School District reserves the right to request the initial dose of medication to be given outside of the school setting before permission is granted. Medications 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 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 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 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 parent 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 present an individual relative to factors involved. 6. The Superintendent or designee will advise parents in writing of the decision regarding the grievance within fourteen (14) days after the conference of the appeal. Grievance procedures are further addressed in the Grant County Board Policy/Procedure Manual.

## INVESTIGATION OF A THREAT

When a student is believed to have made a threat of harm to another student, 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 an 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 Grant County Schools 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 SYSTEM 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 Grant County School District/ 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 Interventions* 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 support 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) from 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 integrated through PBIS.

<b>EXAMPLES OF PROACTIVE CLASSROOM SUPPORTS</b>	<b>EXAMPLES OF TEACHER RESPONSES TO MISBEHAVIOR</b>
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 response 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 sheet, or behavior contracts to help student self-monitor in the classroom
Use of school wide positive acknowledgment 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	
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**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 a 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.

<b>EXAMPLES OF PROACTIVE SCHOOL SUPPORTS</b>	<b>EXAMPLE OF SCHOOL RESPONSES</b>
High quality, engaging instruction	Two-way communication between school and home
Expectation of regular school attendance for all students	Building positive relationship with all student 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 a specific time period and revisited.
Referral for Services	<p>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.</p> <p>Examples include but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Referral to school based mental health provider or agency which specializes in the treatment of children and adolescent’s behavior and emotional needs. A school based mental health counselor or therapist provides mental health services to the students 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.</li> <li>• Referral for a mental health/substance abuse assessment from a community provider to help identify the best supports or treatment options for a student.</li> </ul>
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 a small group or individual counseling.
Counseling Referral	The 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 be best to 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.
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### 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. Grant County School District school staff have discretion to consider the totality of the circumstances as they make discipline decisions and take into consideration mitigating 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 intervention-based approach resolutions, 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 with the counselor and/or 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 administrations. 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, after school detention, short term loss of bus privileges with intervention. Staff should use responses in a graduated fashion.

<p>Level III Code of Conduct</p>	<p>Offenses are acts against a person(s) or property which indirectly endangered the health or 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 combined with intervention. Staff should use responses in graduated fashion. <b><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></b></p>
<p>Level IV Code of Conduct</p>	<p>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 the expulsion hearing before the Grant County Board of Education</p>

### EXPECTED BEHAVIORS

*We believe every student deserves a safe, supported, and orderly learning environment. We encourage appropriate behaviors by teaching, guiding, directing, and providing opportunities for new learning to occur. We create opportunities for students to practice and succeed in making responsible and effective choices in order to reach their academic potential and contribute to the school community.*

***When I make positive behavior choices, I will be successful.***

***If I don't make positive behavior choices, I will receive assistance to help me learn to make better choices.***

**I will show RESPECT for....**

**Myself by:**

- Attending school regularly and being on time.
- Meeting the learning environment expectations.
- Doing my schoolwork and homework neatly and completely.
- Learning to make positive behavior choices.
- Remaining on school grounds unless I have permission to leave school.
- Learning to accept consequences for my own behavior.
- Learning to learn from the consequences of my behavior.
- Choosing not to bring tobacco/e-cig/vape devices, alcohol, other drugs, or weapons to school.
- Dressing in a way that is appropriate for the learning environment in accordance with the school dress code.



**Others by:**

- Being understanding of others feelings.
- Using positive words with others (no put-downs).
- Treating others like I want to be treated.
- Not bullying or threatening.
- Being honest by telling the truth, and admitting to things that I have done.
- Working with others in positive ways.
- Keeping my hands to myself.
- Refraining from using profanity in school.
- Working together and/or with adults to improve my behavior.
- Using respectful, positive, and considerate tone of voice and body language when I am speaking to others.
- Listening when others are speaking to me.

**Learning by:**

- Following school rules and school staff directions.
- Keeping focus on my work.
- Coming to school prepared to work.
- Participating in class activities, projects, and discussions.
- Completing my own school work and homework
- Keeping my eyes on my own paper when taking quizzes and tests.

**Property by:**

- Taking care of things in my school and on school grounds.
- Not bringing dangerous or distracting things, such as matches, lighters, weapons, toys, fireworks, alcohol/tobacco/e-cig/vape devices, other drugs, medicine not prescribed for me, etc. • Using materials or a classmate's materials for their intended purpose.
- Using technology as directed by adults.
- Following rules about safety.
- Refraining from touching a fire alarm unless there is an emergency.
- Refraining from making threats about bombs or blowing something up.
- Using playground equipment in a safe manner.
- Keeping technology devices off and out of sight during school hours and on the school bus except with permission from school staff.

**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 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

offenses involve 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 coordinated 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 shared the explanation of the evidence supporting the charges. • The student is given a reasonable opportunity to share his/her case.
- The hearing officer determines placements 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 parents/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.
- Students have the right to due process in all cases.
- In cases involving students with disabilities, the procedure mandated by federal and state law and set forth in local policies and procedures for students with disabilities will be followed.

### **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	Sexual Offense	Child Protective Services and Law Enforcement
Extortion	Law Enforcement	Robbery	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 Grant County School 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 relieved school personnel of the duty to report any known or suspected abuse, neglect, or dependency of a child pursuant to KRS 620.030. The separate reporting requirements cover 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**

**Abuse of a Teacher-** 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 a teacher is 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.

**Arson/or attempted Arson-** Starting a fire within the school, on buses, or on the school grounds, for any purpose that results in destruction or disruption.

**Assault-** 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. **It should be noted that these are not legal definitions. Due to the ramifications of coding errors for assault offenses, please consult with the Director of Pupil Personnel who will work with local law enforcement or the school board attorney regarding how to code assault incidents.**

- **4<sup>th</sup> Degree**-one intentionally or wantonly caused 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.
- **3<sup>rd</sup> Degree**-one recklessly or intentionally attempts to cause physical injury to any school employee.
- **2<sup>nd</sup> Degree**-one causes physical injury to another person or intentionally causes physical injury to another person by means of a weapon or dangerous instrument.
- **1<sup>st</sup> 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 disfigurement, or prolonged loss of the use of a body part from the incident. **\*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.**

**Beyond control at school-**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.

**Bullying-** 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.

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 (2 or more documented offenses)-**Two or more documented offenses based on the above definition and the additional information in the bullying section.

**Burglary/Larceny/Theft/Robbery/Stolen Property (including receiving stolen property)-**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, religious entertainment, or public transportation. Thus, breaking into a bus and taking or attempting to take 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.

- **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.

**Bus Disturbance**-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 of removal from the bus or administrative hearing.

**Bus Suspension**-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/guardian’s responsibility to transport their child to/from school. Trans

**Cheating/Plagiarism/Dishonesty**-Doing something unfair or dishonest in order to gain something for oneself or another. Stealing 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 to copy, looking at another student’s work in class, and then copying similar items.

**Communication Devices/Cell Phones/Other Devices**-Personal Telecommunication Device that emits an audible signal, vibrates displays a message, or otherwise summons or delivers a communication to the processor, 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 defined 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 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, parent/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.
- Disruption of the learning environment through a person’s device can be addressed through disruptive behavior. \*Example(s): Student taking pictures of 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 requests of school personnel. Example(s): Anything that could be rational and law-abiding students are asked to do and they refuse. If a teacher says to stop, then Stop!

**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, language 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 structure.

**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. It should be noted that these are not legal definitions. Due to the ramifications of coding errors for disorderly conduct, please consult the Director of Pupil Personnel who will work with local law enforcement of the school board attorney regarding how to code disorderly conduct incidents. \*Example(s): Making unreasonable notice 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. Outcome of this hearing could include and/all disciplinary action outlined in the *Code of Acceptable Behavior and Conduct* 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 is prohibited. This includes posting comments, video any/or audio to the Internet that is disruptive to the learning environment. \*Example(s) screaming out in class, common student spaces (hallways, bathrooms, 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/Paraphernalia**- This includes alcoholic beverages, narcotics, drugs, counterfeit drugs, synthetic drugs, look-alike-drugs, or prescription medicine, or other intoxicating substances as defined in **KRS Chapter 2218A**. Drugs may also refer to any intoxication substance including synthetic drugs or other substances however taken or used, including inhaling, ingesting, and/or injecting and to any prohibited volatile substance as defined in **KRS 217.900** used or intended for an abusive or intoxication purpose. Drugs defines 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 pipes, 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, lockers assigned to students, vehicles driven by the students, any other place deposited by students 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 Code of Expected behavior and conduct, 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 intervention.

**Failure to Comply with Discipline**-Failure to follow discipline given by the school including detention and bus suspension. This may include students 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 gang symbols, drawings, paraphernalia or apparel (bandanas, hats/caps, or any item that may interfere with the process of maintaining a safe school environment).

**Harassment/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).

**Harassment**-This violation means performing any of the following with intent to intimidate, harass, annoy or alarm another person. KRS 525.070.

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, gestures; 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:
  - i. Damages or commits a theft of the property of another student;

- ii. 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.

*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.*

**Hazing**-Any humiliating or dangerous activities 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 event, including but not limited to recklessly operating a motor vehicle. \*Example(s): Speeding or unsafe reckless driving in school parking lots, 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, **charges and consequences in addition to those of the school code may follow through the court system** (e.g. theft, vandalism, weapons, tobacco violations etc.).

**Possession**-The word possession includes items found in lockers assigned to students, vehicles, and other places where items have been deposited by students (Purse, backpack, garbage container, etc., but are not limited to these).

**Response to Intervention (RTI) Multi Tiered System of Supports (MTSS)**-The TRI/MTSS framework is designed to support academic and social/behavior success for all students. The Grant County School District 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, juul, or other alternative nicotine products or vapor products 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 law, to search students or their property whenever there is a reasonable suspicion that they have something that violates school rules or endangers others. Students may be searched to maintain the ongoing educational process, maintain order and/or protect people and property. Searches may include the student and his/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 suspension that the student 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 make 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 apprehension of physical harm to person or property but does not rise to the level of harassment.

**Under the Influence**- Includes all offense 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 attach 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 lockdown, 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 substances, and intentionally reporting false tips to administrators, teachers, other sources, etc.

**Weapons (Firearm Only)-Use, possession, sale, transfer or distribute-** A firearm is any weapon that will expel a projectile by the action of an explosive, 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; example 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.

- **SEVERE**-Persistent engagement by either party with no regard to given directivities, may be considered severe willful misconduct.
- Fighting which does not rise to the level of law violation

### **COVID 2021-2022- AS OF 7/26/2021**

Grant County School District is dedicated to providing innovative health and safety measures for our students and staff. Telehealth visit for students and staff during the school day provided through the school nurse and St. Elizabeth Health Care. Families can sign your child up through [www.stelizabethphycians.com/school\\_health](http://www.stelizabethphycians.com/school_health).

We are asking each family to monitor your child for illness before sending them to school each day. Symptoms to watch for include:

- Fever or feeling feverish (Chills, sweating)
- New Cough
- Difficulty breathing
- Sore throat
- Muscle aches or body ached
- Vomiting or diarrhea
- New loss of taste of smell
  - *It is expected that all staff and students report a positive COVID case immediately to their school administration.*

## **District Transportation**

The Center for Disease Control requires that masks be worn on buses at all times. The Grant County School District does not have enforcement power of CDC requirements (There is currently no executive order). The Grant County School District will not prohibit a student from riding a district school bus for not wearing a mask. Mask wearing is highly encouraged for everyone on our buses especially those students who are not vaccinated.

### **Instruction**

- Visitors and volunteers will be limited within our district.

### **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 behavior 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 the 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 instrument (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 that 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 phones are prohibited, the ride to and from school are considered school hours and the applicable board policy will apply. For more information reference to the Violations/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 students who are reported to him/her by the bus driver. **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, 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 for arranging 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**

Each bus will have a roster of eligible student riders (passenger manifest) and document the assigned seats before 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.

## **Bus Passes**

**While Grant County Schools are under covid-19 guidance, there will not be any bus passes issued for any grade and all students must sit in an assigned seat while riding the school bus.**

