

Jefferson County Public Schools
Policy and Procedures Project
Procedures - Set #5
January 14, 2020 Board Meeting

JCBE Policy	KSBA Procedure Name	Description
03.1911 Staff Meetings & Professional Development (Certified)	03.1911 AP.21 Professional Leave Request	Establishes parameters for leave requests for Certified staff to attend professional meetings. There are no changes to current practice.
03.5 Paraprofessionals	03.5 AP.1 ESSA Qualification Notification	Sets forth the right of parents to receive notification of the qualifications of their children's teachers. There are no changes to current practice.
06.13 Fuel & Equipment	06.13 AP.1 Fuel and Equipment	Requires that purchasing department guidelines be used when purchasing fuel, and that the database system for bus maintenance be used to track repair history. There are no changes to current practice.
06.13 Fuel & Equipment	06.13 AP.2 Drivers' Monthly Fuel Report	Requires that fuel usage be tracked in the Transportation Department database system. There are no changes to current practice.
06.2 Safety (Transportation)	06.2 AP.11 Accidents	Establishes procedures for bus drivers in the event of an accident. There are no changes to current practice.
06.2 Safety (Transportation)	06.2 AP.12 Use of Communications Devices on Buses	Sets forth permissible and impermissible uses of communications devices by bus drivers. There are no changes to current practice.

06.2 Safety (Transportation)	06.2 AP.2 Bus Evacuation Drill Report	Provides a form to report bus evacuation drills. There are no changes to current practice.
06.22 Bus Drivers' Responsibilities	06.22 AP.1 Bus Drivers' Responsibilities	Establishes the documents in which bus driver responsibilities and qualifications may be found. There are no changes to current practice.
06.23 Driver & Substitute Driver Training	06.23 AP.1 Driver & Substitute Driver Training	Sets forth parameters for JCPS bus driver training. There are no changes to current practice.
06.31 Bus Scheduling & Routing	06.31 AP.1 Bus Scheduling & Routing	Establishes procedures for bus scheduling and routing. There are no changes to current practice.
06.31 Bus Scheduling & Routing	06.31 AP.2 Route Schedule for Transported Students	Provides form for the route schedule for transported students. There are no changes to current practice.
06.34 Conduct on the Bus (Transportation)	06.34 AP.1 Conduct on the Bus	Sets forth parameters for student conduct on the bus and reporting requirements. There are no changes to current practice.
08.1131 Alternative Credit Options	08.1131 AP.2 Alternative Credit Options	Sets forth options for students to receive alternative credit, and a form to use to apply for alternative credit. There are no changes to current practice.
08.1132 Hardship Graduation	08.1132 AP.21 Hardship Graduation Application	Provides the form to submit to apply for a hardship graduation. There are no changes to current practice.
08.132 Gifted & Talented Students	08.132 Gifted and Talented Students	Establishes procedures for the Gifted and Talented Program addressing: student selection, curriculum, personnel/funding, program evaluation, and procedural safeguards/grievances. There are no changes to current practice.

- CERTIFIED PERSONNEL -**Professional Leave Request**

Professional Leave requests must be submitted for approval before the intended leave on the District Professional Leave Request Form. In addition to getting district approval from Human Resources, an approval signature must also be obtained from the grant director if a grant is paying any expenses related to the professional leave. Applicants should plan in advance to allow sufficient time to get all required approval signatures and receive the form back before the leave date(s). Unless there are verified extenuating circumstances, no leave requests will be approved if received after the leave dates.

If an employee has questions, they may contact their Specialist in Human Resources.

General Guidelines for Teacher Professional Leave Requests

- A maximum of five (5) professional leave days may be granted per teacher per school year. The building principal or cost center head may request additional days for a teacher by writing a justification letter to the Chief of Human Resources. Approval will be granted on a case-by-case basis, determined by the value of the leave to the school/department and the District, in collaboration with the Assistant Superintendent.
- No more than six (6) teachers from one school/location will be approved for professional leave on the same day or days without prior approval from the Chief of Human Resources. To request this approval, the principal or cost center head must submit a written rationale. Approval will be granted on a case-by-case basis, determined based upon the value of the leave to the school/department and the District, in collaboration with the Assistant Superintendent.
- Every attempt should be made to not schedule professional leave on a Monday or a Friday. These are high non-attendance days in the district and substitutes will not be granted on Mondays or Fridays.
- When an employee is approved to attend a conference or to take professional leave, on a work/contract day, employees will not be paid additional funds to attend. If an employee is attending on a non-contract day, they will not be paid to attend.
- Extended days typically are not to be used to attend conferences, but requests can be made to the assistant superintendent for consideration.
- Professional Leave Requests for certified teachers, counselors, and assistant principals are required to have the approval of:
 - Building principal;

PERSONNEL

03.1911 AP.21
(CONTINUED)

Professional Leave Request

- Cost center head, where applicable;
- Assistant Superintendent, where applicable; and
- Chief of Human Resources or designee.

RELATED PROCEDURES:

03.125 AP.21; 03.125 AP.22

ESSA Qualification Notification

The District shall notify parents annually of the right to request information regarding the professional qualifications of their child's teacher(s). Specific information is found in the Student Support and Behavior Intervention Handbook, distributed at the beginning of each school year.

See Procedure 03.112 AP.22 ESSA Qualification Notification form.

Fuel and Equipment

PURCHASING FUEL AND PARTS

Transportation Services will follow the Purchasing Department's guidelines when purchasing fuel, equipment, and parts.

A database system is used to determine the maintenance schedule of vehicles and is also used to track the repair history of vehicles.

Driver's Monthly Fuel Report

Transportation Services uses a database system to track all bus fueling. The report includes the date of disbursement, bus mileage, number of gallons, fuel cost, fuel type, and the site where the bus was fueled.

Accidents

It is the responsibility of the bus driver to report all accidents, injuries, or possible injuries immediately to the compound coordinator and complete the Accident Form available at each compound. The accident clerk in Transportation Services may contact the driver for additional information.

If the school bus is involved in an accident, the following procedures are to be followed by the bus driver. In the event the bus driver is physically unable to follow the procedures, they should direct others to do them

1. Set the parking brake.
2. Place the gear selector in neutral.
3. Turn the ignition switch to accessory.
4. Remain calm and reassure the students.
5. Radio for assistance; give the bus number, the location, and if there are any injuries. The necessary emergency personnel and district personnel will come to the accident scene.

Buses are radio-equipped. However, due to possible communication problems, the driver should have a list of emergency telephone numbers on the bus or seek assistance from a motorist, a pedestrian, a place of business or residence or.

6. Check the students for injuries and give first aid if needed.
7. Keep all students on the bus except in the following cases:
 - a) A fire or the possibility of a fire due to a ruptured fuel tank or fuel lines, electrical problems, or hot tires.
 - b) A danger of a further collision. In normal traffic conditions, the bus should be visible for a distance of 300 feet or more.
 - c) Whenever passengers are endangered.
8. Use the emergency reflectors to protect the scene and activate the hazard flashers. Place the emergency reflectors in the appropriate location depending on the location of the bus (two lanes or undivided highway, an obstructed view, or on a one-way or divided highway).
9. Account for all passengers.
10. Under normal circumstances, the vehicles involved should not be moved until law enforcement officers advise the driver to do so unless it is unsafe, such as when the bus is on a railroad track or in danger of another collision.
11. Do not discuss the facts of the collision with anyone except the investigating officer and school officials.
 - a) Provide the state-required list of students' names and addresses.
 - b) Information concerning the make, model number, insurance carrier, bus serial number, and bus owner is required to be on each bus and should be given to the investigating officer in addition to personal information from the driver. The driver should get a police report number from the police officer.
12. A driver involved in a collision is required to give his or her name, address, driver's license number, and vehicle registration number. The driver should also request and record this information from the other driver.
13. The driver should get the names and addresses of witnesses, if possible.
14. The driver should never admit fault or try to assign blame. The driver should tell the other party involved that they will report the accident to the district.

Accidents

15. The driver should notify the compound office and complete the necessary paperwork.
16. The driver will be given instructions in regard to the continuation of their bus route.

Use of Communication Devices on Bus**District Radio Procedures**

The two-way radios licensed to the Jefferson County Public Schools by the FCC and installed in school buses and administrative offices provide instant communications for daily operations and are vital during inclement weather and emergencies. The radio is to be used for district business only and is not to be used for personal messages.

Personal radios are not to be used on a public-owned school bus. The use of cellular telephones is also prohibited on school buses. This includes, but is not limited to, any electronic device that would divert a driver's attention from safely operating the bus. When students are not aboard the bus and the bus is parked, a driver may step away from the driving area and uses an electronic device if he or she has free time.

Bus Evacuation Drill Report

COMPOUND _____

BUS # _____

**SCHOOL BUS EMERGENCY EVACUATION DRILL VERIFICATION
HIGH – MIDDLE – ELEMENTARY – EARLY CHILDHOOD**

Students riding this bus on the date below completed an emergency bus evacuation drill.

Signature of Driver

Date _____

Signature of Principal or Designee

School _____

**SCHOOL BUS EMERGENCY EVACUATION DRILL VERIFICATION
HIGH – MIDDLE – ELEMENTARY – EARLY CHILDHOOD**

Students riding this bus on the date below completed an emergency bus evacuation drill.

Signature of Driver

Date _____

Signature of Principal or Designee

School _____

**SCHOOL BUS EMERGENCY EVACUATION DRILL VERIFICATION
HIGH – MIDDLE – ELEMENTARY – EARLY CHILDHOOD**

Students riding this bus on the date below completed an emergency bus evacuation drill.

Signature of Driver

Date _____

Signature of Principal or Designee

School _____

Bus Evacuation Drill Report

COMPOUND _____

BUS # _____

REAR AND SIDE DOOR EVACUATION

**SCHOOL BUS EMERGENCY EVACUATION DRILL VERIFICATION
HIGH – MIDDLE – ELEMENTARY – EARLY CHILDHOOD**

Students riding this bus on the date below completed an emergency bus evacuation drill.

Signature of Driver

Date _____

Signature of Principal or Designee

School _____

**SCHOOL BUS EMERGENCY EVACUATION DRILL VERIFICATION
HIGH – MIDDLE – ELEMENTARY – EARLY CHILDHOOD**

Students riding this bus on the date below completed an emergency bus evacuation drill.

Signature of Driver

Date _____

Signature of Principal or Designee

School _____

**SCHOOL BUS EMERGENCY EVACUATION DRILL VERIFICATION
HIGH – MIDDLE – ELEMENTARY – EARLY CHILDHOOD**

Students riding this bus on the date below completed an emergency bus evacuation drill.

Signature of Driver

Date _____

Signature of Principal or Designee

School _____

Bus Evacuation Drill Report

COMPOUND _____

BUS # _____

*****REAR DOOR EVACUATION*****

**SCHOOL BUS EMERGENCY EVACUATION DRILL VERIFICATION
HIGH – MIDDLE – ELEMENTARY – EARLY CHILDHOOD**

Students riding this bus on the date below completed an emergency bus evacuation drill.

Signature of Driver

Date _____

Signature of Principal or Designee

School _____

**SCHOOL BUS EMERGENCY EVACUATION DRILL VERIFICATION
HIGH – MIDDLE – ELEMENTARY – EARLY CHILDHOOD**

Students riding this bus on the date below completed an emergency bus evacuation drill.

Signature of Driver

Date _____

Signature of Principal or Designee

School _____

**SCHOOL BUS EMERGENCY EVACUATION DRILL VERIFICATION
HIGH – MIDDLE – ELEMENTARY – EARLY CHILDHOOD**

Students riding this bus on the date below completed an emergency bus evacuation drill.

Signature of Driver

Date _____

Signature of Principal or Designee

School _____

Driver's Responsibilities

Bus driver qualifications and responsibilities are found in state regulation, local transportation manuals, JCPS job description, and in documents distributed by the Kentucky Department of Education.

Driver and Substitute Driver Training

Training provides a comprehensive classroom study program to aid prospective drivers in obtaining the state-required Commercial driver's License (CDL) permit, including passenger (P) and student (S) endorsements before the first day of the Basic School Bus Driver Training Program. Training will also provide the necessary behind-the-wheel training for the actual state tests to obtain the license. Trainees must successfully complete all training, including written and driving tests, to obtain the CDL and state certification as a school bus driver before being accepted by the District to transport students.

District personnel who provide this training must maintain state certification through the Kentucky Department of Education Division of Pupil Transportation.

Bus Scheduling and Routing**SCHEDULING AND ROUTING**

The Executive Administrator of Transportation/designee shall prepare a route map and schedule of stops for each bus in the District. These maps will show the routes traveled by buses both morning and afternoon.

WRITTEN DESCRIPTION

A written description of each route shall be kept on the bus and the original shall be filed with the Executive Administrator of Transportation/designee. This description shall include any characteristics peculiar to the route such as dangerous turns, steep grades, signals, and special information about any danger areas.

EXTENSION OF BUS ROUTES

The Principal and Executive Administrator of Transportation will survey the need for a route extension on request by interested parties.

NEW DRIVERS AND ROUTES

At least one (1) week prior to the opening of school, each new driver and each experienced driver with a new route shall receive his/her map and schedule. The drivers shall drive their routes before school opens in order to become familiar with the route and the schedule.

DRIVER TO FINALIZE SCHEDULE

Each driver shall finalize his/her route schedule within ten (10) driving days after school opens. This route schedule will contain the names of the students riding the bus, the name of the road(s) on which the bus is routed, each stop's number, the time of the stop, the grade of the pupil, and the school the pupil attends. Drivers shall notify the Executive Administrator of Transportation/designee of any revisions to their routes.

TRANSPORTATION

06.31 AP.2

Route Schedule for Transported Students

SCHOOL: _____ **DRIVER:** _____ **BUS NUMBER:** _____

PARKING LOCATION: DAY _____ NIGHT _____ DEPART PARKING LOCATION AT _____ AM

TOTAL MILES TRAVELED ON ROUTE DAILY: _____

[illegible]

Conduct on Bus**RULES OF CONDUCT**

Specific rules of conduct on school buses can be found in the Student Support and Behavior Intervention Handbook and in the brochure entitled “Regulations for Students Riding School Buses” provided to the parents/guardian of all District students.

ENFORCEMENT

Bus drivers will assist the Principal and Central Office personnel in enforcing the rules of conduct on school buses. If any pupil persists in violating these rules, the driver shall complete a Bus Disciplinary Referral Form to provide to the Principal. The Principal may withhold bus-riding privileges (consistent with Board Policy 06.34) if the pupil continues to disobey the rules. If withholding of bus-riding privileges becomes necessary, the Principal shall notify the parents and inform the appropriate Central Office personnel.

Alternative Credit Options

JCPSeSCHOOL

JCPSeSchool is a virtual high school. Through JCPSeSchool, students are able to participate in educational opportunities anywhere, anytime, and at any pace. JCPSeSchool is designed to address the academic needs of students in the twenty-first century. Students are able to meet their educational needs through a teacher-facilitated, online classroom that allows for the completion of coursework.

Students may participate in two types of online classrooms: Content Support and Course/Credit Recovery.

STUDENTS ELIGIBLE FOR JCPSeSCHOOL

- Homeschool or private school students
- JCPS homebound students or JCPS students who are physically unable to attend a regular Jefferson County public school
- JCPS students who need to repeat a course, who need a course that is not offered by their school, or who cannot take a course due to scheduling conflicts
- JCPS students who desire noncredit enrichment

The principal/counselor must approve the student application for each credit or content recovery course a student takes. This approval serves as verification of the student's need to take the course and assurance that the school will accept the transfer of credits for and the grade earned in the course. There is a course fee and a cost for the textbook and/or other offline supplies.

TRANSITION CENTERS

If a middle, high, or special school houses a Transition Center, that Transition Center will have full technical access to a common digital learning platform and one teacher who coordinates the "success pathway" for individual students who are transitioning:

- From alternative schools.
- From numerous absences that put them in jeopardy of failure.
- From classroom settings where they are not successful.
- By transferring from one school to another school on a different schedule.
- Into an accelerated program due to personal circumstances that require them to take advantage of the early graduation opportunity.

COMMON DIGITAL LEARNING PLATFORM

A common digital learning platform will be used by all Transition Center classrooms to ensure that students have no interruptions in instructional services. When students transition from school to school or from program to program, they may experience lapses in instruction. The selection of a common digital learning platform will follow the Kentucky Digital Learning Guidelines from KDE.

Alternative Credit Options

Student's Name	<i>Last Name</i>	<i>First Name</i>	<i>Middle Initial</i>
Student's Address	<i>City</i>	<i>State</i>	<i>ZIP Code</i>
School	Grade in the upcoming school year		

THE ABOVE NAMED STUDENT REQUESTS PRIOR APPROVAL TO EARN CREDIT THROUGH AN ALTERNATIVE ROUTE.

Course(s) requested: _____

- ☐ Summer School Course (approved by Superintendent/designee) ☐ Online Course
☐ College Credit ☐ Performance-Based Credit (provide information required on next page)

From what source _____

Total number of credits anticipated: _____

Reason for taking this course:

- ☐ Graduation with class
☐ Enrichment/Elective
☐ Course not available within the District
☐ Simultaneous high school/college credit
☐ Other, _____

I recommend this student be permitted to take the alternative credit option.

_____ <i>Principal/designee's Signature</i>	_____ <i>Date</i>
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I understand that it is my responsibility to submit an official transcript of my grade to the school by the date specified by the counselor in order to receive credit toward graduation.

_____ <i>Student's Signature</i>	_____ <i>Date</i>
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Number of credits earned _____ Date grade received _____

_____ <i>Principal/designee's Signature</i>	_____ <i>Date</i>
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Alternative Credit Options**PERFORMANCE-BASED CREDIT**

High school course for which credit is being requested: _____

NOTE: Requests will be accepted only for those courses the student has not yet

☐ enrolled in☐ passed

Credit may be granted to students demonstrating proficiency for learning taking place outside the normal classroom setting. Please describe the non-traditional and/or prior learning setting in which the learning occurred for credit being requested:

To be completed by Principal/designee

Request was ☐ Approved ☐ Denied Date _____

If approved, student performance will be assessed as follows:

ASSESSMENT METHOD	MINIMUM SCORE REQUIRED FOR CREDIT
Course exit exam	
State exam (_____)	
Other: _____	

Date of assessment: _____ Supervised by: _____

Student/Parent contacted ☐ Yes ☐ No Date __________
Principal/designee Signature_____
Date

Gifted and Talented Students**SELECTION FOR SERVICES**

The District shall systematically collect data on an ongoing basis that will provide the target population of candidates for services.

Primary students shall be selected and students in grades four through twelve (4-12) shall be identified in accordance with 704 KAR 3:285.

Once selected as qualifying for Primary Talent Pool services, a primary student need not be re-evaluated, except to determine suitability of services, until the end of the third grade.

Once identified as qualifying for gifted education services in grades four through twelve (4-12), a student need not be re-evaluated, except to determine suitability of services.

At least once each school year, teachers will be provided information concerning the on-going identification process.

A process shall be established for identifying and implementing methods for providing equal access to services to under-represented populations.

CURRICULUM

Each school shall provide a differentiated, articulated curriculum in accordance with Kentucky Administrative Regulations.

Curricular materials shall be those designed to challenge:

1. The talent pool participant (grades K-3) while focusing on continuous progress; and
2. The formally identified gifted learner (grades 4-12) and further develop the diagnosed talent and/or area of giftedness.

Service options for the formally identified gifted learner (grades 4-12) shall be described in the gifted and talented student services plan (GSSP), shall match the learner's needs, interests, and abilities, and shall be qualitatively differentiated from those provided in the standard curriculum.

PERSONNEL/FUNDING

The District shall submit an application to the state in which seventy-five percent (75%) of the state funds for gifted education shall be used in the category of personnel, including salary, for those who primarily provide direct instructional services to students identified as demonstrating gifted and talented behaviors and characteristics. These teachers shall work directly with Primary Talent Pool/formally identified students, in addition to the regularly assigned classroom teacher(s) or for at least one-half (1/2) of the regular school day in a classroom made up only of properly identified gifted students. These teachers must hold an appropriate certificate of endorsement for gifted education or an official approval.

Funding for any services beyond the state allocation shall be from school allocations as determined in the District budget.

Gifted and Talented Students**PROGRAM EVALUATION**

Performance data shall be collected by the Supervisor of Gifted & Talented/Advance Program as directed by administrative regulation for annual submission to the Kentucky Department of Education.

Each year the Supervisor of Gifted & Talented/Advance Program shall be responsible for collecting data required for the annual report and submitting it to the Superintendent for his/her information prior to forwarding it to the Kentucky Department of Education. School data shall be signed by the Principal/Council Chair.

PROCEDURAL SAFEGUARDS AND GRIEVANCES

Parents and/or students (Grades P-12) may petition for identification or may appeal nonidentification or appropriateness of services.

1. The appealing party shall submit in writing to the Supervisor of Gifted & Talented/Advance Program specifically why they believe that screening results are not accurate or talent pool services or service options in the gifted and talented student services plan are not appropriate and why an exception should be made or reconsideration given.
2. The Supervisor of Gifted & Talented/Advance Program shall compile student data and present that along with the petition or appeal to the Selection/Placement Committee. The information presented shall include a recommendation accompanied by available substantiating evidence.
3. The Committee shall hear appeals, make a recommendation, and respond in writing to the appealing party within ten (10) working days of receipt of the appeal and accompanying information. If the appeal concerns the nonavailability of appropriate service options, the Committee shall consult with the school council.
4. If the Committee rules in favor of the grievant, the following option shall apply as appropriate:
 - a) S/he may participate in the program as soon as the parent or guardian signs the required permission form.
 - b) A change in either the gifted and talented student services plan or provision of services shall be made in a timely manner.
5. If the Committee rules against the grievant, the Selection/Placement Committee and the Supervisor of Gifted and Talented/Advance Program shall reconsider the appeal, and respond with a final decision in writing within ten (10) working days of receipt of the appeal.