



# **Code of Acceptable Behavior**

*Statement of Rights and Responsibilities  
August 2019*

# **Code of Acceptable Behavior & Discipline Committee**

The Code of Acceptable Behavior & Discipline Committee Members consisted of:

Elementary Administrator

Middle/High School Administrators

Elementary Teacher

Middle/High School Teachers

Parents

Director of Pupil Personnel

Attendance Specialist

County Attorney Office Representative

Director of Alternative Programs

Board Member

Board Attorney

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# SCHOOL DISTRICT PHONE NUMBERS

**Christian County Public Schools**

**PO Box 609/200 Glass Avenue**

**Hopkinsville, KY 42241**

**270-887-7000**

[www.christian.kyschools.us](http://www.christian.kyschools.us)

School	Address	Phone
Christian Count Alternative	4400 Lafayette Rd, Hopkinsville, KY 42240	270-887-7380
CCPS Bus Garage	701 North Dr, Hopkinsville, KY 42240	270-887-7099
Christian County High School	220 Glass Ave, Hopkinsville, KY 42240	270-887-7050
Christian County Middle	215 Glass Ave, Hopkinsville, KY 42240	270-887-7070
Crofton Elementary	12145 S Madisonville Rd, Crofton, KY 42217	270-887-7190
Cumberland Hall	270 Walton Way, Hopkinsville, KY 42240	270-889-2177
Day Treatement	210 Glass Ave, Hopkinsville, Ky 42240	270-887-7390
Freedom Elementary	831 North Drive, Hopkinsville, Ky 42240	270-887-7150
Gateway Academy	705 North Elm St, Hopkinsville, KY 42240	270-887-7030
Hopkinsville High School	430 Koffman Dr, Hopkinsville, KY 42240	270-887-7110
Hopkinsville Middle School	434 Koffman Dr, Hopkinsville, KY 42240	270-887-7130
Indian Hills Elementary	313 Blane Dr, Hopkinsville, KY 42240	270-887-7230
Martin Luther King Elementary	14405 Martin Luther King Jr Way, Hopkinsville, KY 42240	270-887-7310
Millbrooke Elementary	415 Millbrooke Dr, Hopkinsville, KY 42240	270-887-7270
Pembroke Elementary	1600 Pembroke Oak Grove Rd, Pembroke, KY 42266	270-887-7290
Sinking Fork Elementary	5005 Princeton Rd, Hopkinsville, KY 42240	270-887-7330
South Christian Elementary	12340 Herndon Oak Grove Rd, Herndon, KY 42236	270-887-7350

**Pennyroyal Respond Line**

**270-881-9551**

**Abuse Hotline**

**1-800-622-4357**

**Cumberland Hall (24 hour service)**

**270-887-1919**

**Department of Community Based Services**

**270-889-6503**

**Christian County Sheriff's Department**

**270-887-4142**

**Hopkinsville Police Department**

**270-890-1500**

**Child Abuse 24-Hour Hotline**

**270-877-597-2331**

**Human Trafficking Hotline**

**1-888-373-7888**

**School Closing Hotline**

**270-887-7100**

**Students or their family members who are experiencing thoughts of suicide are encouraged to contact the guidance counselor for assistance, call the National Suicide Prevention Hotline at 1-800-273 TALK (8255) or contact the local community mental health agency at 1-877-4-RESPOND (1-877-473-7766).**



## **SUPERINTENDENT MESSAGE**

The Christian County Public Schools (CCPS) are dedicated to providing a positive educational environment in which our teachers and administrators can effectively assist all students to engage in a high quality equitable education and prepare for their global and community responsibilities. CCPS realizes an equally important vision and mission of the schools is the development of students' self-discipline and responsible behavior so they may become successful citizens.

Students are expected to cooperate with and be respectful to teachers, administrators, and all school personnel who are responsible to implement learning. Teachers and administrators will partner with parent/guardians to develop acceptable school related behaviors for their students.

Christian County Public Schools believe safe and orderly learning environments with clear expectations and positive behavior supports affect attitude, behavior and student achievement. In order to provide a classroom/school environment fostering student achievement, Christian County Public Schools are committed to utilizing Positive Behavior Intervention Supports (PBIS). The purposes of the 2019-2020 Code of Acceptable Behavior include the following:

- Provide students and parent/guardians with a clear set of expectations for positive student behavior, as well as guidelines which establish consistent guidelines for administering discipline consequences.
- Provide for consistent communication of these expectations and establish consistent guidelines for administering discipline consequences.
- Classify and uphold the rights, including constitutional due process, as well as the responsibilities of all stakeholders involved in the educational program of Christian County Public Schools.
- Provide structured procedural compulsory attendance guidelines which ensure the regular attendance necessary for students to seize the maximum benefits from the CCPS intensive instructional programs.

Christian County Public Schools will reciprocate to build relationships with students, parents/guardians, and the community in providing the best possible educational experience for all. CCPS pledges to transform the educational environment to meet the ongoing demands of the 21<sup>st</sup> Century and create a culture of continuous growth through shared partnerships and responsibilities. I would like to express my appreciation to the 2019-2020 Code of Acceptable Behavior Committee. I wish to thank the committee members for their commitment for aggressively seeking input to provide expected behavior and attendance of all students.

# **Message from the Christian County Board of Education**

In the Christian County Public Schools, students have rights and privileges as well as responsibilities. Our school system is committed to providing a quality education for all students. We believe a safe and orderly environment must be maintained for this process to be effective. High standards have been set for students to conduct themselves in a way that is respectful and helps to build an essential climate necessary for learning. Students should expect school staff to reinforce positive behaviors.

The Code of Acceptable Behavior establishes a variety of interventions prior to consideration of out-of-school suspension or expulsion. The discipline consequence options and guidelines “steps” are clearly stated. In addition, the offenses and consequences are clearly stated to guide school officials to administer discipline consistently.

The Code of Acceptable Behavior is another component of the Christian County Public School’s targeted efforts to keep students in school and on track to graduate.

Sincerely,

## **Christian County Board of Education**

Linda Keller, Chairperson  
Tom Bell, Vice-Chairperson  
Lindsey Clark  
Susan Hayes  
Jeff Moore

**Our Vision:** “Transform the educational environment to meet the ongoing demands of 21<sup>st</sup> Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities.”

**Our Mission:** “Create an educational culture of continuous growth through shared partnerships and responsibilities.”

# Christian County Public Schools

*.....Where learning is our purpose, proficiency is demanded, and every student*

## Expected Student Behaviors

*We believe everyone deserves a safe, supportive, 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.*

### I will show Respect for...

Myself by:	Others by:	Learning by:	Property by:
Attending school regularly and being on time.	Being understanding of other's feelings	Following school rules and school staff directions.	Taking care of things in my school grounds.
Following rules and directions of adults.	Using positive words with others (no putdowns).	Keeping focused on my work.	Not bringing dangerous or distracting things, such as matches, lighters, weapons, toys, fireworks, alcohol/tobacco/other drugs, medicine not prescribed for me, etc.
Doing my schoolwork and homework neatly and completely and turn in assignments on time.	Treating others like I want to be treated.	Coming to school prepared to work.	Using school materials or a classmate's materials for their intended purpose. ➤ Using computers as directed by adults.
Practicing positive behavior choices.	Not bullying or threatening.	Participating in class activities and discussions.	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.
Remaining on school grounds unless I have permission to leave school.	Being honest by telling the truth, and admitting to things I have done.	Completing my own schoolwork and homework.	Keeping cell phones off and out of sight during school hours except with permission from school staff.
Learning from consequences of my behavior.	Working with others in positive ways.	Keeping my eyes on my own paper when taking quizzes and tests.	
Choosing not to bring tobacco, alcohol, other drugs, or weapons to school.	Keeping my hands to myself.		
Dressing in a way that is appropriate for the learning environment.	Refraining from using profanity in school.		
	Working together and/or with adults to manage negative behaviors and emotions.		
	Using a respectful, positive, and considerate tone of voice and body language when I am speaking to others.		
	Listening when others are speaking to me.		

*When I make positive behavior choices, I will be successful. If I do not make positive behavior choices, I will receive interventions to help me learn to make better choices*

## TAKE THE RESPECT PLEDGE!

I am a vital part of the Christian County School District and I Pledge to show Respect for...

**Myself by:**

- **Attending school regularly and being ontime.**
- Following rules and directions of adults.
- Doing my schoolwork and homework neatly and completely.
- Practicing positive behavior choices.
- Remaining on school grounds unless I have permission to leave school.
- Learning from consequences of my behavior.
- Choosing not to bring tobacco, alcohol, other drugs, or weapons to school.
- Dressing in a way that is appropriate for the learning environment.
- Following school rules and school staff directions.
- Keeping focused on my work.
- Coming to school prepared to work.
- Participating in class activities and discussions.
- Completing my own schoolwork and homework.

**Others by:**

- **Being understanding of other's feelings.**
- Using positive words with others (no putdowns).
- Treating others like I want to be treated.
- Not bullying or threatening.
- Being honest by telling the truth, and admitting to things 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 manage negative behaviors and emotions.
- Using a respectful, positive, and considerate tone of voice and body language when I am speaking to others.
- Listening when others are speaking to me.



# GETTING HELP WITH A PROBLEM

## **SCHOOL PROBLEMS**

If students have a problem related to discipline, security, personal safety or welfare, or vandalism, the student should:

1. Tell the nearest teacher or adult staff member. Tell him/her exactly what has happened to the student or what the student has observed happening to someone else. Problems of discipline, security, and personal safety are considered very serious.
2. Talk to the principal or assistant principal right away.
3. Express feelings. It is natural to feel worried and upset. Talk to someone who will listen and understand – perhaps a teacher, school counselor, school psychologist, or an adult mentor. It is important to talk to a trusted adult.
4. Ask to talk to a school counselor or a school psychologist who can help students learn ways to deal with problems so that they may feel safer and more comfortable when faced with similar problems in the future.
5. In addition to alerting school personnel, a student should tell his/her parents about the problem. They will want to know.

It is important for students to know that when a report is made to the school about an incident of this nature, every effort will be made to keep the information and identity confidential.

## **PERSONAL PROBLEMS**

For help with personal problems which may affect a student's school life or activities:

1. If possible, discuss the problem with parents/guardians.
2. If a student and his/her parents/guardians cannot solve the problem, there are a number of people in the school who may be able to offer additional help. The student may speak to a teacher with whom he/she feels comfortable.
3. School counselors and school psychologists at the school are trained to offer help with personal problems.
4. The assistant principal and the principal will also be able to discuss the problem with the student and attempt to work on a solution. If they are unable to do so, they will seek assistance.

## **ACADEMIC PROBLEMS**

For help with an academic problem, the student should:

1. See the teacher who teaches the subject. Students may seek out the teachers on a personal basis. Teachers routinely work with individual students who are having academic problems. The teacher may recommend help sessions or mentoring, or may make a referral for additional assistance. The teacher may ask for a conference with the student and his/her parents/guardians.
2. If the teacher is unable to help the student resolve the problem to the student's satisfaction, the student should go next to the department chairperson or lead teacher.
3. Further help can be obtained through the school counselor.

4. For problems that are still not resolved after the student has talked with the school counselor, the student should discuss the matter with his/her parents/guardians and with the principal or assistant principal. Parents/guardians may wish to join the student in discussions with the principal.
5. Solving an academic problem requires the student's help, along with the help from teachers and sometimes parents/guardians, school counselor, and other school professionals.

## **EXTRACURRICULAR ACTIVITIES**

For help with problems involving extracurricular activities, the student should:

1. See the advisor assigned to the activity at a time when he/she can give you his/her undivided attention. Try not to discuss the problem during the activity period itself.
2. If the activity involves athletics or cheerleading, see the athletic director of your school.
3. If the student does not know who is assigned as advisor to the activity, the student should see an administrator.
4. If the student is unable to get help in solving the problem by doing the above, discuss the matter with parents/guardians and with the principal. Parents/guardians may wish to join the student in discussions with the principal.

## **GROUP PROBLEMS**

For help with a group problem related to discipline, security, personal safety, or welfare:

- If a group of students feels it shares a common problem, the best way to seek assistance is for the group to send two or three representatives to the teacher or administrator involved and presents the group's point of view on the matter. Communication between one or two people and a large group is extremely difficult and is an ineffective approach to problem-solving. The most effective approach is one that involves communication between representatives of the group involved.

## **WHERE TO GET HELP**

You may seek assistance through the following staff members or programs:

- ❖ Youth Service Center
- ❖ School Resource Officers
- ❖ School Nurses
- ❖ School Psychologists
- ❖ Teachers
- ❖ School Counselors
- ❖ Tutors/Mentors
- ❖ School Administrators
- ❖ Pupil Personnel

Community Services (see Hotline Numbers)

## **CYBER BULLYING**

### **What to do if you are Cyber-bullied?**

- Tell a trusted adult
- Don't open messages from people you don't know
- Don't open or read messages from cyber-bullies
- Don't react to the bully
- If it is at school, tell a trusted adult at school
- Don't erase the message or images
- Block the bully
- Report cyber-bullying to ISP's
- If you are threatened, inform the police

### **How can you prevent being Cyber-bullied?**

- Don't give out private information such as passwords or PINs
- Use netiquette. Be polite online and others tend to do so
- Ignore anyone who gets angry online

When something doesn't seem just right, leave the site or chat

### **How can I prevent becoming a Cyber-bully?**

- Don't email when you are angry
- Don't email with friends and target someone for entertainment
- Don't forward an email that someone sent as a private message
- Don't post "questionable" pictures of others on your social network

*Contact the police immediately if known or suspected cyber-bullying involves acts such as:*

- Threats of violence
- Harassing phone calls or text messages
- Stalking or hate crimes

## **SEXTING: HOW TEENS CAN STAY SAFE**

- Sexting is sending sexually explicit text or photographs via mobile devices. Sometimes teens share the photographs voluntarily, but at other times teens may be coerced into taking or sending the photographs. Once the photos are sent, some kids use them to bully, harass, intimidate, or embarrass victims online or via mobile devices.
- Sexting between minors is a felony and can have serious legal consequences. You could be charged with a crime. If convicted you could be labeled as a sex offender for the rest of your life.
- Think before you "sext." Follow these important tips to keep safe:

- Never send or post sexually provocative pictures. Once the picture is out there, it will never go away. Don't risk your future college or employment hopes and your reputation with family, friends, teachers, and neighbors who could see the photos.
- Remember that healthy relationships should be based on mutual respect, not just sexual attraction. Sometimes, boyfriends and girlfriends share intimate photos with each other. Since one photo can reach thousands via websites and mobile devices, make sure you never share these photos with friends and classmates.
- Refuse to be pressured into sending explicit pictures. If someone threatens you or tries to force you to send a picture, talk to an adult you trust.
- Never open or forward explicit pictures from people you don't know. An online friend that you've never met or don't know in person is really a stranger.
- Use caution with devices like computer webcams. Always turn them off or close the lens to prevent prying eyes from seeing too much.
- If someone keeps sending you explicit pictures, tell a parent or trusted adult. You need to understand that the adult may have to involve law enforcement or school administrators to help resolve the matter and keep you from getting into a more serious situation.
- Talk to your friends about sexting. If someone you know is sharing explicit pictures, encourage them to stop before they get into trouble. If necessary, tell a parent or other trusted adult. Good friends try to keep each other safe.

## **SOCIAL NETWORKING: RULES FOR KIDS**

- **Guard your privacy.** What people know about you is up to you.
- **Protect your reputation.** Self-reflect before you self-reveal. What's funny or edgy could cost you tomorrow.
- **Nothing is private online.** Anything you say or do can be copied, pasted, and sent to a millions of people without your permission.
- **Assume everyone is watching.** There is a huge, vast audience out there. If someone is your friend they can see everything.
- **Apply the golden rule.** If you do not want it done to you then do not do it to someone else.
- **Choose wisely.** Not all content is appropriate.
- **Don't hide.** Using anonymity to cloak your actions does not turn you into a trustworthy, responsible human being.
- **Think about what you see.** Just because it is online does not make it true.
- **Be smart, be safe.** Not everyone is who they say they are. You know that.

# ATTENDANCE

## COMPULSORY ATTENDANCE

All students enrolled in the Christian County Public Schools district, between the ages of six (6) and eighteen (18) shall be in regular attendance, in the schools to which they are assigned, and shall be subject to the Kentucky Compulsory Attendance Laws.

### Seven (7) Valid Reasons for Excused Absences

The Kentucky Compulsory Attendance Laws, KRS 159.010 and KRS 159.180, states the parent/guardian is responsible for keeping his/her child in regular school attendance. The Christian County Board of Education has approved the following Seven (7) valid reasons Christian County Public Schools will approve for excused absences:

1. Illness of pupil
2. Death in the family
3. Appointment with a health professional (for student only) for up to 10 regular medical excused absences or after 5 medical excused tardies. Per board procedure 09.123 AP.2 the Medical Excuse Form is required after 10 regular medical excuses or after 5 medical excused tardies. These absences will be unexcused without the Medical Excuse Form.
4. Driver's test (A statement from driver's test administrator must be presented for the student to be excused for a reasonable amount of time.)
5. Court order (A statement from the court system must be presented for the student to be excused for a reasonable amount of time.)
6. One day for the attendance of the Kentucky State Fair
7. Other valid reasons as determined by the principal

### Absences Grades K-12

Notes from parents/guardians shall be accepted, and absences shall be excused for up to six (6) days **only** for the seven (7) valid reasons listed above. Illness accompanied by a health professional's statement will not be counted as one of the six (6) days.

### Procedures for Student Absences

1. A student who is absent must bring a note signed by his/her parent/guardian, **adult student**, or a health professional stating the reason for the absence.
2. A student who is absent must provide a note within a time period not to exceed five (5) days from the date the student returns to school or the absence will be unexcused. The parent/guardian is responsible to ensure that the note is turned in to the school attendance office. If the note is sent by the parent/guardian (**adult student**) through the student, the parent/guardian (**adult student**) is encouraged to follow-up with the attendance clerk to verify receipt.
3. A health professional's statement will be accepted for the student's personal illness only or for a severe illness in the home.
4. Students on school-sponsored trips are counted present and are responsible for make-up work.
5. Court appearances are excused if signed by the judge or the clerk of the court for a reasonable amount of time.
6. Request for an excused absence other than those stated in this provision of the Code of Acceptable Behavior & Discipline must be made in advance to the principal.
7. When the school notifies a parent/guardian a student is sick and should be picked up, absence for the remainder of that day shall be excused without the necessity of a parent/medical note. In the event there are subsequent absences a parent/medical note will be required for those absences to be excused. The school nurse and the attendance clerk shall communicate regarding these absent events.
8. Contact the school to request make-up work for your student.

### 15 or more Unexcused Absences

1. Students who have (15) or more unexcused days and/or unexcused tardies will not be allowed to participate in baccalaureate commencement (graduation) exercises.
2. Students who have (15) or more unexcused days and/or unexcused tardies will not be able to attend prom as a junior or senior or attend as a guest as a freshmen or sophomore.
3. Students who have (15) or more unexcused days and/or unexcused tardies will not be able to attend project graduation as a graduate or as the guest of a graduate.
4. The above mentioned stipulations in items 1-3 are in addition to consequences for violating the Kentucky Compulsory Attendance Laws, KRS 159.010 and KRS 159.180, and other consequences under the Code of Acceptable Behavior & Discipline.

**NOTE:** In reference to unexcused tardies mentioned in items 1-3 above three (3) unexcused tardies are equal to one (1) unexcused absence. Unexcused tardies would be defined as checking in late to school without turning in a parent/guardian note or medical excuse, and checking out of school early without turning in a parent/guardian note or medical excuse when the student returns to school. A tardy event is an absence of 60 minutes or less of the school day.

### 15 or more Unexcused Absences Appeal Process

#### Step One

Appeal the 15 or more Unexcused Absences notification to the school administrator/designee who notified the student. Deliver or mail the written appeal notification to the school administrator/designee within three (3) school days after the first (1st) day of the notification. The administrator will review the appeal and attendance records. A written decision will be mailed to the parent/guardian (**adult student**) within (5) five school days. A copy of the student/guardian (**adult student**) appeal letter and the administrator's decision shall also be provided to the Director of Pupil Personnel.

### **Step Two**

If the appeal is denied by the school administrator/designee the student/parent/guardian (adult student) may appeal to the Office of Pupil Personnel at the Christian County Board of Education, 200 Glass Avenue, Hopkinsville, KY 42240. Please contact the Office of Pupil Personnel at 270- 887-7000. The appeal must be made in writing and mailed or delivered within three (3) school days of the day the student/parent/guardian/adult student receives an answer from the school administrator. The district advisory committee will review the appeal and attendance records. A written decision will be mailed within (5) five school days.

### **Step Three**

If your appeal is denied by the Office of Pupil Personnel District Advisory Committee the student/parent/guardian/adult student may appeal to the Christian County Board of Education Board Members at the Christian County Board of Education, 200 Glass Avenue, Hopkinsville, KY 42240. The appeal must be made in writing and mailed or delivered within (3) school days of the day the student/parent/guardian receives an answer from the Office of Pupil Personnel. The Christian County Board of Education board members will review the appeal and attendance records. A written decision will be mailed within (5) school days after the next meeting the board members are scheduled to convene.

### **15 or more Unexcused Absences Notifications after May 1**

Appeals regarding the 15 or more Unexcused Absences notifications received from the student/parent/guardian on or after May 1 will be submitted to the school administrator/designee within three (3) school days after the first (1<sup>st</sup>) day of notification. The administrator will review the appeal and the attendance records. A written decision will be mailed to the parent/guardian/adult student within (5) five school days. A copy of the student/parent/guardian/adult student appeal letter and the administrator's decision shall also be provided to the Director of Pupil Personnel. Due to the time sensitivity of prom, baccalaureate, graduation and project graduation, appeals submitted on or after May 1 will be appealed only to the Director of Pupil Personnel. The Director of Pupil Personnel's decision is the final decision. After graduation practice begins no additional appeals will be reviewed.

### **Student's School Campus Driving Privileges**

Christian County Public Schools' students who have a valid driver's license are afforded the privilege to drive to school in lieu of utilizing bus transportation. The following are guidelines to define maintaining and loss of driving privileges while attending Christian County Public Schools:

1. Students who have five (5) or less unexcused absences and/or unexcused tardies will maintain school campus driving privileges.
2. Students who have six (6) to nine (9) unexcused absences and/or unexcused tardies will be suspended from driving on the school campus for two weeks (10 school days).
3. Students who have ten (10) to fourteen (14) unexcused absences and/or unexcused tardies will be suspended from driving on the school campus for four weeks (20 school days).
4. Students who have fifteen (15) or more unexcused absences and/or unexcused tardies will be suspended from driving on the school campus for the remainder of the school year (number of school days remaining in school year).
5. The above-mentioned stipulations in items 1-4 are **in addition to** consequences for violating the Kentucky Compulsory Attendance Laws, KRS 150.010, KRS 159.180, and the No Pass No Drive Law, KRS 159.051, and other consequences under the Code of Acceptable Behavior & Discipline.

In reference to unexcused tardies mentioned in items 1-4 above three (3) unexcused tardies are equal to one (1) unexcused absence. Unexcused tardies will be defined as checking in late to school without turning in a parent/guardian note or medical excuse, and checking out of school early without turning in a parent/guardian note or medical excuse when the student returns to school. A tardy event is an absence of 60 minutes or less of the school day.

The school administrator/designee will notify the students of the suspended dates of on campus driving privileges. The suspension will begin the next school day after notification. Transportation will be provided for students by Christian County Public Schools with the exception of students who are attending out of their school attendance zone. The transportation of students who are attending out of their school attendance zone based on approved grandfathered-in status or an approved hardship remains the responsibility of the parent/guardian. Students who are attending in their school attendance zone and choose not to utilize transportation provided by Christian County Public Schools the parent/guardian is responsible for their student's transportation.

A student notified of lost school campus driving privileges in item 2 or 3 and attempts to continue to drive on the school campus does not comply with the notification will lose on school campus driving privileges for the remainder of the school year (number of school days remaining in the school year).

The parent/guardian will be notified by the building administrator to provide an opportunity for the parent/guardian to remove vehicle from school property to meet notification requirements. After the building administrator collaborates with the parent/guardian, if the student continues to violate the notification on the following school day, the student's vehicle may be towed at the owner's expense.

### **Make-up Work**

All work missed shall be made up by the student when he/she is absent from school.

1. Students are responsible for meeting due dates on all long-term projects or assignments unless an exception is approved due to an emergency or extenuating circumstances.
2. Each Site Based Decision Making (SBDM) council shall adopt a policy to address credit for missed assignments.

### Check-In Procedures

1. Students in grade levels K-8 must have an adult sign the Check-In log when tardy to school.
2. Students in grade levels 9-12 may sign the Check-In log when tardy to school.
3. An unexcused check-in or check-out may result in a consequence under the Code of Acceptable Behavior & Discipline for skipping or other applicable offenses as determined by the building principal.
4. After a student in grade levels 9-12 accumulates 3 unexcused tardies to school, the school administrator and/or DPP has the discretion to require a parent/guardian to sign Check-In Log when tardy to school.
5. Students checking in for any reason other than the seven (7) valid reasons for absence will be unexcused, unless special permission has been granted by the school's administration
6. A student who checks in must bring a note signed by his/her parent/guardian or a health professional stating the reason for the absence(s).

### Check-Out Procedures

1. Students eighteen (18) years or older may check themselves in or out; however, the absence may be excused or unexcused as determined by the building principal or designee. An unexcused check-in or check-out may result in a consequence under the Code of Acceptable Behavior & Discipline for skipping or other applicable offenses as determined by the building principal.
2. Students checking out for any reason other than the seven (7) valid reasons for absence will be unexcused, unless special permission has been granted by the school's administration.
3. A student under the age of eighteen (18) years may only be checked out of school by the parent/guardian and by adults who have been listed on the Emergency Contact and Check-Out Consent Form. Photo ID's will be required and any other person checking out a student.
4. A student who checks out must bring a note signed by his/her parent/guardian or a health professional stating the reason for the absence(s).
5. When a student is checked-out a parent/guardian must sign the Check-Out Log.

### College or Career Days

Requests for college or career days must be made ten (10) days in advance to the principal. Students will be counted present for one day and responsible for make-up work.

### Medical Records Requirement

If medical records required by Kentucky law are not given to the schools by the mandated dates, the student may not be allowed to attend school until required documents are provided. These absences will be counted as unexcused absences and could eventually lead to truancy being filed against the parent/guardian.

### Lice Policy

Christian County has a "no live lice" policy. If the student has chronic/reoccurring head lice, any days missed after the first time the student is sent home will be unexcused. The principal may use discretion when making a decision concerning absences.

### Military Leave

1. **Armed Force Day (AFD)**  
If a student's parent, de facto custodian or other person with legal custody or control of the student is a member of the United States Armed Forces, including a member of a state National Guard or a Reserve component called to federal active duty, a public school principal shall give the student an excused absence for one day when the member is deployed and an additional excused absence for one day when the service member returns from deployment.
2. **Armed Forces Rest and Relaxation (AFR)** A public school principal shall give the student excused absences for up to ten (10) days for visitation when the member is stationed out of the country and is granted rest and recuperation leave. *Parent(s)/Guardian shall complete the proper documentation prior to the absence. Documentation shall be on file for students taking an AFD day(s) and AFR day(s). If no documentation exists, student must be marked absent.*
3. **Block Leave (BL)** Christian County Public Schools will grant up to five (5) days of excused absences for the student of a parent/guardian who has a deployment less than twelve (12) months after the deployment ended. The parent/guardian will present the memorandum provided by the Commander at time of approval. *Parent(s)/Guardian shall complete the proper documentation prior to the absence. If proper documentation is not presented prior to the absence it will be marked unexcused.*
4. **Ordinary Leave (E)** Christian County Public Schools will grant excused absences for ordinary leave based on the Kentucky Compulsory Attendance Laws, KRS 159.010 and 159.080 which state that the parent/guardian is responsible for keeping his/her child in regular school attendance. These excused absences covered under the six (6) parent notes for the seven (7) valid reasons approved by The Christian County Board of Education. Ordinary leave does not warrant any additional excused absences.
5. **Emergency Leave (EL)** **Emergency Leave will be accompanied with Red Cross Documentation.** The parent/guardian may be asked to provide a service program or other relevant documentation to validate the absence. Please provide the documentation upon the first day of the students return after leave.

## **HB 87 Basic Military Training**

Per Section 2 of KRS 159.035 beginning in the 2016-2017 school year students who have signed up for military service will be counted present in school for up to 10 days of basic training.

## **Educational Enhancement Opportunities (EHO)**

### **KRS 159.035 (s)**

A student may be allowed up to ten (10) days per school year to participate in an educational enhancement opportunity that the principal determines to be of significant educational value. Participation in an educational foreign exchange program or an intensive instructional program in one of the core curriculum subjects of English, science, mathematics, social studies, foreign language or the arts could be considered an educational enhancement opportunity. Days on which students have been approved by the principal to participate in such an opportunity will be included in aggregate daily attendance. During an Attendance Review, Kentucky Department of Education (KDE) staff will request documentation of the principal approval of EHO days.

## **TRUANCY**

### **HB 72 ENFORCEMENT OF TRUANCY LAWS (3/25/05)**

Identify any public school student, who has not reached his/her twenty-first birthday, who has been absent from school without a valid excuse for three (3) or more days or tardy without a valid excuse on three (3) or more days as truant; identify as a habitual truant a student who has been reported as truant two (2) or more times; hold a public school student who has attained the age of eighteen, but who has not reached his/her twenty-first birthday, accountable if the student fails to comply with truancy laws; **hold the parent, guardian, custodian of a public school student who has not reached his/her eighteenth (18<sup>th</sup>) birthday accountable if the student fails to comply with school truancy laws;** hold the court-appointed guardian of a public school student who has not reached his/her twenty-first (21<sup>st</sup>) birthday, accountable if the student fails to comply with school truancy laws; require school district personnel to inform students, parents, guardians, and custodians of the penalties for violating school truancy laws; identify as a habitual truant a student who has been reported as truant two(2) or more times.

Any child who has been absent from school without a valid excuse for three (3) days, or tardy to school on three (3) or more days, is a truant. Any child who has been reported as truant **two (2)** or more times is a habitual truant. Being absent for less than half a school day shall be regarded as being tardy. **Three**

(3) unexcused tardies are equal to one (1) unexcused absence. An absence will be calculated on an exact percentage of the day rather than in half-day or whole-day increments. Events will be assigned when a student is absent for more than sixty (60) minutes of the school day.

### **PROCEDURES FOR HANDLING TRUANCY AND HABITUAL TRUANCY FOR STUDENTS AGES SIX (6) THROUGH SEVENTEEN (17)**

Principals or their designee shall follow these procedures regarding truancy:

1. **Step One**—After the **second (2<sup>nd</sup>)** unexcused absence:
  - a. Designated school personnel should attempt to have a conference with the student and document the attempt and/or conference in the Infinite Campus District Truancy Tab.
  - b. Designated school personnel should attempt to notify the Parent/Guardian through Infinite Campus Messenger and/or telephone call. An Infinite Campus messenger report should be sent to the Director of Pupil Personnel/Designee weekly. The Infinite Campus Messenger and/or phone call attempt shall be documented in the Infinite Campus Truancy Tab.
2. **Step Two**—After the **fourth (4<sup>th</sup>)** unexcused absence:
  - a. Designated school personnel should attempt to contact the parent/guardian or any student 18 years or older by utilizing the district uniform attendance letter.
  - b. The completed district uniform attendance letter should be documented in the Infinite Campus Truancy Tab.
3. **Step Three**—When **five (5)** unexcused absences occur:
  - a. The Director of Pupil Personnel should contact the parent/guardian or student 18 years or older and schedule a conference serving as an attendance intervention.
  - b. If the parent/guardian or student 18 years or older fails to attend the scheduled conference habitual truancy charges may be filed.
  - c. The Director of Pupil Personnel or designee shall initiate a legal petition against parent/guardian or student 18 years or older in district court and/or student with the Court Designated Worker for habitual truancy as required by law (KRS 159.150, KRS 159.180) when six (6) unexcused absences occur.

### **Home Hospital Instructional Program**

Home Hospital Students are subject to Truancy, in the event, they are not in attendance on scheduled dates with their home hospital teacher. It is the responsibility of the parent/guardian or 18 years or older student to contact the home hospital teacher regarding absences, and turn in the appropriate excuse notes as stated in the Code of Acceptable and Discipline Attendance guidelines. Please note 1 unexcused Home Hospital absence is equivalent to 2.5 unexcused student attendance days.

**Director of Pupil Personnel Discretion Disclaimer**

The Director of Pupil Personnel shall have the discretion to proceed with a legal petition in the event the above truancy steps are not completed in their entirety, when in the best interest of the student. A student who has reached his/her eighteenth (18<sup>th</sup>) birthday is, by law, considered an adult, and is, therefore, no longer under the jurisdiction of the laws pertaining to juveniles. Designated school personnel should follow the above truancy procedures for students 18 years or older.

**DRIVER'S LICENSE REVOCATION (KRS 159.051)**

Students who are academically deficient, drop-out of school, or accumulate nine (9) or more unexcused absences in the preceding semester, will have their driver's license revoked. Academic and attendance deficiencies for students sixteen (16) or seventeen (17) enrolled in regular, alternative, optional, CCDTC, part-time, and special education shall be defined as followed:

- They shall be deemed academically deficient if they have not received passing grades in at least four (4) courses, or the equivalent of four (4) courses, taken in the preceding semester.
- They shall be deemed deficient in attendance when they drop out of school or accumulate nine (9) unexcused absences in class/classes for the preceding semester. Suspensions shall be considered unexcused absences.

**\*The chart below indicates the number of classes that must be passed to keep/obtain a driver's license/permit.**

<b>Courses Per Semester</b>	<b>Courses Students Need to Pass</b>
<b>4</b>	<b>3</b>
<b>5</b>	<b>4</b>
<b>6</b>	<b>4</b>
<b>7</b>	<b>5</b>
<b>8</b>	<b>6</b>





## Help Your Child Succeed in School: **Build the Habit of Good Attendance Early** School success goes hand in hand with good attendance!

### **DID YOU KNOW?**

- Starting in kindergarten, too many absences can cause children to fall behind in school.
- Missing 10 percent (or about 17 days) can make it harder to learn to read.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.

Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Good attendance will help children do well in high school, college, and at work.

### **WHAT YOU CAN DO**

- Set a regular bed time and morning routine.
- Lay out clothes and pack backpacks the night before.
- Find out what day school starts and make sure your child has the required shots.
- Introduce your child to her teachers and classmates before school starts to help her transition.
- Don't let your child stay home unless she is truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
- If your child seems anxious about going to school, talk to teachers, school counselors, or other parents for advice on how to make her feel comfortable and excited about learning.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.

### **When Do Absences Become a Problem?**



**CHRONIC ABSENCE**  
17 or more days



**WARNING SIGNS**  
10 to 17 days



**SATISFACTORY**  
5 or fewer absences





## Pay Attention to Attendance: Keep Your Child On Track in Middle and High School

*Showing up for school has a huge impact on a student's academic success starting in kindergarten 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 understand why attendance is so important for success in school and on the job.*

### DID YOU KNOW?

- Students should miss no more than 6 days of school each year to stay engaged, successful and on track to graduation.
- Absences can be a sign that a student is losing interest in school, struggling with school work, dealing with a bully or facing some other potentially serious difficulty.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By 9th grade, regular and high attendance is a better predictor of graduation rates than 8th grade test scores.
- Missing 10 percent, or about 17 days, of the school year can drastically affect a student's academic success.
- Students can be chronically absent even if they only miss a day or two every few weeks.
- Attendance is an important life skill that will help your child graduate from college and keep a job.

### WHAT YOU CAN DO

#### Make school attendance a priority

- Talk about the importance of showing up to school everyday, make that the expectation.
- Help your child maintain daily routines, such as finishing homework and getting a good night's sleep.
- Try not to schedule dental and medical appointments during the school day.
- Don't let your child stay home unless truly sick. Complaints of headaches or stomach aches may be signs of anxiety.

#### Help your teen stay engaged

- Find out if your child feels engaged by his classes and feels safe from bullies and other threats. Make sure he/she is not missing class because of behavioral issues and school discipline policies. If any of these are problems, work with your school.
- Stay on top of academic progress and seek help from teachers or tutors if necessary. Make sure teachers know how to contact you.
- Stay on top of your child's social contacts. Peer pressure can lead to skipping school, while students without many friends can feel isolated.
- Encourage meaningful afterschool activities, including sports and clubs.

#### Communicate with the school

- Know the school's attendance policy – incentives and penalties
- Talk to teachers if you notice sudden changes in behavior. These could be tied to something going on at school.
- Check on your child's attendance to be sure absences are not piling up.
- Ask for help from school officials, afterschool programs, other parents or community agencies if you're having trouble getting your child to school.



# THE DISCIPLINE PROCESS

Christian County Public Schools will utilize a positive, proactive approach which involves student supervision, interaction, counseling, and positive reinforcement as the primary tool for establishing a safe and civil learning environment. The desirable behavior of students is a responsibility shared by the students, parents, guardians, teachers, administrative staff, and all school system personnel. Each school must review its individual SBDM council policies concerning discipline and present those policies to the Christian County Board of Education for approval. Parent/guardians may obtain these policies through the building principal.

## **A. GENERAL PROVISIONS**

The Discipline Process, as provided for in this Code of Acceptable Behavior & Discipline, shall apply to student behavior for the following:

1. In the school building and on the school grounds before, during, and after school hours
  2. Off the school grounds at an educational function or at any event sponsored by Christian County Public Schools.
  3. In route to or from school or educational functions on school buses or other school system-sponsored transportation
  4. Assault, battery, or abuse of school personnel; stealing or willfully or wantonly defacing, destroying, or damaging the personal property of school personnel on school property, off school property, or at school-sponsored activities (KRS 158.150)
  5. On or off school property, in speech or conduct toward a teacher or school administrator when such person knows or should know 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 or whenever a teacher or school administrator is functioning in his capacity as an employee of a board of education of public school system (KRS 161.190)
  6. On or off school property which is of a nature to be classified as a serious assault, robbery, homicide, rape, and/or other such behaviors which undermine the good order and discipline of the school including, but not limited to, the sale of controlled substances
- In addition to those actions specifically provided in this Code of Acceptable Behavior & Discipline, the superintendent, principal, other administrator, teacher, or any other school personnel shall have the right to take any action which is then reasonably necessary to carry out or to prevent interference with the educational function of which he/she is in charge.

## **B. Detention/ICE/Time-Out/SATURDAY School**

A Policy for the procedure of applying detention as a possible consequence shall be promulgated by each school. The school is not responsible for transportation. There are circumstances when it may be necessary to temporarily remove school privileges from students and temporarily separate, under supervision, a student from the presence of other students.

## **C. CORPORAL PUNISHMENT**

- Corporal punishment shall not be used by school personnel in Christian County Public Schools.
- Parents shall not issue corporal punishment on school property.

## **D. USE OF PHYSICAL RESTRAINT AND SECLUSION BY STAFF**

Use of physical restraint or seclusion by school personnel is subject to [704 KAR 007:160](#). The detailed policy and related procedures addressing use of physical restraint and seclusion can be found in Christian County Public Schools Policies & Procedures 09.2212. School personnel and parents can access this policy and related procedures by contacting the Christian County Board of Education. Nothing in the Code of Acceptable Behavior & Discipline prohibits the exercise of law enforcement duties by sworn law enforcement officers.

### Physical Restraint

1. Subject to 704 KAR 007:160, all school personnel may, under the authorization of the Code of Acceptable Behavior & Discipline, and KRS 161.180, use reasonable physical force to restrain a student when a student's behavior poses an imminent danger of physical harm to self or others in clearly unavoidable emergency circumstances.
2. School personnel who have undergone core team training may also use physical restraint in nonemergency circumstances when a student's behavior poses an imminent danger of physical harm to self or others, and whenever immediate action is essential for self-defense, preservation of order, or for protection of other persons or property as provided in KRS Chapter 503.
  - **503.110 Use of force by person with responsibility for care, discipline, or safety of others.**
    1. The use of physical force by a defendant upon another person is justifiable when the defendant is a parent, guardian, or other person entrusted with the care and supervision of a minor or an incompetent person or when the defendant is a teacher or other person entrusted with the care and supervision of a minor, for a special purpose, and:
      - a. The defendant believes that the force used is necessary to promote the welfare of a minor or mentally disabled person or, if the defendant's responsibility for the minor or mentally disabled person is for a special purpose, to further that special purpose or maintain reasonable discipline in a school, class, or other group; and
      - b. The force that is used is not designed to cause or known to create a substantial risk of causing death, serious physical injury, disfigurement, extreme pain, or extreme mental distress.
    2. The use of physical force by a defendant upon another person is justifiable when the defendant is a warden or other authorized official of a correctional institution, and:
      - a. The defendant believes that the force used is necessary for the purpose of enforcing the lawful rules of the institution;
      - a. The degree of force used is not forbidden by any statute governing the administration of the institution; and
      - b. If deadly force is used, its use is otherwise justifiable under this code.
    3. The use of physical force by a defendant upon another person is justifiable when the defendant is a person responsible for

the operation of or the maintenance of order in a vehicle or other carrier of passengers and the defendant believes that such force is necessary to prevent interference with its operation or to maintain order in the vehicle or other carrier, except that deadly physical force may be used only when the defendant believes it necessary to prevent death or serious physical injury.

4. The use of physical force by a defendant upon another person is justifiable when the defendant is a doctor or other therapist or a person assisting him at his direction, and:
  - a. The force is used for the purpose of administering a recognized form of treatment which the defendant believes to be adapted to promoting the physical or mental health of the patient; and
  - b. The treatment is administered with the consent of the patient or, if the patient is a minor or a mentally disabled person, with the consent of the parent, guardian, or other person legally competent to consent in his behalf, or the treatment is administered in an emergency when the defendant believes that no one competent to consent can be consulted and that a reasonable person, wishing to safeguard the welfare of the patient, would consent.

Effective: July 1, 1982

History: Amended 1982 Ky. Acts ch. 141, sec. 135, effective July 1, 1982. -- Created 1974 Ky. Acts ch. 406, sec. 36, effective January 1, 1975.

#### Seclusion

- Pursuant to 704 KAR 007:160, school personnel may, under the authorization of the Code of Acceptable Behavior & Discipline, and KRS 161.180, use seclusion only if: the student's behavior poses an imminent danger of physical harm to self or others; less restrictive interventions have been ineffective in stopping the imminent danger of physical harm; the student is monitored visually for the duration of the seclusion; and staff is appropriately trained to use seclusion.

After each use of physical restraint or seclusion of a student, the student's parent or guardian will be notified immediately. If circumstances prevent immediate notification, notice will be made as soon as possible, but not later than twenty-four (24) hours after the incident. The parent or guardian may request a debriefing session pursuant to 704 KAR 7:160.

#### **E. IN-SCHOOL PLACEMENT**

##### **F.**

In-School Placement (ISP) is an alternative to suspension program for the following behavior infractions:

- Fighting
- Harassing Communications
- Harassment
- Threatening/Harassing Staff Member
- Profanity/Vulgarity toward Staff Member

In-School Suspension (ISS) is an in-school alternative to suspension for such infractions as applicable under Code of Acceptable Behavior. Referrals to ISS and ISP are not appealable.

Transportation will be the responsibility of the parent/guardian of any students assigned to In-School Placement (ISP).

## **SUSPENSION, ALTERNATIVE SCHOOL, EXPULSION**

1. All students shall comply with the lawful regulations for the government of the schools, including this Code of Acceptable Behavior. Willful disobedience or defiance of the authority of the teachers or administrators, use of profanity or vulgarity, assault or battery or abuse of other students, the threat of force or violence, the use or possession of alcohol or drugs, stealing or destruction or defacing of school property or personal property of students, the carrying or use of weapons or dangerous instruments, or other incorrigible bad conduct on school property, as well as off school property at school-sponsored activities, constitutes cause for suspension from school, referral to the Alternative School, or expulsion from school.
2. Assault or battery or abuse of school personnel; stealing or willfully or wantonly defacing, destroying, or damaging the personal property of school personnel on school property, off school property, or at school-sponsored activities constitutes cause for suspension, referral to the Alternative School, or expulsion from school.
3. The Behavior Violations identified in the Discipline Consequence Options and Guidelines shall also constitute grounds for suspension from school, referral to the Alternative School, or expulsion in appropriate cases.
4. The decision to suspend, make a referral to the alternative School, or recommend expulsion shall be made by school administrators in accordance with this Code of Acceptable Behavior and Discipline, including the Behavioral Expectations section and the Discipline Consequence Options and Guidelines. Furthermore, all such decisions shall be made in accordance with applicable state and federal law, including the laws applicable to children with Individualized Education Plans and Section 504 Plans.
5. Notwithstanding any other provision of this Code of Acceptable Behavior, school administrators, teachers, or other school personnel may immediately remove or cause to be removed threatening or violent students from a classroom setting or from the district transportation system pending any further disciplinary action that may occur.

### **F. SUSPENSION**

#### **Out of School Suspension Process:**

1. **The decision to suspend a student from school shall be made by the building principal, assistant principal or designee of the principal, who must have appropriate administrative certification. The superintendent or designee of the superintendent also has the authority to suspend a student from school, provided the superintendent or designee (who must have administrative certification) of the superintendent complies with the procedures set forth herein. Those with authority to suspend a student from school are hereafter referred to as the "suspending administrator."**
2. **The suspending administrator may on suspend a student from school if the student has committed an offense under the Code of Acceptable Behavior and suspension is an authorized consequence under the Code of the Acceptable Behavior.**
3. **Prior to suspending a student from school, the suspending administrator shall take the following due process procedures:**
  - A. **Make an investigation of the incident.**
  - B. **Notify the student, orally or in writing, of the charge or charges which constitute cause for the out of school suspension;**
  - C. **Explain to the student the evidence of the charge or charges against the student if the student denies them;**
  - D. **Give the student the opportunity to present his own version of the facts relating to the charge or charges (preferably in writing); and**
  - E. **Make reasonable efforts to notify the parents ( if the student is not an adult), either orally or in writing, of the decision to suspend with a brief explanation of the reasons for the suspensions.**

These due process procedures shall precede any suspension from schools unless immediate suspension is essential to protect persons or property or to avoid disruption of the ongoing academic process. In such cases, the due process procedures outlined above shall follow the suspension as soon as practicable, but not later than three (3) school days after the suspension.
4. **Within 24 hours or such additional time as is reasonably necessary following the suspension, the suspending school administrator shall send (by mail, email, or delivery) a completed behavior referral form to the parent/guardian of the student (assuming the student is under the age of 18 years)(if 18, notice shall be made directly to the student). A copy of the written statement shall simultaneously be emailed or delivered to the Director of Pupil Personnel and the Director of Alternative Programs.**
5. **A Student may be sent an in-school environment (ISS) prior to being suspended (out of school) while the above process, including the investigation, is being completed. The days in ISS DO NOT count toward his/her assigned days of out of school suspension.**
6. **Suspension of exceptional children, as defined in KRS 157.200 shall be considered a change of educational placement if:**
  - A. **The child is removed for more than ten (10) consecutive days during a school year.**
  - B. **The child is subjected to a series of removals that constitute a pattern because the removals accumulate to more than ten (10) school days during a school year and because of other factors, such as the length of each removal, the total amount of time the child is removed, and the proximity of removals to one another.**
7. **If the suspension from school creates or is a change of placement for an exceptional child, the admissions and release committee shall meet to review the placement and make a recommendation for continued placement or a change in placement and determine whether regular suspension procedures apply. Additional evaluations shall be completed, if necessary.**

8. If the suspension creates a change of placement and the admissions and release committee determines that the exceptional child's behavior for he is being suspended is a manifestation of his disability as defined in 704 KAR 1:340 Section 14, the student shall not be suspended any further unless the current placement could result in injury to the child, other children, or educational personnel, in which case an appropriate alternative placement shall be provided that will provide for the child's educational needs and will provide a safe learning and teaching environment for all. If the admissions and release committee determines that the behavior is not a manifestation of the child's disability, the regular suspension procedures apply, if the behavior so warrants. However, educational services shall not be terminated during a suspension after an exceptional child is suspended for more than a total of ten (10) days during a school year.

### **Out of School Suspension Appeals:**

1. A parent/guardian (or adult student) may appeal a suspension in writing (preferably using the Suspension Appeal Form in 09.434.AP.2) to the building principal (if the suspending administrator was not the superintendent or designee of the superintendent) by delivering a letter to the building principal setting forth grounds for the appeal. There shall be no appeal rights for a suspension made by the superintendent or designee of the superintendent.
2. The building principal shall review the appeals letter and the records pertaining to the suspension. The building principal may, but shall not be required to, meet with the parent/guardian/adult student and conduct such other investigations as the building principal deems appropriate in the discretion of the building principal.
3. Within 2 business days of receiving the Suspension Appeal Form (or other written appeal), the building principal shall issue a written decision (preferably using the Suspension Appeal Form in 09.434.AP.2) either granting or denying the appeal.
4. If the building principal denies the appeal, a parent/guardian/adult student may appeal the suspension in writing to the Director of Alternative Programs (preferably using the Suspension Appeal Form in 09.434.AP.2).
5. The parent/guardian/adult student shall have three days from receipt of the building principal's denial of the building level appeal to file an appeal in writing (preferably using the Suspension Appeal Form in 09.434.AP.2) with the Office of the Director of Alternative Programs.
6. The written shall identify the suspension being appealed, the date of the suspension, and the basis of the appeal with any documentation or other items the parent/guardian/adult student believes is relevant to the appeal. A copy of the written Notice of Suspension shall be attached to the written appeal.
7. When the written appeal is received by the Director of Alternative Programs, the Director of Alternative Programs shall email or deliver a copy of the written appeal within one business day of receipt of the written appeal to the suspending administrator, the Director of Special Education (if the student has an IEP or a Section 504 Plan).
8. Within 3 business days of receiving a copy of the written appeal, the principal/assistant principal/designee shall email or deliver to the office of the Director of Alternative Programs a written response (preferably using the Suspension Appeal Form in 09.434.AP.2) to the written appeal, which should include a written narrative of why the appeal should be denied and a copy of every document, statement, and other items related to the suspension.
9. Within 3 business days of receiving a copy of the written appeal, the Director of Special Education shall mail or deliver to the office of Director of Alternative Programs a report describing whether the regulations relating to students with an IEP or a Section 504 Plan were complied with in connection with the suspension.
10. Within 5 business days of the filing of the written appeal, the Director of Alternative Programs shall consider the appeal. The review of the DAP shall be limited to the Record on Appeal, Which shall consist of the documents and other items submitted to the office of the Director of Alternative Programs and the students Infinite Campus records. The only issues to be considered by Director of Alternative Programs.
  - a. Whether the Record on Appeal shows that the student was denied due process (see Section 3 of the Out of School Suspension Process) when suspended;
  - b. Whether the Record on Appeal shows that the suspension was the result of unlawful discrimination (race, sex, color, national origin, religion) against the student, and
  - c. With respect to students with an IEP or Section 504 Plan, whether the Record on Appeal Shows that suspension was inconsistent with sections 6, 7, and 8 of the Out of School Suspension Process.
11. If the Director of Alternative Programs determines that the appeal should be denied, the Director of Alternative Programs will issue a written statement denying the appeal (preferably using Suspension Appeal Form in 09.434.AP.2), which shall be final. The Director of Alternative Programs will transmit the written documentation denying the appeal to the parent/guardian/adult student, the suspending administrator, and the Department of Pupil Personnel.
12. If the Director of Alternative Programs determines that the appeal should be granted, the Director of Alternative Programs will issue a written determination (preferably using Suspension Appeal Form in 09.434.AP.2) granting the appeal and summarizing the reasons for granting the appeal. If the Director of Alternative Programs grants the appeal, the Director of Alternative Programs may (1) reverse the referral and return the student to the school building from which he was referred or (2) remand the referral back to the principal/assistant principal/designee.



## **Suspension of Exceptional Children:**

Suspension of exceptional children, as defined in [KRS 157.200](#), shall be considered a change of educational placement if:

1. The child is removed for more than ten (10) consecutive days during a school year; or
  2. The child is subjected to a series of removals that constitute a pattern because the removals accumulate to more than ten (10) school days during a school year and because of other factors, such as the length of each removal, the total amount of time the child is removed, and the proximity of removals to one another.
- (a) The admissions and release committee shall meet to review the placement and make a recommendation for continued placement or a change in placement and determine whether regular suspension or expulsion procedures apply. Additional evaluations shall be completed, if necessary.
- (b) If the admissions and release committee determines that an exceptional child's behavior is related to his disability, the child shall not be suspended any further or expelled unless the current placement could result in injury to the child, other children, or the educational personnel, in which case an appropriate alternative placement shall be provided that will provide for the child's educational needs and will provide a safe learning and teaching environment for all. If the admissions and release committee determines that the behavior is not related to the disability, the local educational agency may pursue its regular suspension or expulsion procedure for the child, if the behavior so warrants. However, educational services shall not be terminated during a period of expulsion and during a suspension after a student is suspended for more than a total of ten (10) days during a school year. A district may seek temporary injunctive relief through the courts if the parent and the other members of the admissions and release committee cannot agree upon a placement and the current placement will likely result in injury to the student or others.

## **G. ALTERNATIVE SCHOOL**

### **Alternative School Referral Process:**

1. The decision to refer a student to the Alternative School shall be made by the building principal, assistant principal, or designee of the principal, who must have appropriate administrative certification. The superintendent or designee of the superintendent also has the authority to refer a student to Alternative School, provided the superintendent or designee (who must have administrative certification) of the superintendent complies with the procedures set forth herein. Those with authority to suspend a student from school are hereafter referred to as the "referring administrator."
2. Prior to referring a student to the Alternative School, the referring administrator shall ensure that an Individual Learning Plan, as required by 704 KAR 3:305, exists and is in place.
3. The referring administrator may only refer a student to the Alternative School if the student has committed an offense under the Code of Acceptable Behavior and referral to the Alternative School is an authorized consequence under the Code of Acceptable Behavior.
4. Prior to referring a student to the Alternative School, the referring administrator shall take the following due process procedures:
  - a. Make an investigation of the incident;
  - b. Notify the student, orally or in writing, of the charge or charges which constitute cause for the referral to the Alternative School;
  - c. Explain to the student the evidence of the charge or charges against the student if the student denies them; and
  - d. Give the student the opportunity to present his own version of the facts relating to the charge or charges, preferably in writing.
5. The referring administrator shall hold a conference or speak via the phone with the student's parent/guardian (assuming the student is less than 18 years of age) before or at the time the student is referred to the Alternative School, unless it is not feasible to notify the parent/guardian within that time frame.
6. If the student being referred to the Alternative School has an IEP, the referring administrator shall ensure compliance with 707 KAR 1:340 Sections 13 and 14 (and other applicable federal and state laws), and to that end will consult with the Director of Special Education for guidance as soon as practicable.
7. If feasible, the referring administrator considering an alternative school referral shall consult with either the Director of Pupil Personnel for guidance and advice prior to making the referral.
8. If feasible, the referring administrator will also consult with the Principal of the Alternative School to ensure that the referral will not create a safety issue or otherwise disrupt the educational environment at the Alternative School. If it is determined that the referral will create a safety issue or otherwise disrupt the educational environment at the Alternative School, the Director of Pupil Personnel will be consulted to determine the appropriate next steps.
9. A referring administrator may refer a student to the Alternative School, if after complying with the due process steps outlined above, the referring administrator determines that placement in the Alternative School is necessary and permitted under this Code of Acceptable Behavior, subject to the probable cause review described below.
10. When the referring administrator determines that he or she desires to refer a student to the alternative school, the referring administrator shall submit the decision and the documentation supporting the decision to the Director of Pupil Personnel, for a probable cause review as described below. If the Superintendent or Superintendent's designee is the referring administrator, there will be no probable cause review.
  - a. A referring administrator's decision shall be deemed supported by probable cause as long as the referring administrator had reasonable cause to believe that a violation of the Code of Acceptable Behavior had been committed by the student and reasonable cause to believe that there was a basis under the Code of Acceptable Behavior and Discipline for the referral to the Alternative School.
  - b. During the probable cause review, deference shall be given to the decision of the referring administrator, and the Director of Pupil Personnel shall substitute his or her judgment for that of the referring administrator.
  - c. The Director of Pupil Personnel shall notify the referring administrator of the probable cause determination within twenty-four hours of receiving the notice of the desire to make the referral.
  - d. If probable cause is confirmed, the referral shall proceed. If probable cause is found not to exist, the matter will be remanded back to the referring administrator for other action consistent with the Code of Acceptable Behavior.

If the probable cause is found not to exist, the referring administrator may request, within 24 hours of receipt of the finding of no probable cause, in writing, the Superintendent or the Superintendent's designee to review the DPP's finding shall

complete within 24 hours. If the Superintendent or the Superintendent's designee determines that the referral is supported by probable cause, the referral shall proceed.

11. Within 24 hours, or such additional time as is reasonably necessary following the referral, the referring administrator shall send (by mail, email, or deliver) a written statement to the parent/guardian of the student (assuring the student is under the age of 18 years) (if 18k notice shall be made directly to the student) describing (a) the student's conduct, (b) the provision of this Code of Acceptable Behavior violated by the student's conduct, (c) the disciplinary action take, and (d) the reasons for the action taken. A copy of the written statement shall simultaneously be emailed or delivered to the Director of Pupil Personnel.
12. A student may be placed in an in-school suspension environment (ISS) prior to being sent to Alternative School while the above process, including the investigation, due process procedures, and probable cause review, is being completed. The days in ISS WILL NOT count toward his/her assigned period at the Alternative School.
13. Notwithstanding anything herein to the contrary, the placement decisions for all students with an Individual Education Program (IEP) shall be made through the admissions and release committee (ARC) process pursuant to 707 KAR 1:320 and other applicable regulations. If a child with an IEP is referred to the alternative school for violation of this Code of Acceptable Behavior and Discipline, the ARC will make a manifestation determination in accordance with the 707 KAR 1:340 Section 14 and shall comply with said regulation and other state and federal laws depending on the results of the ARC's manifestation determination.
14. For a child with a disability, the IEP shall address the changed educational delivery needs of the student based upon entry into or exit from the Alternative School.
15. Notwithstanding anything herein to the contrary, the placement decisions for a student who has been identified under 29 USC 794, Section 504 of the Rehabilitation Act of 1973, as amended, shall be made through a team process consistent with the applicable requirements under the 34 CFR Part 104.
16. Notwithstanding anything herein to the contrary, school personnel may remove a child with a disability to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is a manifestation of the child's disability, if the child: (a) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the Kentucky Department of Education or the LEA; (b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the Kentucky Department of Education or the LEA; or (c) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the Kentucky Department of Education or the LEA.
17. Not with standing anything herein to the contrary, on the date on which a decision is made to make a removal that constitutes a change of placement of a child with a disability because of violation of the Code of Acceptable Behavior, the referring administrators shall notify the parents of the decision and provide the parents with a copy of the procedural safeguards prescribed in 704 KAR 1:340 Section 4.
18. The ARC of the child shall determine the interim alternative educational setting and the services for any child removed under 704 KAR 1:340 Section13 (4), (10) and 14 (5) of this administrative regulation and other applicable state and federal law.

#### **Alternative School Appeal Procedures**

1. A parent/guardian (or adult student) may appeal in writing (preferably using the Alternative Education Form in 09.4341.AP.21) a referral to the Alternative School to the Director of Alternative Programs, except that referrals made by the Superintendent or the Superintendent's designee shall not be subject to appeal.
2. The parent/guardian/adult student shall have three days from the date of the referral to file a written appeal (preferably using the Alternative Education Form in 09.4341.AP.21) with the Director of Alternative Programs.
3. The written shall identify the referral being appealed, the date of the referral, and the basis of the appeal with any documentation or other items the parent/guardian/adult believes is relevant to the appeal. A copy of the written notice of the referral shall be attached to the written appeal.
4. When the written appeal is received by the Director of Alternative Programs, the Director of Alternative Programs shall email or deliver a copy of the written appeal within one business day of receipt of the Notice of Appeal to the referring administrator, to the Department of Pupil Personnel, the Director of Special Education (if the student has an IEP or a Section 504 Plan), and to the Superintendent.
5. Within 3 business days of receiving a copy of the written appeal, the referring administrator shall email or deliver to the Director of Alternative Programs a written response (preferably using the Alternative Education Form in 09.4341.AP.21) to the written appeal, which should include a written narrative of why the appeal should be denied and a copy of every document, statement, and other items related to the referral.
6. Within 3 business days of receiving a copy of the Notice of Appeal, the Director of Special Education shall email or deliver to the Director of Alternative Programs a report describing whether the above-described procedures relating to students with an IEP or a Section 504 Plan were complied with in the determination to place such a student in the Alternative School.
7. Within 5 business days of the filing of the Notice of Appeal, the DAP shall convene to consider the appeal. The review by the DAP shall be limited to a review of the Record of Appeal, which shall consist of the documents and other items submitted to the office of the Director of Alternative Programs. The

only issues to be considered by the DAP are as follows:

- a. Whether the Record on Appeal shows that the student was denied due process (see section 4 of the Alternative School Referral Process) when referred to the Alternative School;
  - b. Whether the Record on Appeal shows that the referral to the Alternative School was made as the result of unlawful discrimination (race, sex, color, national origin, religion) against the student; and
  - c. With respect to students with an IEP or Section 504 Plan, whether the Record on Appeal shows that the placement in the Alternative School of such students was made consistent with applicable special education laws and regulations.
8. If the DAP determines that the appeal should be denied the DAP will issue a written statement (preferably using the Alternative Education Form in 09.431. AP21 ) denying the appeal. The DAP will transmit the written determination denying the appeal to the Office of the Director of Alternative Programs who shall mail, email, or deliver the written statement to the parent/guardian/adult student, referring administrator, and the Department of Pupil Personnel.
9. If the DAP determines that the appeal should be granted, the DAP will issue a written determination (preferably using the Alternative Education Form in 09.431. AP21) granting the appeal and summarizing the reasons for granting the appeal. If the DAP grants the appeal, the Appeals Panel may (1) reverse the referral and return the student to the school building from which he was referred or (2) remand the referral back to the referring administrator for further action consistent with the decision of the DAP.

#### **Alternative School Conduct Regulations:**

1. Students enrolled in the Alternative School are expected to attend regularly and to comply strictly with the Code of Acceptable Behavior.
2. There will be additional rules that may be necessary for the proper management of an alternative classroom.
3. Students are expected to demonstrate a level of academic performance in accordance with state standards.
4. Students are expected to demonstrate respect for and cooperation with alternative school teachers and staff.
5. A student in the Alternative School may not leave campus for other school functions unless approved by the alternative school principal or his or her designee.
6. Students may not attend any school-related or school-sponsored event or activity which shall include without limitation all of the following: dances, academic events, sporting events, practices, performances, club meetings, and other similar school associate activities or events.
7. A student may be required to provide his/her own transportation to and from the Alternative School if the student's behavior offense was transportation related. If the student requests to provide his/her own transportation to the Alternative School, it shall be approved by the Principal/designee.
8. Length of stay at the Alternative School will be determined by the following:
  - Board of Education Recommendations
  - As indicated by the Code of Acceptable Behavior

Length of Placements may be:

- 18 weeks
- 36 weeks

If the student's placement ends in the middle of the grading period, the student may transition back to the home school at the beginning of the next grading period. No transition will be made after Spring Break week. Student transitions from the Alternative School will occur during the transition window.

9. For those referred to the Alternative School because of drug-related infractions, the Alternative School Principal may develop a voluntary random drug testing program for those students. As a part of the voluntary drug testing program, the Alternative School Principal may award those who pass voluntary drug screens with points toward early release from the Alternative School and transition back to their regular school.
10. A transition plan will be developed and managed by the Transition Team and monitored by Discipline District Administrator.

A student may be placed in ICE prior to being sent to the Alternative School. The days in ICE **DO NOT** count towards his/her assigned days at the Alternative School. If a student appeals the referral to the Alternative School to the building principal, he/she may stay in ICE until the building principal



has made a decision. A student has three (3) days to appeal a referral to the Alternative School. A student who is sent to the Christian County Alternative School for possession of drugs may be required to attend drug counseling sessions paid for by the school district. A student cannot return to his/her regular school until counseling has been completed and proof has been shown to the Christian County Alternative School Principal.

***SPECIAL EDUCATION***—Change of placement regulations requires an entrance/exit ARC meeting and the head teacher or special education teacher from the alternative school must be invited to all manifestation meetings for referrals to the alternative school.

A student who is determined by the principal to be a danger to himself or others or who is likely to be destructive or disruptive to the education of others and cannot continue in a safe and orderly manner shall not be allowed to attend school during the appeal process.

#### **H. SUPPORT FOR TRANSITIONS**

Procedures for students transitioning back into CCPS from an outside facility (DJJ); Alternative School; Mental Health Facility; Day Treatment; FUS or enrollment in the school for the first time from an outside agency.

1. When a student is being brought back into the school setting from one of the agencies listed above the following transition will occur:
  - a. An individual from the agency or an Administrator (and/or Guidance Counselor) will contact the Director of Alternative Programs (DDA) through email.
  - b. The **Director of Alternative Programs** will set up a transition meeting that may include: **Focus and Finish** Administrator, Alternative Principal, School Based therapist, representative from outside agency, Director of Special Education (IEP) and administrator of school building.
  - c. The transition committee will determine the placement of the student depending on their behavior, grades, and credits.
  - d. After the committee has determine the placement of the student. The DDA and/or School Based Therapist will meet with student biweekly to determine success of transition and give any supports the student may need. Administrators will contact teachers of students that are in transition program.
- a. DAP and/or SBT will communicate with the school administrator monthly on the status and give feedback on supports.
- b. DAP and SBT will have caseload files on all student and will meet monthly to discuss each case. At the end of the year, data will be determined by the number of students that have been successful throughout the school year.

#### **I. EXPULSION**

##### **Expulsion Procedures:**

Pursuant to the authority set forth KRS 158.150 and other applicable authority, the board of education may expel a pupil for misconduct for which expulsion is authorized by KRS 158.150 or by this Code of Acceptable Behavior. The board of education shall not expel a pupil until the parent, guardian, or other person having legal custody or control of the pupil has had an opportunity to have a hearing before the board of education. The action of the board of education shall be final.

The following additional procedures shall be followed in all cases involving the consideration of student expulsion:

1. If, according to the provisions of the Code of Acceptable Behavior, the principal/designee (or Superintendent/designee) recommends expulsion from school, he/she will submit a recommendation to the board of education and send a notice to the parent/guardian by certified mail or regular mail or hand delivery or scheduled conference within three (3) school days of the date the incident is discovered by or is reported to the principal/designee. The administrator recommending expulsion shall email or deliver a copy of the letter recommending to the Director of Pupil Personnel at the same time the letter is sent to the parents. The recommendation should include:
  - A description of the incident;
  - The specific standard of the Code provision KRS 158.150 that has been violated; and
  - The recommended length of the expulsion.
2. A student may be suspended pending a hearing on his/her expulsion for a period not to exceed ten (10) school days. In the event the student is suspended pending a hearing for expulsion, the suspending administrator shall take the following due process procedures:
  - a. Make an investigation of the incident;
  - b. Notify the student, orally or in writing, of the charge or charges which constitute cause for the suspension/expulsion;
  - c. Explain to the student the evidence of the charge or charges against the student if the student denies them;
  - d. Give the student the opportunity to present his own version of the facts relating to the charge or charges; and
  - e. Make reasonable efforts to notify the parents (if the student is not an adult), either orally or in writing, of the decision to suspend with a brief explanation of the reasons for the suspension.
3. The due process procedures outlined in the immediately preceding paragraph shall precede the suspension unless immediate suspension is essential to protect persons or property or to avoid disruption of the ongoing academic process. In such cases, the due process procedures outlined above shall follow the suspension as soon as practicable, but not later than three (3) school days after the suspension.
4. Within 2 school days of receiving the expulsion recommendation from the applicable administrator, the Director of Pupil Personnel shall provide written notice to the parent/guardian of the student (or to the student if the student is more than 18 years of age). In the notice, the DPP will notify the parent/guardian/adult child of the date, time, and location of the hearing before the board of education. The notice may be sent by any one or more of the following methods: certified mail, regular mail, hand delivery, or a scheduled conference with the Director of Pupil Personnel.
5. Within ten (10) school days following the school disciplinary action for the incident, the Board of Education shall hold a hearing to determine whether the student will be expelled and, if so, the length of such expulsion. If the board of education determines that the student should be

expelled, the board of education will then provide or ensure that educational services are provided to the student in an appropriate program or setting, unless the board of education had determined, on the record, supported by clear and convincing evidence, that the expelled student poses a threat to the safety of other students or school staff and cannot be placed into a state funded program.

6. As an alternative to expulsion, or as a method of providing educational services to an expelled student, the board of education may refer students to any of the following for such length of time as determined by the board of education:
  - a. Alternative to Expulsion Program, which is separate from the Alternative School;
  - b. Home-based services (available only if student is expelled);
  - c. Alternative School (available only if student is not expelled);
  - d. Out of school suspension up to 10 days.
7. The Board of Education shall notify the parent/guardian in writing of its final decision.
8. In cases where expulsion involves students with disabilities (special education) and/or students who have been referred for evaluation for possible special education placement and/or related services, the following procedures shall be followed:
  - a. As soon as practicable, the Admissions and Release Committee (ARC) must be convened to make a manifestation determination under 707 KAR 1:340 Sections 13 and 14.
  - b. If the conduct violation giving rise to the expulsion recommendation is determined to be a manifestation of the student's disability, then the expulsion proceeding will stop and the ARC must take appropriate steps in accordance with applicable federal and state law.
  - c. If the conduct violation giving rise to the expulsion recommendation is determined to not be a manifestation of the student's disability. The expulsion recommendation will proceed to the board of education.
9. Notwithstanding anything herein to the contrary, school personnel may remove a child with a disability to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is a manifestation of the child's disability, if the child:
  - (a) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the Christian County Public Schools;
  - (b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the Christian County Public Schools; or
  - (c) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the Christian County Public Schools.
10. Notwithstanding anything herein to the contrary, on the date on which a decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of the Code of Acceptable Behavior and Discipline, the referring administrators shall notify the parents of the decision and provide the parents with a copy of the procedural safeguards proscribed in 704 KAR 1:340 Section 4.
11. The ARC of the child shall determine the interim alternative educational setting and the services for any child removed under 704 KAR 1:340 Sections 13(4), (10) and 14(5) of this administrative regulation and other applicable state and federal law.

Alternative to Expulsion Appeals Procedures applicable to principal referrals to Alternative to Expulsion.

1. A parent/guardian (or adult student) may appeal in writing (preferably using the Alternative Education Form in 09.4341.AP.21) a referral to the Alternative to Expulsion program to the Director of Alternative Programs, except that referrals made by the Superintendent, the Superintendent's designee or the board shall not be subject to appeal.
2. The parent/guardian/adult student shall have three days from the date of the referral to file a written appeal (preferably using the Alternative Education Form in 09.4341.AP.21) with the Director of Alternative Programs.
3. The written shall identify the referral being appealed, the date of the referral, and the basis of the appeal with any documentation or other items the parent/guardian/adult believes is relevant to the appeal. A copy of the written notice of the referral shall be attached to the written appeal.
4. When the written appeal is received by the Director of Alternative Programs, the Director of Alternative Programs shall email or deliver a copy of the written appeal within one business day of receipt of the Notice of Appeal to the referring administrator, to the Department of Pupil Personnel, the Director of Special Education (if the student has an IEP or a Section 504 Plan), and to the Superintendent.
5. Within 3 business days of receiving a copy of the written appeal, the referring administrator shall email or deliver to the Director of Alternative Programs a written response (preferably using the Alternative Education Form in 09.4341.AP.21) to the written appeal, which should include a written narrative of why the appeal should be denied and a copy of every document, statement, and other items related to the referral.
6. Within 3 business days of receiving a copy of the Notice of Appeal, the Director of Special Education shall email or deliver to the Director of Alternative Programs a report describing whether the above-described procedures relating to students with an IEP or a Section 504 Plan were complied with in the determination to place such a student in the Alternative School.
7. Within 5 business days of the filing of the Notice of Appeal, the DAP shall convene to consider the appeal. The review by the DAP shall be limited to a review of the Record on Appeal, which shall consist of the documents and other items submitted to the Office of the Director of Alternative Programs. The only issues to be considered by the DAP are as follows:
  - a. Whether the Record on Appeal shows that the student was denied due process (see section 4 of the Alternative School Referral Process)

when referred to the Alternative School;

- b. Whether the Record on Appeal shows that the referral to the Alternative School was made as the result of unlawful discrimination (race, sex, color, national origin, religion) against the student; and
  - c. Whether the record or Appeal shows that the referral was supported by substantiated evidence
  - d. With respect to students with an IEP or Section 504 Plan, whether the Record on Appeal shows that the placement in the Alternative School of such students was made consistent with applicable special education laws and regulations.
8. If the DAP determines that the appeal should be denied, the DAP will issue a written statement (preferably using the Alternative Education Form in 09.4341.AP.21) denying the appeal. The DAP will transmit the written determination denying the appeal to the Office of the Director of Alternative Programs who shall mail, email, or deliver the written statement to the parent/guardian/adult student, referring administrator, and the Department of Pupil Personnel.
  9. If the DAP determines that the appeal should be granted, the DAP will issue a written determination (preferably using the Alternative Education Form in 09.4341.AP.21) granting the appeal and summarizing the reasons for granting the appeal. If the DAP grants the appeal, the Appeals Panel may (1) reverse the referral and return the student to the school building from which he was referred or (2) remand the referral back to the referring administrator for further action consistent with the decision of the DAP.

**J. CHRISTIAN COUNTY DAY TREATMENT CENTER(CCDTC)**

The Christian County Day Treatment is a community-based treatment/educational program for teenagers who have been identified by the court and/or community caseworkers as having exhibited behavioral and delinquent patterns that indicate the need for their involvement in an intensive behavior modification/multidisciplinary treatment program.

- It is strongly recommended that students released from the CCDTC be placed in an alternative setting to promote a successful transition back to their home school.
- It is strongly recommended students are released from the CCDTC at the end of a grading period.
- The student shall schedule a conference with the building administrator of the school the student will be attending prior to re-enrollment.

**K. CRIMINAL VIOLATIONS**

Students are accountable to their school in their role as students, as well as to the law, in their capacity as citizens. The criminal laws of the Commonwealth of Kentucky and of the federal government apply to the conduct of all persons on school property. Many behavior violations are, by law, criminal offenses. In addition to any disciplinary action taken by the school, these violations may result in law enforcement involvement.

As directed by the Kentucky Department of Education (KDE), the District shall report to the Kentucky Center for School Safety when a student has been disciplined by the school for a serious incident, as defined by KDE; charged criminally for conduct constituting a violation under KRS Chapter 508; or charges criminally under KRS 525.070 or KRS 525.080 in relation to a serious incident. Data collected in a reportable incident shall be placed in the student's disciplinary record.

**L. WEAPONS/DANGEROUS INSTRUMENTS:**

The School Resource Officer (SRO) will make the determination if a prohibited item is a deadly weapon or a dangerous instrument by the definition of the Code of Acceptable Behavior & Discipline. The SRO will communicate to school administration after the determination is finalized.

**Prohibitions against Weapon and Dangerous Instruments:**

**(1) Firearms, Deadly Weapons, Destructive Devices or Booby Traps.** No student shall knowingly deposit, possess, carry, or use, whether openly or concealed, for purposes other than school-sanctioned purposes (e.g., JROTC) any firearm or other deadly weapon, destructive device, booby trap device, or weapon of mass destruction in any school building or bus, on any school campus, grounds, recreation area, athletic field, or any other property owned, used, or operated by any board of education or school., or at any school district or school sponsored function or event wherever said function or event may occur. Any student who has been determined by the board of education to have violated this prohibition shall be expelled from school for a period of not less than one (1) calendar year. The board may modify the expulsion requirement for students on a case-by-case basis.

**(2) Dangerous Instruments.** No student shall knowingly deposit, possess, carry, or use, whether openly or concealed, for purposes other than school-sanctioned purposes, any dangerous instrument in any school building or bus, on any school campus, grounds, recreation area, athletic field, or any other property owned, used, or operated by any board of education or school., or at any school district or school sponsored function or event wherever said function or event may occur. Any student violating this prohibition is subject to discipline.

**(3) Students with Disabilities.** To comply with existing requirements of the Individuals with Disabilities Education Act (IDEA) regarding discipline of students with disabilities, the students to which the IDEA applies may only be expelled for behavior unrelated to their respective disabilities and consistent with the procedural safeguards required by the IDEA and KRS 158.150.

**NOTE REGARDING PELLET GUNS: LOCAL LAW ENFORCEMENT HAS DETERMINED THAT MOST PELLET GUNS/BB GUNS ARE DEADLY WEAPONS. ACCORDINGLY, ANY STUDENT WHO IS FOUND TO BE IN POSSESSION OF A PELLET GUN /BB GUN WILL BE REFERRED TO THE BOARD FOR EXPULSION.**

**M. EMPLOYEES' DUTY TO REPORT TO LAW ENFORCEMENT AND OTHER AUTHORITIES:**

**Employee reports of criminal activity:**

To promote the safety and well-being of students, the District requires employees to make reports required by state law in a timely manner. Supervisors and administrators shall inform employees of the following required reporting duties:

**KRS 158.154 – Principal's Duty to Report Certain Acts to Local Law Enforcement Agency**

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 the 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 the property, the Principal shall immediately report the act to the appropriate local law enforcement agency. For purposes of this section, "school property" means any public school building, bus, public school campus, grounds, recreational area, or athletic field, in the charge of the principal.

**KRS 158.155 – All Employees' Duty to Report Specified Incidents of Student Conduct**

An administrator, teacher, or other employee shall promptly make a report to the local police department, sheriff, or the Department of Kentucky State Police, by telephone or otherwise, if:

1. The person knows or has reasonable cause to believe that conduct has occurred which constitutes:
  - a. A misdemeanor or violation offense under the laws of this Commonwealth and relates to:
    - Carrying, possession, or use of a deadly weapon; or
    - Use, possession, or sale of controlled substances; or
    - Any felony offense under the laws of this Commonwealth; and
2. The conduct occurred on the school premises or within one thousand (1,000) feet of school premises, on a school bus, or at a school-sponsored or sanctioned event.

**KRS 158.156 – All Employees' Duty to Report a Felony Offense Against a Student**

Any employee of a school or a local board of education who knows or has reasonable cause to believe that a school student has been the victim of a violation of any felony offense specified in KRS Chapter 508 committed by another student while on school premises, on school-sponsored transportation, or at a school-sponsored event shall immediately cause an oral or written report to be made to the principal of the school attended by the victim. The principal shall notify the parents, legal guardians, or other persons exercising custodial control or supervision of the student when the student is involved in an incident reportable under this section. The principal shall file a written report with the local school board and the local law enforcement agency or the Department of Kentucky State Police or the county attorney within forty-eight (48) hours of the original report.

**KRS 620.030 – All Persons' Duty to Report Dependency, Neglect or Abuse**

Any person who knows or has reasonable cause to believe that a child is dependent, neglected, or abused shall immediately cause an oral or written report to be made to a local law enforcement agency or the Department of Kentucky State Police; the cabinet or its designated representative; the Commonwealth's Attorney or the County Attorney; by telephone or otherwise. Any supervisor who receives from an employee a report of suspected dependency, neglect, or abuse shall promptly make a report to the proper authorities for investigation.

**N. USE OR POSSESSION OF UNAUTHORIZED/PROHIBITED SUBSTANCES/SIMULATED SUBSTANCES/SELLING/BUYING**

No pupil shall purchase, possess, attempt to possess, use, be under the influence of, produce, manufacture, sell, or transfer any of the following on or about school property, at any location of a school-sponsored activity, or en route to or from school or a school-sponsored activity:

1. Alcoholic beverages;
2. Controlled substances, prohibited drugs and substances, and drug paraphernalia;
3. Substances that "look like" a controlled substance. (There must be evidence of the student's intent to pass off the item as a controlled substance);
4. Anabolic steroids;
5. Synthetic cannabinoid or piperazines;
6. Synthetic cathinones;
7. Synthetic drugs;
8. Prescription drugs (without a prescription);
9. Cocaine;
10. Marijuana;
11. Hazardous chemical substance;
12. Prohibited volatile substances;
13. Methamphetamine (or precursor);
14. Narcotic drug (without a prescription); or
15. Other substance, possession, trafficking, selling, manufacturing, or producing is prohibited by federal or state law.

\*In addition, students shall not possess prescription or narcotic drugs for the purpose of sale or distribution, even if the student has a valid prescription for said drug.

\*In addition, students shall not take, use, possess any drug or other substances, including but not limited to any of the above listed substances, over-the-counter drugs, and volatile substances (see KRS 217.900) for an abusive and/or intoxicating purpose.

**O. USE OR POSSESSION OF TOBACCO AND/OR VAPOR PRODUCTS**

Possession or the use of tobacco products and/or vapor products by students shall be prohibited on school property or at any school function at all grade levels (K-12). If there is reasonable cause/suspicion based on some fact, an administrator can search a student's pocket, purse, jacket, back-pack, etc.

The tobacco and/or vapor products will not be returned to the student or the parent/guardian.

**P. PRANKS/VANDALISM**

Pranks tend to be costly and destructible behaviors at high schools. Students who participate in the pranks will be held accountable for any damages that may result. Disciplinary action, which shall be implemented by the principal/designee, shall include, but is not limited to the following:

- Suspension
- Restitution
- Community Service
- Prohibited from participating in graduation activities which include Baccalaureate/Awards' Night, Graduation, and Project Graduation

#### **Q. STUDENT SEARCHES**

Students have legitimate expectations of privacy; therefore, they are protected by the Fourth Amendment's protection against unreasonable searches and seizures. However, because of the school's equally legitimate need to maintain a suitable learning environment, school officials are subject to less strict requirements than are other public authorities. School officials do not need to obtain a search warrant prior to any search. Also, school officials are not subject to the requirement that probable cause must exist that something violative of the law will be found before a search can take place. School officials can legitimately search a student, his/her locker, or his/her personal belongings if all the circumstances of the search are reasonable. However, the method of the search must be reasonably related to the objectives of the search and must not be excessive, taking into consideration the student's age, sex, and the nature of the infraction. Lockers, as school property, may be subject to random searches. In addition, the use of video cameras/closed circuit television is authorized in areas of the building. Video equipment will be not used in dressing room or restrooms unless limited to areas that would not compromise the privacy of students. Properly trained dogs sniffing of cars and lockers do not constitute a search under the Fourth Amendment. The alert of a trained dog to a locker or car provides reasonable suspicion for a search of the locker or car only if the dog is reasonably reliable in indicating that contraband is currently present. Trained dogs sniffing of individual students shall not be authorized. All dogs shall be on a leash and will not be allowed to come in close proximity to any student.

#### **STRIP SEARCHES OF STUDENTS BY EMPLOYEES OF THE CHRISTIAN COUNTY PUBLIC SCHOOLS ARE EXPRESSLY PROHIBITED.**

##### **Use of Metal Detectors**

- A. The presence of weapons is inherently dangerous to all persons in the school setting and will not be tolerated. The administration is authorized to use metal detectors to enforce this policy.
- B. Students will receive annual notice that metal detectors are authorized for use in the schools. Such notice will be made in the student handbook, assembly, or other similar means.
- C. When it becomes necessary to use metal detectors, they may be used in these basic ways. Individuals will be screened as follows:
  - On an individual basis-when there is reasonable cause to believe that a particular individual has a weapon
  - Continuous-when it is necessary to screen all individuals in or entering the school
  - Random-when it is feasible to screen a statistical sample of the student body. Each individual in the school has equal probability of being included in the sample, but through this process not every individual is screened (i.e., every 10<sup>th</sup> or 25<sup>th</sup> individual).
- D. Only those person authorized by the administration may conduct a metal detector search. If the detector activates, the student will be asked to remove metal objects and anything that might be a weapon from his/her person and be scanned a second time. If the detector sounds a second alarm, the same process will be followed. If the alarm is sounded a third time, the individual should be taken to a room out of view of others where the normal procedures of search and seizure will be applicable.

#### **R. STUDENT GANGS**

All gang related activities are prohibited; clothing and other items are prohibited as determined by the discretion of the building administration.

#### **S. TELECOMMUNICATION DEVICES AND OTHER ELECTRONIC DEVICES**

##### **Possession and Use:**

While on school property or while attending school-sponsored or school-related activities, whether on or off school property, students shall be permitted to possess and use personal telecommunication devices as defined by law, and other related electronic devices, provided they observe the following conditions:

1. Devices shall not be used in a manner that disrupts the educational process, including, but not limited to, posing a threat to academic integrity or violating confidentiality or privacy rights of another individual. When students violate this prohibition, they may be subject to disciplinary action.
2. Students are responsible for keeping up with devices they bring to school. Neither the district nor the school shall be responsible for loss, theft, or destruction of devices brought onto school property.
3. Students shall comply with rules developed by the school concerning appropriate use of telecommunication or other electronic devices.
4. Students shall not utilize a telecommunication device or a similar electronic device in a manner that would violate the district's Code of Acceptable Behavior & Discipline or the school's SBDM policy.

#### **T. BULLYING/HARASSMENT/DISCRIMINATION**

Bullying and cyber-bullying, harassment and intimidation, hazing, and bias behaviors are unsafe and do not reflect respect for others as defined by the Code of Acceptable Behavior and Discipline. If you or someone you know is a target of one of these behaviors, you can report it by using the **Bullying, Harassment, or Intimidation Reporting Form, enclosed in this Code of Acceptable Behavior and Discipline packet**, or on the district website, or from the main office of the school, or the school counseling office. You can also tell a staff member, who will respond quickly and provide a practical, private, and safe place to report. Director of Alternative Programs will review Bullying reports.

If you are being bullied:

- Tell someone—a parent, teacher, or counselor
- Utilize the Safety Tip Line at [www.christian.kyschools.us](http://www.christian.kyschools.us)
- Try not to show anger or fear
- Calmly tell the student to stop....or say nothing and walk away
- Try to avoid situation where bullying is likely

If you know someone who is being bullied;

- If you feel safe, tell the bully to stop
- If you do not feel safe...say kind words to the student being bullied. Be a Friend!
- Do not encourage the bully by laughing or joining in.
- Tell other bystanders how to help stop bullying
- Tell an adult
- Encourage the bullied student to talk to someone.

District staff shall provide for a prompt and equitable resolution of complaints concerning bullying, harassment, or discrimination within twenty four (24) hours of receiving a serious allegation of bullying, harassment or discrimination. District personnel shall attempt to notify parents of both student victims and students who have been accused of bullying, harassment or discrimination.

#### **U. DRESS AND APPEARANCE**

Students are to dress in clothes promoting a safe and respectful learning environment. Clothes creating a disruptive environment or cause a health or safety hazard are not appropriate and not acceptable at school. School personnel will enforce this dress code:

##### **Headwear**

- Only for health, safety, or religious reasons

##### **Shoes**

- No bare feet or houseshoes

##### **Clothing**

- Cannot show profanity, obscenity, violence, or symbols of hate
- Cannot promote alcohol, tobacco, or drugs
- Cannot promote gang colors or gang related signs
- Cannot show underwear or sag. All pants and shorts shall be worn with a belt at the hip or above with the exception of clothing designed not to be worn with a belt (those items must be worn at the hip or above).
- Cannot show bare skin between upper chest and mid-thigh

##### **Piercings**

- Cannot have any facial piercings disruptive to the educational process and would create a safety concern.

##### **Examples of inappropriate dress:**

- Baseball caps
- Hats
- Tobacco or alcohol brand T-shirts
- Tank tops
- House shoes
- Pajamas or any type of sleepwear
- Leggings (unless under a dress, long blouse, long shirt, or other long garment)
- Biker shorts
- Wallets with chains
- Piercing chains

Students whose appearance does not conform to these rules will be asked to change clothing to meet this code. The decision of the school administrator shall be final.

#### **V. DISCIPLINE PROCEDURES FOR EARLY CHILDHOOD PRESCHOOL STUDENTS**

School staff members shall implement developmentally appropriate behavior interventions in keeping with the purpose of Positive Behavioral Interventions and Supports (PBIS) and to meet developmental levels of the Early Childhood Preschool student. Itinerant, resource, and administrative staff of the Early Childhood Program shall be involved in the development and administrative of discipline/remediation measures. An appropriate Admissions and Release Committee (ARC) meeting shall be conducted to discuss any discipline that would involve out of class placement for ECE Early Childhood students suspected of having disabilities.

#### **W. TECHNOLOGY**

Christian County Public Schools offers access to and use of Technology, the Internet, and E-mail as part of the instructional process. Students must sign a student Acceptable use Policy agreement before district access to Technology, the Internet, or teacher directed electronic mail would be provided. Written parental consent shall be required before any student is given direct, hands-on access to Technology, the Internet or to teacher directed electronic mail. However, educators may use the Internet during class directed group demonstrations with or without parental consent. Students will be held accountable for violations of the student Acceptable Use Policy agreement and understand disciplinary action may be taken.

##### **Local Technology Resources**

- The use of your account must be in support of education and research and consistent with the educational objectives of the Christian County Public Schools.
- You may not give your password to anyone.
- You may not transmit obscene, abusive, threatening, or sexually explicit language.
- You may not create or share computer viruses.
- You may not destroy another person's data.
- You may not damage or destroy any technology or related devices.
- You may not use the network for commercial purposes.
- You may not monopolize the resources of the Christian County Public Schools Network by such things as running large programs and applications over the network, sending massive amounts of e-mail to other users, or using system resource for games.
- You may not break or attempt to break into other computer networks.
- You may not use MUD (multi-user games) via the network.
- You are not permitted to get from or put onto the network copyrighted material (including software, or threatening or sexually explicit material). Copyrights must be respected.

##### **Internet Regulations**

- Internet access through the school is to be used for instruction, research, and school related activities. School access is not to be used for private business or personal, non-school related communications.
- Teachers, Library Media Specialists, and other educators are expected to select instructional materials and recommend research sources in print or electronic media. Educators will select and guide students on the use of instructional materials of the Internet.
- You may not offer Internet access to any individual via your Christian County Public Schools account.
- Purposefully annoying other Internet users, on or off the Christian County Public Schools system, is prohibited. This includes such things

- as continuous talk requests and chat rooms.
- Students should not reveal their name or personal information to or establish relationships with “strangers” on the internet, unless a parent or teacher has coordinated the communication.
- The school should never reveal a student’s personal identity or post a picture of the student or student’s work on the Internet with personally identifiable information unless the parent has given written consent.
- A student who does not have a signed Acceptable Use Policy on file may not share access with another student.

As a user of this educational system, users should notify a network administrator or a teacher of any violations of this contract taking place by other users or outside parties. This may be done anonymously.

#### **Electronic Mail Regulations**

Students and employees of Christian County Public Schools are prohibited from using district resources to establish Internet E-mail accounts through third party providers. Only Kentucky Education Technology Systems e-mail can be used.

- You may not use electronic mail for communications that are not directly related to instruction or sanctioned school activities. Do not use electronic mail, for instance, for private business or personal, non-related communications.
- You may not swear, use vulgarities or any other inappropriate languages.
- You may not send or attach documents containing, pornographic, obscene, threatening, or sexually explicit material.
- You may not access, copy or transmit another user’s messages without permission.
- Do not reveal your personal address or phone number or those of other students unless a parent or a teacher has coordinated the communication.
- You may not send electronic messages using another person’s name or account.
- You may not send electronic messages anonymously.
- Do not create, send or participate in chain e-mail.
- The electronic mail is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- We are pleased to offer students of the Christian County Public Schools access to the district computer network and technology resources. To gain access to any technology resources, students must obtain parental or legal guardian permission, which must be signed and returned to the school.

Access to technology resources, e-mail, and the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Christian County Public Schools support and respect each family’s right to decide whether or not to apply for access.

#### **District Network Rules**

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply. The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Access is a privilege-not a right. Access entails responsibility. Individual users of the district computer networks are responsible for their behavior and communications over those networks. It is presumed that users will comply with district standards and will honor the agreements they have signed. Beyond the clarification of such standards, the district is not responsible for restricting, monitoring, or controlling the communications of individuals utilizing the network. Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on district servers, school servers, and or workstations will always be private. Within reason, freedom of speech and access to information will be honored. During school, classroom teachers will guide them toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

As outlined in board policy and procedures on curriculum and instruction (policy No 08.2323) copies of which are available in school offices, students will NOT:

- Attempt to damage/alter/remove hardware/software/network files/computer systems or networks;
- Attempt to access another’s folders, work, or files;
- Attempt to gain unauthorized access to technology resources or waste technology resources;
- Copy/distribute software owned/licensed to any facility of the Christian County Board of Education;
- Attempt to transmit or receive materials in violation of federal or state laws or regulations pertaining to copyrighted, threatening or obscene language or materials, including sexually explicit materials;
- Attempt to use CCBOE network for personal or commercial activities, product promotion, political lobbying, or illegal activities;
- Attempt to use unauthorized games, interactive messaging, or internet-based email accounts;
- Attempt to use unauthorized software products or Internet resources, which affect computer/network performance;
- Remove Assets Tags or name plates from technology equipment.

A “threat” shall refer to a communication made by any means, including, but not limited to, electronic and/or online methods.

“Bullying/hazing” extends to any/all student language or behavior including, but not limited to, the use of electronic or online methods.

**VIOLATIONS MAY RESULT IN A LOSS OF ACCESS AS WELL AS OTHER DISCIPLINARY/AND OR OTHER LEGAL ACTION.**

#### **X. TERRORISTIC THREATENING**

Students who commit Terroristic Threatening under Subsections A and B of the definition of Terroristic Threatening in the glossary will be recommended for expulsion.

Students who commit terroristic Threatening under subsection of C of the definition of Terroristic Threatening in the glossary may be recommended for expulsion; however, principals may in their discretion refer those students to Alternative School or Alternative to Expulsion for a period up to the remainder of the school year.

## Y. SCHOOL TRANSPORTATION & EXPECTATIONS

When we have large, heavy vehicles moving through traffic with many people on board, the thought of an accident bring many frightening pictures to mind; therefore, we need to be aware of ways to help create a safe environment. A great start is to know and obey the posted rules. The schools bus is an extension of the school and classroom. Expectations at school and as outlined in the Code of Acceptable Behavior apply anytime students are on a bus. If the driver can spend less time watching and listening to riders, he/she can observe the road and hear sounds that alert us to danger.

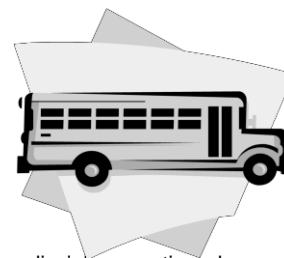
Students shall have no expectation of the right of privacy while on said bus, and video cameras will be utilized from time to time to record the activities of all passengers on buses for the protection and safety of other passengers, as well as the maintenance of orderly conduct of passengers while riding on school buses. Students are on notice that they may be, at any time, subject to being recorded by video transcription while passengers on a Christian County school bus. School personnel may use videotapes as evidence in disciplinary cases.

### **Expectations Posted on the Bus Remain**

- ☐ seated at all times Use
- ☐ appropriate voice levels

### **Expectations Posted on the Bus Remain**

- Remain Seated at all times
- Use appropriate voice levels
- Be courteous and respectful
- Follow all directions given by the driver
- Keep hands, feet, and objects to self
- Use of telecommunications devices are not allowed
- Capped water bottles only – no food allowed



### **Bus Disciplinary Procedures**

The principal/designee of the school is responsible by law for the conduct of the pupils on the bus and for a disciplinary action when necessary.

#### • **Fighting on the Bus Consequences**

- Step 1: Positive Behavior Techniques
- Step 2: Warning
- Step 3: 1 Day Bus Suspension
- Step 4: 2 Days Bus Suspension
- Step 5: 5 Days Bus Suspension
- Step 6: 10 Days Bus Suspension
- Step 7: 30 Days or longer Bus Suspension – discretion of Administrator

1<sup>st</sup> fight – 5 Days of Bus Suspension  
2<sup>nd</sup> fight–10 Days of Bus Suspension  
3<sup>rd</sup> fight- 30 Days or longer of Bus Suspension  
(Discretion of the Administrator)

School Administrator shall have the discretion to administer school discipline for bus infractions in addition to the bus related discipline referral under Bus Disciplinary Procedures.

### **Violations of Bus Rules**

If a student's behavior is not corrected by a reminder from the driver or monitor or if the behavior is dangerous or disruptive, a misconduct notice is given.

**ADDITIONAL MISCONDUCT NOTICES:** The driver delivers the discipline form to the school administrator with a copy of the previous written warning attached. Punishment shall be at the discretion of the principal.



## For Bus Behavior and Safety

Riding the school bus is a privilege. This privilege may be temporarily denied or permanently revoked if misconduct jeopardizes the safe operation of the school bus or the safety of students riding the bus. Behavior that is disruptive, disrespectful, or dangerous will invoke the same consequences as if the incident occurred in the school. Many school buses are now equipped with video/digital cameras and audio recording devices. These tools monitor the passenger area of the bus. The objective is to provide an important additional tool to assist the driver and administration in managing student conduct on school buses, an important safety consideration that benefits all.

1. At the Bus stop	2. When the Bus arrives
<ul style="list-style-type: none"> <li>• Exercise safe pedestrian practices while on the way to the waiting area for the bus stop.</li> <li>• Arrive at the waiting area for the bus stop five minutes before bus pickup.</li> <li>• Wait in a quiet and orderly manner.</li> <li>• Stay on your side of the roadway controlled by the bus warning lights.</li> <li>• Where same side service is provided, you should not cross the roadway for any reason. Please remain at the designated school bus stop on the same side of the road where you live.</li> <li>• Be aware, cautious, and respectful of traffic.</li> <li>• Wait in a safe place, clear of traffic, and away from where the bus stops.</li> <li>• Respect private property.</li> </ul>	<ul style="list-style-type: none"> <li>• Remain at the waiting area until the bus comes to a complete stop.</li> <li>• Check traffic from all directions, then check again.</li> <li>• Before walking from the waiting area to the entrance of the bus be certain that the bus warning lights are activated and that all traffic in all directions has stopped.</li> <li>• When safe to board, do so promptly.</li> <li>• When boarding, be aware of and avoid the “danger zone,” the twelve foot area immediately surrounding the stopped school bus.</li> <li>• Be sure that you can see the bus driver’s eyes when in the vicinity of the school bus.</li> <li>• If crossing a street controlled by bus warning lights is necessary, cross promptly after checking that all traffic in all directions has stopped. Cross only in front of the bus.</li> <li>• Upon entering the bus proceed directly to an available or assigned seat.</li> </ul>
3. On the Bus	4. Exiting the Bus
<ul style="list-style-type: none"> <li>• Follow instructions of bus personnel.</li> <li>• Be respectful of all people, including all bus personnel.</li> <li>• Use language appropriate for the school setting.</li> <li>• Keep the bus neat and clean.</li> <li>• Do not eat or drink.</li> <li>• Talk quietly and politely.</li> <li>• Students must sit in their assigned seat, if one has been assigned by school bus personnel or school staff.</li> <li>• Stay seated while the bus is in motion; keep aisles and exits clear.</li> <li>• No hazardous materials, nuisance items, or animals are permitted on the bus.</li> <li>• Be respectful of the rights and safety of others.</li> <li>• Do not extend head, arms, or objects out of bus windows.</li> <li>• Remember that school rules apply to the school bus. For example, use or possession of tobacco, alcohol, and other drugs is not allowed.</li> </ul>	<ul style="list-style-type: none"> <li>• Remain seated until the bus comes to a complete stop.</li> <li>• Exit the bus at the bus stop area in an orderly manner.</li> <li>• Exit at your designated bus stop.</li> <li>• Check traffic from all directions, then check again.</li> <li>• Before exiting the bus, be certain that all traffic in all directions has stopped.</li> <li>• When safe to exit, do so promptly.</li> <li>• Be aware of and avoid the “danger zone,” the twelve foot area immediately surrounding the stopped school bus.</li> <li>• Be sure that you can see the bus driver’s eyes while in the vicinity of the school bus.</li> <li>• If crossing a street controlled by bus warning lights, cross promptly after checking that all traffic in all directions has stopped. Students shall not cross in front of bus without being signaled by the drivers to do so.</li> </ul>

## BEHAVIORAL EXPECTATIONS

**Clear and concise expectations for behavior must be communicated to all students in ways that are consistent and understandable.**

**In Christian County Public Schools, expectations for successful students include:**

- Attend all classes daily and on time
- Prepare for class assignments and activities Come to class with appropriate working materials Respect all persons and property
- Refrain from using profanity, abusive language or inflammatory actions in personal interactions Conduct themselves in a safe and responsible manner while in the school environment or on school property
- Be clean, and neat
- Be responsible for their own work and behavior
- Conduct themselves in a safe and responsible manner to and from school with other students, with members of the community and within the community
- Seek changes in an orderly and approved manner
- Ask for help from administrators, counselors, teachers and other staff members for problems, concerns or other issues that you are unable to resolve or get answers to yourself.

Once it is determined a student's behavior is of a nature where the disciplinary process must be invoked, administrators will use as a guide the chart under Discipline Consequence Options and Guidelines ("Consequence Chart") and the Strategies, Interventions, and Administrative Responses for Christian County Students ("Steps") – outlined below – to provide appropriate response to the student behavior. The Consequence Chart and Steps will be applied on a case-by-case basis to each individual situation, but will be applied consistently across all schools for all students.

CHRISTIAN COUNTY School District defines DISCIPLINE as a deliberate, proactive process that supports developing positive social behavior vital to the success of its students, but recognizing that negative consequences are sometimes necessary to provide a safe and nondisruptive educational environment.

School administrators must use informed decision making when determining if a student's actions invoke administrative action as outlined in this section of the Code of Acceptable Behavior and Discipline.

Prior to taking any disciplinary actions, a student shall receive due process. The principal/designee shall review a student's past disciplinary record and full circumstances of the incident involved. *Clark County Board of Education v. Jones*, 625 S.W.2d 586 (Ky. 1981).

The Consequence Chart and Steps shown on the following pages guide administrators with progressive strategies, interventions and administrative responses used to change student behavior. Progressive discipline is using increasingly more severe steps when a student fails to correct a problem after being given a reasonable opportunity to do so. The underlying principle of sound progressive discipline uses the least severe action necessary to correct the undesirable behavior. The goal is to modify the unacceptable behavior to provide a safe and nondisruptive educational environment. The goal is not to punish the student but to more strongly alert the student of the need to correct the unacceptable behavior and to provide supports to encourage changed behavior.

The Consequence Chart will be used with the Steps to assist administrators in determining what level of response to use for students who exhibit challenging, unacceptable, disruptive or unsafe behaviors while on school property or at a school/district sponsored activity.

In each situation, the principal/designee will determine the appropriate Step by referencing the behavior violation on the Consequence Chart. Generally, a first offense will result in the application of the first available Step for that offense; a second offense will result in the application of the second available Step for that offense; and so on. However, the principal/designee may determine, in his or her judgment, that a different Step is appropriate (more or less intensive) after the principal/designee has considered the totality of the circumstances of the incident and the student, including both mitigating and aggravating factors. In making this judgment, the principal/designees will consider severity of the offense, past discipline, the probability of a recurrence of the unacceptable behavior, and the full circumstances of the incident.

**Mitigating factors include, but are not limited to:**

- Lack of a prior record
- Positive academic standing
- Student's minor role in the incident
- Provocation
- Genuine remorse/acceptance of responsibility
- Mental or physical illness including any disability
- Cooperation
- Voluntary cessation of behavior before discovery
- Minor nature of the violation
- Age of Student (as related to student's ability to understand the consequence of their own actions)
- Home/personal/life events that may cause or contribute to the behavior
- Any noted factors noted in IEP or 504 Plan if applicable
- The fidelity with which PBIS Interventions have been implemented

**Aggravating factors include, but are not limited to**

- Record of prior similar offense history of unacceptable behavior
- Severity of offense
- Use of weapons
- Severity of injuries
- Vulnerability of victim
- Student's major role in the incident
- Discriminatory/hate related
- Dishonesty/Concealment
- Refusal to cooperate
- Threat to students or staff posed by the student
- The fidelity with which PBIS Interventions have been implemented

If the principal/designee deviates from the generally applicable Step, the principal/designee will document in writing the factors justifying the deviation.

An offense will be considered discriminatory/hate related if motivated in whole or in part by an offender's bias against a race, religion, disability, ethnic origin, gender, or sexual orientation.

Corporal punishment shall not be used by school personnel nor shall parents issue corporal punishment on school property.

Any student detained while at a school sponsored event/activity will be subject to disciplinary action. Students who engage in criminal offenses as identified by police agencies not listed in this Code of Acceptable Behavior may be recommended for alternative placement and/or expulsion.

## DISCIPLINE CONSEQUENCE OPTIONS AND GUIDELINES

Prior to taking any disciplinary action, a student shall receive due process. The principal/designee shall review a student's past discipline record and the full circumstances of the particular incident involved. (Reference: Clark County Board of Education versus Jones, October 2, 1981, Kentucky Court of Appeal)

### 2019-2020 Elementary (K-5) Consequence Options and Guidelines

Behavior Violations	Report to Law Enforcement	Board Policy Number	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	ISP Program	Step 7	Step 8 Not Applicable	Step 9
<b>ABUSE OF A TEACHER</b>	*	9.426								•		•
<b>Alcohol Distribution</b>	*	9.423								•		•
<b>Alcohol Possession and Use</b>	*	9.423								•		•
Amphetamines Distribution	*	9.423								•		•
Amphetamines Possession and Use	*	9.423								•		•
Arson	*	9.426								•		•
Assault I	*	9.425								•		•
Assault II	*	9.425								•		•
Assault III	*	9.425						•		•		•
<b>Assault IV</b>	*	9.425						•		•		•
Barbiturates Possession and Use	*	9.423								•		•
Barbiturates Distribution	*	9.423								•		•
<b>Bullying</b>	•	9.422	•	•	•	•	•	•	•	•		•
Burglary	*	49.42					•	•		•		•
Bus Disturbance	Bus Disciplinary Procedures											
Step 1: Positive Behavior Techniques												
Step 2: Warning												
Step 3: 1 Day Bus Suspension												
Step 4: 2 Days Bus Suspension												
Step 5: 5 Days Bus Suspension												
Step 6: 10 Days Bus Suspension												
Step 7: 30 Days or longer Bus Suspension												
1st Fight--5 Days of Bus Suspension												
2nd Fight--10 Days of Bus Suspension												
3rd Fight--30 Days or longer of Bus Suspension												

### 2019-2020 Elementary (K-5) Consequence Options and Guidelines

Behavior Violations	Report to Law Enforcement	Board Policy Number	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	ISP Program	Step 7	Step 8 Not Applicable	Step 9
Cheating/Academic Fraud		9.4293	•	•	•	•						
Cocaine/Crack Distribution	*	9.423								•		•
Cocaine/Crack Possession and Use	*	9.423								•		•
Criminal Homicide	*	9.4										•
<b>DANGEROUS INSTRUMENTS</b>		5.48								•		•
Deadly Weapon	*	5.48										•
<b>DESTRUCTION OF PROPERTY</b>		9.426				•	•	•		•		•
<b>DISORDERLY CONDUCT</b>		9.426				•	•	•		•		•
Disrespectful Behavior		9.426	•	•	•	•	•					
<b>DISRUPTIVE BEHAVIOR</b>		9.426			•	•	•					
Dress Code Violation		9.427	•	•	•	•						
<b>DUI</b>	*	9.423								•		•
Failure to Attend Detention		9.42				•	•	•				
Failure to Follow Staff Instructions		9.426	•	•	•	•	•					
Felony Criminal Abuse	*	9.4								•		•
Felony Stalking	*	9.4								•		•
Felony Wanton Endangerment	*	9.4								•		•
<b>FIGHTING</b>												
1st FIGHT-3 DAYS ISP		9.425							•			
2nd FIGHT-5 DAYS ISP		9.425							•			
3rd FIGHT - 7 DAYS ISP		9.425							•			
SUBSEQUENT FIGHTS		9.425								•		
Forcible Rape	*	9.4										•
Forgery	*	9.42		•	•	•	•	•				
Fraud		9.4		•	•	•	•	•				
<b>GAMBLING</b>		9.4292			•	•	•	•				
Hallucinogenic Distribution	*	9.423								•		•
Hallucinogenic Possession and Use	*	9.423								•		•

### 2019-2020 Elementary (K-5) Consequence Options and Guidelines

2019-2020 Elementary (K-5) Consequence Options and Guidelines												
Behavior Violations	Report to Law Enforcement	Board Policy Number	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	ISP Program	Step 7	Step 8 Not Applicable	Step 9
Harassing Communications												
1st OFFENSE-3 DAYS ISP		9.42811							•			
2nd OFFENSE- 5 DAYS ISP		9.42811							•			
3rd OFFENSE-7 DAYS ISP		9.42811							•			
SUBSEQUENT OFFENSES		9.42811								•		
Harassment												
1st OFFENSE-3 DAYS ISP	*	9.42811							•			
2nd OFFENSE- 5 DAYS ISP	*	9.42811							•			
3rd OFFENSE-7 DAYS ISP	*	9.42811							•			
SUBSEQUENT OFFENSES	*	9.42811								•		•
Heroin Distribution	*	9.423								•		•
Heroin Possession and Use	*	9.423								•		•
Hitting/Kicking/Biting		9.425			•	•	•	•				
Inappropriate Contact (No Injury)		9.42	•	•	•	•	•					
Inappropriate Use of District/School Technology		8.2323		•	•	•	•					
INDECENT EXPOSURE		9.422										
Inhalant Distribution	*	9.423								•		•
Inhalant Possession or Use	*	9.423								•		•
Intentional False Statement w/Evidence		9.426			•	•	•					
Kidnapping	*	9.4										•
Leaving Campus		9.42				•	•					
Look-Alike Drug Possession (Use, Possession and Distribution)	*	9.423								•		•
Marijuana Distribution	*	9.423								•		•
Marijuana/Hashish Possession and Use	*	9.423								•		•

### 2019-2020 Elementary (K-5) Consequence Options and Guidelines

Behavior Violations	Report to Law Enforcement	Board Policy Number	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	ISP Program	Step 7	Step 8 Not Applicable	Step 9
<b>MENACING</b>	*	9.4	•	•	•	•	•					
<b>MISDEMEANOR CRIMINAL ABUSE</b>	*	9.4								•		•
<b>MISDEMEANOR STALKING</b>	*	9.4						•		•		•
<b>MISDEMEANOR WANTON ENDANGERMENT</b>	*	9.4						•		•		•
<b>PORNOGRAPHY</b>	*	9.422					•	•		•		•
Possession of All Other Firearms	*	5.48										•
Possession of Fireworks	*	5.48								•		•
Possession of Rifle	*	5.48										•
Possession of Vapor Product			•	•	•	•						
Possession of Weapon-Handgun	*	5.48										•
Possession/Distribution of Pornography (involving a minor)	*	9.4										•
Prescription Drug Distribution	*	9.423								•		•
<b>PRESCRIPTION DRUG POSSESSION AND USE</b>	*	9.423								•		•
Profanity/Vulgarity		9.422				•	•	•		•		
<b>PROFANITY/VULGARITY TOWARD STAFF MEMBER</b>												
<b>1st OFFENSE-3 DAYS ISP</b>	*	9.422						•				
<b>2nd OFFENSE- 5 DAYS ISP</b>	*	9.422						•				
<b>3rd OFFENSE-7 DAYS ISP</b>	*	9.422						•				
<b>SUBSEQUENT OFFENSES</b>	*	9.422								•		•
Sexual Activity	*	9.4								•		•
Sexual Assault	*	9.2211						•		•		•
Sexual Harassment	*	9.422						•		•		•
<b>SEXUAL MISCONDUCT</b>	*	9.426						•		•		•

### 2019-2020 Elementary (K-5) Consequence Options and Guidelines

Behavior Violations	Report to Law Enforcement	Board Policy Number	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	ISP Program	Step 7	Step 8 Not Applicable	Step 9
Skipping Class		9.42	•	•	•	•						
Statutory Rape	*	9.4										•
<b>Synthetic Drugs Distribution</b>	*	9.423										
<b>Synthetic Drugs Possession or Use</b>	*	9.423										
Theft/Possession of Stolen Property (under \$50.00)	*	9.4	•	•	•	•						
THEFT/POSSESSION OF STOLEN PROPERTY (\$50 or greater)	*	9.4				•	•	•		•		
<b>TERRORISTIC THREATENING</b>	*	9.42811										•
<b>THREATENING ANOTHER STUDENT</b>		9.42811						•		•		
<b>Threatening/Harassing Staff Member</b>	*	<b>9.42811</b>					•	•		•		
Throwing Objects		9.426	•	•	•	•						
<b>TOBACCO PRODUCTS</b>		9.4232	•	•	•							
<b>UNDER INFLUENCE</b>	*	9.423								•		•
<b>USE OF FIREWORKS</b>		5.48								•		
<b>VERBAL ABUSE</b>		9.422						•		•		
Violation of Personal Electronic Telecommunications		9.4261	•	•	•	•	•					

The Behavior Violations noted with capitalized letters, bold and italicized may be (but not always) considered a FOCUSED ACT. The school administrator is advised to consult with the school resource office regarding these behavior violations.

**Note:** Depending on the facts and circumstances of each case, other violations may have been reported under the provisions of KRS 158.154, KRS 158.155, and KRS 158.1569.

**IF A STUDENT DEFIES AUTHORITY WHILE FIGHTING AND DOES NOT STOP WHEN ASKED TO DO SO BY SCHOOL PERSONNEL, HE/SHE MAYBE RECOMMENDED FOR EXPULSION. (09.425 AND 09.426)**

**PUPILS:** Any Pupil who threatens, assaults, batters or abuses another pupil shall be subject to appropriate disciplinary action, including suspension or expulsion.

**School Personnel:** Any pupil who threatens, assaults, batters or physically or verbally abuses a teacher or other school personnel shall be subject to appropriate disciplinary action up to and including expulsion from school and/or legal action.



# DISCIPLINE CONSEQUENCE OPTIONS AND GUIDELINES

Prior to taking any disciplinary action, a student shall receive due process. The principal/designee shall review a student's past discipline record and the full circumstances of the particular incident involved. (Reference: Clark County Board of Education versus Jones, October 2, 1981, Kentucky Court of Appeal).

## 2019-2020 Middle and High School (6-12) Consequence Options and Guidelines

Behavior Violations	Report to Law Enforcement	Board Policy Number	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	ISP Program	Step 7	Step 8	Step 9
ABUSE OF A TEACHER	*	9.426						•		•	•	•
Alcohol Distribution	*	9.423									•	•
Alcohol Possession and Use	*	9.423									•	•
Amphetamines Distribution	*	9.423									•	•
Amphetamines Possession and Use	*	9.423									•	•
Arson	*	9.426								•	•	•
Assault I	*	9.425										
Assault II	*	9.425									•	•
Assault III	*	9.425									•	•
Assault IV	*	9.425								•	•	•
Barbiturates Possession and Use	*	9.423									•	•
Barbiturates Distribution	*	9.423									•	•
Bullying		9.422					•	•		•	•	•
Burglary	*	49.42					•	•		•	•	•
Bus Disturbance	Bus Disciplinary Procedures											
Step 1: Positive Behavior Techniques												
Step 2: Warning												
Step 3: 1 Day Bus Suspension												
Step 4: 2 Days Bus Suspension												
Step 5: 5 Days Bus Suspension												
Step 6: 10 Days Bus Suspension												
Step 7: 30 Days or longer Bus Suspension												
1st Fight--5 Days of Bus Suspension												
2nd Fight--10 Days of Bus Suspension												
3rd Fight--30 Days or longer of Bus Suspension												

### 2019-2020 Middle and High School (6-12) Consequence Options and Guidelines

Behavior Violations	Report to Law Enforcement	Board Policy Number	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	ISP Program	Step 7	Step 8	Step 9
Cheating/Academic Fraud		9.4293	•	•	•	•						
Cocaine/Crack Distribution	*	9.423									•	•
Cocaine/Crack Possession and Use	*	9.423									•	•
Criminal Homicide	*	9.4										•
<b>DANGEROUS INSTRUMENTS</b>		5.48						•		•	•	•
Deadly Weapon	*	5.48										•
<b>DESTRUCTION OF PROPERTY</b>		9.426				•	•	•		•	•	•
<b>DISORDERLY CONDUCT</b>		9.426						•		•	•	•
Disrespectful Behavior		9.426	•	•	•	•	•					
<b>DISRUPTIVE BEHAVIOR</b>		9.426			•	•	•	•		•	•	
Dress Code Violation		9.427	•	•	•	•						
<b>DUI</b>	*	9.423									•	•
Failure to Attend Detention		9.42				•	•	•				
Failure to Follow Staff Instructions		9.426	•	•	•	•	•					
Felony Criminal Abuse	*	9.4									•	•
Felony Stalking	*	9.4									•	•
Felony Wanton Endangerment	*	9.4									•	•
<b>FIGHTING</b>												
1st FIGHT-3 DAYS ISP		9.425							•			
2nd FIGHT-5 DAYS ISP		9.425							•			
3rd FIGHT - 7 DAYS ISP		9.425							•			
SUBSEQUENT FIGHTS		9.425									•	
Forcible Rape	*	9.4										•
Forgery	*	9.42		•	•	•	•	•				
Fraud		9.4		•	•	•	•	•				
<b>GAMBLING</b>		9.4292			•	•	•	•				
Hallucinogenic Distribution	*	9.423									•	•
Hallucinogenic Possession and Use	*	9.423									•	•

### 2019-2020 Middle and High School (6-12) Consequence Options and Guidelines

Behavior Violations	Report to Law Enforcement	Board Policy Number	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	ISP Program	Step 7	Step 8	Step 9
<b>Harassing Communications</b>												
<b>1st OFFENSE-3 DAYS ISP</b>		9.42811							•			
<b>2nd OFFENSE- 5 DAYS ISP</b>		9.42811							•			
<b>3rd OFFENSE-7 DAYS ISP</b>		9.42811							•			
<b>SUBSEQUENT OFFENSES</b>		9.42811									•	
<b>Harassment</b>												
<b>1st OFFENSE-3 DAYS ISP</b>	*	9.42811							•			
<b>2nd OFFENSE- 5 DAYS ISP</b>	*	9.42811							•			
<b>3rd OFFENSE-7 DAYS ISP</b>	*	9.42811							•			
<b>SUBSEQUENT OFFENSES</b>	*	9.42811									•	•
Heroin Distribution	*	9.423									•	•
Heroin Possession and Use	*	9.423									•	•
Hitting/Kicking/Biting		9.425					•	•				
Inappropriate Contact (No Injury)		9.42	•	•	•	•	•					
Inappropriate Use of District/School Technology		8.2323	•	•	•							
<b>INDECENT EXPOSURE</b>		<b>9.422</b>						•		•		
Inhalant Distribution	*	9.423									•	•
Inhalant Possession or Use	*	9.423									•	•
Intentional False Statement w/Evidence		9.426				•	•	•				
Kidnapping	*	9.4									•	•
Leaving Campus		9.42				•	•	•				
Look-Alike Drug Possession (Use, Possession and Distribution)	*	9.423									•	•
Marijuana Distribution	*	9.423									•	•
Marijuana/Hashish Possession and Use	*	9.423									•	•

Behavior Violations	Report to Law Enforcement	Board Policy Number	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	ISP Program	Step 7	Step 8	Step 9
<b>MENACING</b>	*	9.4	•	•	•	•	•					
<b>MISDEMEANOR CRIMINAL ABUSE</b>	*	9.4						•		•	•	•
<b>MISDEMEANOR STALKING</b>	*	9.4						•		•	•	•
<b>MISDEMEANOR WANTON ENDANGERMENT</b>	*	9.4						•		•	•	•
<b>PORNOGRAPHY</b>	*	9.422					•	•		•	•	•
Possession of All Other Firearms	*	5.48										•
Possession of Drug Paraphernalia							•	•				
Possession of Fireworks	*	5.48								•	•	•
Possession of Rifle	*	5.48										•
Possession of Vapor Product (tobacco)						•	•	•		•		
Possession of Vapor Product (other than tobacco)	*										•	•
Possession of Weapon-Handgun	*	5.48										•
Possession/Distribution of Pornography (involving a minor)	*	9.4									•	•
Prescription Drug Distribution	*	9.423									•	•
<b>PRESCRIPTION DRUG POSSESSION AND USE</b>	*	9.423									•	•
Profanity/Vulgarity		9.422				•	•	•				
<b>PROFANITY/VULGARITY TOWARD STAFF MEMBER</b>												
<b>1st OFFENSE-3 DAYS ISP</b>	*	9.422						•				
<b>2nd OFFENSE- 5 DAYS ISP</b>	*	9.422						•				
<b>3rd OFFENSE-7 DAYS ISP</b>	*	9.422						•				
<b>SUBSEQUENT OFFENSES</b>	*	9.422									•	•
<b>Rape</b>												•
Robbery		9.4									•	•
Sexual Activity	*	9.4									•	•
<b>Sexual Assault</b>	*	9.2211										•
<b>Sexual Harassment</b>	*	9.422									•	•
<b>SEXUAL MISCONDUCT</b>	*	9.426									•	•

### 2019-2020 Middle and High School (6-12) Consequence Options and Guidelines

Behavior Violations	Report to Law Enforcement	Board Policy Number	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	ISP Program	Step 7	Step 8	Step 9
Skiping Class		9.42			•	•						
Sodomy												•
Statutory Rape	*	9.4									•	•
<b>Synthetic Drugs Distribution</b>	*	9.423									•	•
<b>Synthetic Drugs Possession or Use</b>	*	9.423									•	•
Theft/Possession of Stolen Property (under \$50.00)	*	9.4			•	•						
THEFT/POSSESSION OF STOLEN PROPERTY (\$50-\$500)	*	9.4					•	•		•	•	
THEFT/POSSESSION OF STOLEN PROPERTY (OVER \$500)	*	9.4									•	•
<b>TERRORISTIC THREATENING</b>	*	9.42811										•
<b>THREATENING ANOTHER STUDENT</b>		9.42811					•	•		•	•	
<b>Threatening/Harassing Staff Member</b>												
Throwing Objects		9.426	•	•	•	•						
<b>TOBACCO PRODUCTS</b>		9.4232				•	•	•		•		
<b>UNDER INFLUENCE</b>	*	9.423									•	•
<b>USE OF FIREWORKS</b>		5.48								•	•	
<b>VERBAL ABUSE</b>		9.422						•		•	•	
Violation of Personal Electronic Telecommunications		9.4261	•	•	•	•	•					

\*School is required to report to Law Enforcement

The Behavior Violations noted with capitalized letters, bold and italicized may be (but not always) considered a FOCUSED ACT. The school administrator is advised to consult with the school resource office regarding these behavior violations.

Note: Depending on the facts and circumstances of each case, other violations may have been reported under the provisions of KRS 158.154, KRS 158.155, and KRS 158.1569.

IF A STUDENT DEFIES AUTHORITY WHILE FIGHTING AND DOES NOT STOP WHEN ASKED TO DO SO BY SCHOOL PERSONNEL, HE/SHE MAYBE RECOMMENDED FOR EXPULSION. (09.425 AND 09.426)

**PUPILS:** Any Pupil who threatens, assaults, batters or abuses another pupil shall be subject to appropriate disciplinary action, including suspension or expulsion.

**School Personnel:** Any pupil who threatens, assaults, batters or physically or verbally abuses a teacher or other school personnel shall be subject to appropriate disciplinary action up to and including expulsion from school and/or legal action.

Christian County Public Schools  
STRATEGIES, INTERVENTIONS, AND ADMINISTRATIVE RESPONSES for CHRISTIAN  
COUNTY STUDENTS

**STEP 1: Classroom Level Strategies/Teachers will use Culturally Responsive PBIS strategies to manage behavior incidents. Some examples are listed below and should be used when applicable.**

Implementation of Step 1 strategies does not include a behavior referral to school administration but will be documented.

- Positive Behavior Techniques
- Classroom Environment
- Teacher modeling of procedures' routines
- Teacher conference with student discussing problem solving models
- Strategies Parent/Guardian contact
- Review PBIS school wide expectations
- Teach appropriate behaviors
- Replacement Behavior Strategies
- Whole class lesson/meeting

**STEP 2: Appropriate Classroom Level Strategies have been ineffective. Teachers use the following interventions to help students change behavior in the classroom.**

A behavior referral to the school administrator is necessary along with copy of Step 1 interventions.

- Referral submitted to administrator
- Teacher/Administration/designee conference with student
- Refer to school based services if applicable
- Parent/Guardian contact
- Confiscation of item (if applicable)
- Conflict mediation using problem solving model (Elementary)

**STEP 3: Appropriate when matrix indicates Step 3 Responses**

- Referral submitted to administrator
- Refer to school based/community services if applicable
- Age appropriate time-out (no more than two periods of ICE)
- Detention or Saturday School
- Written Notification
- Parent/Guardian contact

Christian County Public Schools  
STRATEGIES, INTERVENTIONS, AND ADMINISTRATIVE RESPONSES for CHRISTIAN COUNTY  
STUDENTS

**STEP 4: Appropriate when matrix indicates Step 4 Responses**

- Referral submitted to administrator
- School Based Counseling
- CCPS Bullying Intervention Protocol (if applicable)
- Parent/Guardian conference
- In-School Suspension for 1 day
- Service Learning (secondary-with definition of services)
- Behavior Support Plan
- Students Due Process Required

**STEP 5: Appropriate when matrix indicates Step 5 Responses**

- Referral submitted to administrator
- School Based Counseling
- CCPS Bullying Intervention Protocol (if applicable)
- Parent/Guardian conference
- In-School Suspension for 2 days
- Service Learning (secondary-with definition of services)
- Behavior Support Plan
- Students Due Process Required

**STEP 6: Appropriate when matrix indicates Step 6 Responses**

- Referral submitted to administrator
- Out of School Suspension for 1 day
- Building level Conference required with teacher/parent/students and administrator
- Student Due Process Required
- Mandatory Report to Director of Pupil Personnel

Christian County Public Schools  
STRATEGIES, INTERVENTIONS, AND ADMINISTRATIVE RESPONSES for CHRISTIAN  
COUNTY STUDENTS

**STEP 7: Appropriate when matrix indicates Step 7 Responses**

- Referral submitted to administrator
- Out of School Suspension for 2 days ODE
- Building level Conference required with teacher/parent/students and administrator
- Student Due Process Required
- Mandatory Report to Director of Pupil Personnel

**STEP 8: Appropriate when matrix indicates Step 8 Responses**

- Referral submitted to administrator
- Referral to Alternative School–Suspension may be extended 10 days with Alternative Referral
- Student Due Process Required
- Building level Conference required with teacher/parent/student and administrator
- Mandatory Report to Director of Pupil Personnel

**STEP 9: Appropriate when matrix indicates Step 9 Responses**

- Referral submitted to Administrator
- Referral for Expulsion–Suspension may be extended 10 days with Expulsion Referral
- Students Due Process required
- Building Level Conference required with teacher/parent/student and administrator
- Mandatory Report to Director of Pupil Personnel



## Administrators should reference matrix to make alternative assignment.

Alternative School Step 8 Matrix	
Step 8 Behavior Infractions	Assigned Term
Abuse of Teacher	9 Weeks
(Distribution & Possession) Alcohol and Drugs	18 Weeks (can come back after 9 weeks if their drug test is negative)
Assault III	18 Weeks
Assault IV	9 Weeks
Bullying	9 Weeks
Burglary	18 Weeks
Dangerous Instrument	18 Weeks
Destruction of Property	18 Weeks
Disorderly Conduct	18 Weeks
Disruptive Behavior	9 Weeks
DUI	18 Weeks
Felony Criminal Abuse	36 Weeks
Felony Stalking	36 Weeks
Fighting (after 3rd offense)	18 Weeks
Harassing Communications (4th offense)	9 Weeks
Misdemeanor Criminal Abuse	18 Weeks
Misdemeanor Stalking	18 Weeks
Misdemeanor Wanton Endangerment	18 Weeks
	18 Weeks
Pornography	9 Weeks/18 weeks if involves child
Profanity Toward Staff	18 Weeks
Robbery	36 Weeks
Sexual Activity	9 Weeks
Sexual Activity w/consent	9 Weeks
Sexual Harassment	9 Weeks
Sexual Misconduct	18 Weeks
Threatening another student (4th offense)	18 Weeks
Threatening Staff (after 2nd offense)	18 Weeks
Under Influence	18 Weeks (can come back after 9 weeks if their drug test is negative)
Verbal Abuse	9 Weeks

## **Alternative School Discipline**

Make sure to complete the Behavior Referral completely.

- No outside food or drink to be brought in the building

### **Disruptive Behavior or Failure to Follow Directives –**

1<sup>st</sup> Time – ISS 1 Day

2<sup>nd</sup> Time – ISS 3 Days

3<sup>rd</sup> Time – Suspension for one to two days

4<sup>th</sup> Time – Expulsion hearing and citation (if applicable)

### **Disorderly Conduct or other major infractions:**

1<sup>st</sup> Time – Suspension for 2 Days

2<sup>nd</sup> Time - Suspension for 4 Days

3<sup>rd</sup> Time – Expulsion hearing and citation (if applicable)

### **Cellphones –**

No cellphones will be allowed in the building from students. Teachers need to keep their cellphone hidden. Students do not need to see you on them.

1<sup>st</sup> Time violation of Cellphone – Parent has to pick up phone

2<sup>nd</sup> Time violation of Cellphone – Phone is kept for remainder of school year

### **Dress Code –**

Belts will be worn with pants

No tank tops

Shorts and dresses can only be one inch above the knee

No yoga pants

No biker shorts

# Schools where ALL Students Achieve:

## Establishing Positive School Environments

Fostering, acknowledging, and maintaining a Positive School Environment is a key goal for Christian County Positive School Environments can be defined as places where all students are actively engaged in learning and are supported by teachers, administrators, and other students so they may achieve at their greatest potential.

Positive School Environments are created for all students when the following components are in place.

- *lear, concise, and consistently communicated expectations for respectful behavior*
- *Engaging instruction and academic materials*
- *Appropriate and equitable supports to assure academic success and achievement*

Christian County School District is making an active commitment to create Positive School Environments for all students at all levels. Students frequently need encouragement and new skills to improve their behavior, and support in learning to do so. Administrators and staff in the Christian County School District acknowledge that changing and maintaining student behavior involves a continuum of interventions and supports, but that it is also the responsibility of students and their families to create and promote Positive School Environments.

A major initiative in the Christian County School District is Culturally Responsive Positive Behavior Support. **Culturally responsive** means the valuation, consideration, and integration of individuals' culture, language, heritage and experiences leading to supported learning and development.

This initiative includes strategies for defining, supporting and teaching developmentally appropriate behaviors and social skills enabling classroom teachers and schools to create and maintain positive learning environments. Cultural Diversity promotes healthy character development for all students by utilizing proactive strategies at the individual, classroom and building levels to prevent challenging behaviors that interfere with learning.

The chart below identifies and defines universal approaches of support that structure a culturally Responsive Behavior Support System.

Tier 1 –all students	Tier 2 – Focused interventions	Tier 3 – intensive individualized interventions
This basic level of support is a general curriculum which enhances student	An intermediate level of involvement where strategies and Interventions are part of a continuum of behavioral supports available in the schools.  Specific strategies and interventions for students who do not respond to universal supports.  Targeted groups of students who require more support.	A higher level of support where the needs of students who exhibit patterns of challenging behaviors interfere with their ability to make academic progress.  Decreasing challenging behaviors and increasing students' social skills and ability to function in a positive school environment. Interventions involving  Functional Behavioral Assessments, Intervention Plans, and Behavior Support Plans.

**Proactive strategies** will be used to assist students and staff in addressing issues that arise. A proactive strategy, whether used in the classroom, building or at the district level, is a step taken by staff members to identify opportunities to take preemptory action against potential problems, as opposed to reacting after a problem has occurred.

For students who need additional support, staff use Interventions. Interventions are understood as actions, ideas and plans that are designed to interrupt problematic behavior and promote positive behavior. It is a deliberate process by which change is introduced (through a teachable piece) into students' thoughts, feelings and behaviors. In determining the best intervention in response to a behavior of concern, we must assess/ take into consideration the role(s) of the environment, classroom routines, and the interactions of the child with teachers and students.

For students who need intense, individual support **Functional Behavioral assessments, intervention Plans, and Behavior support Plans** are used. Behavior plans in general are developed by a team of individuals including school staff, specialists, the student and the family. After the team identifies the problem behavior and its causes, a number of environmental changes in the context of Culturally Responsive Positive Behavior Support aiming at learning outcome and social engagement are implemented. The assessment steps and the intervention are thoroughly discussed. **There** are going to be students who are exempted from Administrative Actions as outlined in the Student Manual (504 and IDEA).

The key intervention components that will be used in the **Christian County** School District include the following:

**Key Intervention Components**

- **Environmental**-Design of shared/classroom spaces and routines, infrastructures for communication
- **Skill Building**-Self-instruction, problem-solving, and social skill learning and practice
- **Contingency Management**-Behavior enhancement and reduction supports (reinforcement and extinction)
- **Self-esteem/insight issues**-Understanding of students' own troubling perceptions/clarifications of their reality

These interventions take place both in and outside the classroom and are implemented by both the classroom teacher and school staff.

**Students and staff must agree that Positive school environments include all school environments. Behavior expectations must apply to all students at all times including:**

- On school grounds
- In school buildings
- When students are at a bus stop
- In District vehicles including buses
- At all school sponsored events, trips, and all other activities where school administrators have jurisdiction over students

**Utilizing the strategies/interventions identified school wide/district wide in the Positive Behavior Support** behavioral management system. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. In order for techniques to work in decreasing undesired behavior, they should include: feasibility, desirability, and effectiveness.

**1. Teacher conference with student discussing problem solving models**

Use of the problem-solving model assists the staff member with helping the student identify, examine, and change behaviors that are causing problems in the classroom and at school.

Questions included in the problem solving model include but are not limited to: What is the problem for you? What behavior is causing the problem or keeping it a problem: what other choices of behavior do have in problem situations? What are the consequences (good/bad) of this behavior? Why are you doing this behavior? How are you going to change your behavior to reach your goal?

**2. Teach appropriate behaviors**

Teachers can use eight systematic steps to promote behavior changes in their students. These steps can be followed loosely to address minor problem behaviors or incorporated into a formal behavior assessment.

Step 1: Identify the problem behavior. Step 2: Measure the problem behavior.

Step 3: Develop a hypothesis as to the purpose of the behavior.

Step 4: Choose an appropriate replacement behavior.

Step 5: Identify the current stage of learning. Step 6: Determine the level of support.

Step 7: Track the new behavior. Step 8: Fade assistance.

**3. Behavior Replacement strategies**

To choose an appropriate replacement behavior:

1. Observe appropriate behaviors shown by typical children in the same environment.
2. Use the function of the problem behavior to find a more appropriate & expedient behavior with the same function.
3. The appropriate behavior may be an alternative behavior or a more appropriate level for the problem

Behavior.

Staff members should ask: What could the student do instead of performing the problem behavior? Remember, an alternative behavior is a behavior that serves the same function as the problem behavior, is age-appropriate for the student and easier or quicker to perform.

Examples of alternative behaviors:

- Asking for toy instead of grabbing it
- Raising hand instead of calling out
- Asking for help instead of not completing work

**4. Whole class lesson/meeting**

Positive Discipline class meetings are designed to be “student generated,” and to “focus on solutions,” meaning that it is the students who put their concerns on an agenda (although teachers can too) and then everyone brainstorms for solutions. Through this form at , students learn from the inside out by being involved, instead of from the outside in— lectures or lessons taught by others.

Class Meeting Format:

1. Compliments and appreciations
2. Follow up on prior solutions
3. Agenda items
  - a. Share feelings while others listen
  - b. Discuss withoutfixing
  - c. Ask for problem-solving help
4. Future plans (field trips, parties, projects)

**5. Conflict Mediation using problem solving model (not to be used in conjunction with any bullying allegation or substantiated bullying incident)**

An attempt to bring about a peaceful settlement or compromise between students involved in a dispute through the objective intervention of a neutral party, staff member or student mediator. Students involved in the dispute must agree to four conditions: separate individuals from the problem; focus on interests not problems; invent options for mutual gain; and, establish objective criteria to define fair solutions.

Mediator training is required.

**6. Peer Mediation (not to be used in conjunction with any bullying allegation or substantiated bullying incident)**

See conflict mediation. Student mediator training is required.

## **7. School Based Services**

School Based Services in the Christian County Public Schools District focus on creating public-private partnerships, enabling cost-effective educational options within the school district for special needs students, at-risk students, alternative education

administrators, and available resources to strengthen in-district programming. Services can be individualized for one student, classrooms, specialized programs or entire school populations. These services are also provided to assist with keeping families connected to their communities and ensuring that students remain in the classroom and receive high quality and rigorous curriculum and instruction from the district's teachers. Examples include: elementary counseling services, supplemental counseling services, therapeutic classroom programs

## **8. Classroom Environment Strategies:**

Classroom environment encompasses a broad range of educational concepts, including the physical setting, the psychological environment created through social contexts, and numerous instructional components related to teacher characteristics and behaviors. Effective classroom

programs and schools involved in changing their school culture.

School Based Services staffs work cooperatively with district personnel to create safe learning environments that promote increased school attendance, increased academic performance, improved student behavior and enhances positive parent and community communication and support. Options are developed cooperatively with school district

managers establish positive classroom environments by:

- Establish and practice clear procedures and routines
  - Establishing clear classroom expectations and consequences
  - Consistently (and predictably) follow through with consequences, as opposed to merely threatening consequences
  - Establish a respectful classroom environment by keeping students on task, and infusing humor, care, and respect into the classroom interactions
  - Developing a functional floor plan with teacher and student work areas and furniture/materials placement for optimal benefit
- Good management is preventive rather than reactive.

# THE GRIEVANCE PROCEDURE

A public school system, in order to be effective, must be attentive to the individual needs and concerns of its constituency—the students and parents/guardians who are served by it. Therefore, the Christian County Board of Education adopts, as a necessary part of this Code of Acceptable Behavior & Discipline, the following grievance procedure to provide students and parents with an appropriate means to resolve problems, which may occasionally arise in the operation of the public school.

## CONDITIONS

All grievances are individual in nature and must be brought by the individual grievant

1. All grievance proceedings shall be conducted outside the regular school day and at a time and place mutually agreed upon.
2. The grievant shall be permitted to have not more than two (2) representatives.
3. All attendant records shall be filed in the office of the Principal and/or Superintendent and shall be considered private information and separate from the student's educational records. All records will be kept for a minimum of three (3) years.
4. No reprisal shall be taken against any aggrieved student because of the filing of a grievance.

## TIME LIMITS

1. Students or their parents must file their grievance within fifteen (15) school days following the alleged violation. However, depending on the nature of the grievance, the Superintendent may recommend an extension of the filing deadline to twenty (20) school days if the grievance is based on an alleged violation of constitutional, statutory, regulatory, or policy provisions.
2. Days referred to in the grievance initiation form shall be school days.
3. The time limits stated in various sections of these procedures may be extended by mutual consent of the Board, its authorized agents, and the grievant.
4. If no extension occurs and the grievant does not file an appeal to the next level within ten (10) school days of receiving a response, the grievance shall be considered to have been settled and terminated at the previous level, and the answer given at that level shall stand.

## PRINCIPAL'S/SCHOOL COUNCIL'S INVOLVEMENT

1. When appropriate, the grievant shall give his/her communication directly to the Principal, thus bypassing the teacher or other employee. This action shall be taken only in those instances where the matter communicated is of such a personal and private nature that it cannot be effectively communicated at a lower level or in those instances where the nature of the grievance would require the initial response of the Principal.
2. Principal reserves the right to redirect the communicator to the appropriate level and/or consult with the council, as appropriate.

## SUPERINTENDENT'S/DESIGNEE'S INVOLVEMENT

1. When appropriate, the grievant shall give his/her communication directly to the Superintendent, thus bypassing the Principal. This action shall be taken only in those instances where the matter communicated is of such a personal and private nature that it cannot be effectively communicated at a lower level or in those instances where the nature of the grievance would require the initial response of the Superintendent.
2. The Superintendent reserves the right to redirect the communicator to the appropriate level.

## BOARD OF EDUCATION'S INVOLVEMENT

1. If the student, after reviewing the Superintendent's response, desires direct communication with the Board of Education, the student may present his/her written communication to the Superintendent for transmittal to the Board of Education or notify the Superintendent ten (10) school days prior to the meeting of the Board at which the student wishes the grievance presented. Students contacting Board members individually about a grievance shall be advised to communicate with the entire Board.
2. If the Board decides to review the grievance, the student will then be afforded an opportunity to appear before the Board at the next regular meeting for relevant discussion of the student's communication. If the student does not wish to make a verbal presentation, the student's right to refrain from such activity will be respected.
3. The Superintendent or the grievant shall present the communication to the Board of Education at its next regularly scheduled meeting.
4. The Board of Education will consider the grievance and will provide the student a written response within ten (10) school days after the next regularly scheduled meeting of the Board, following the meeting of the Board at which the grievance was initially presented. The decision of the Board of Education shall be final.

Christian County Public Schools Board of Education  
P.O. Box 609/200 Glass Avenue  
Hopkinsville, KY 42241  
[www.christian.kyschools.us](http://www.christian.kyschools.us)



# STUDENT BILL OF RIGHTS

## ***Student Bill of Rights Preamble***

A student has legal rights guaranteed by the Constitution of the United States. These can be exercised in school as long as they do not interfere with the rights of others or the school's responsibility to provide safe and orderly schools. The Christian County Public School (CCPS) District encourages each student to balance the expression of his or her rights by honoring his or her responsibilities as outlined in the *Code of Acceptable Behavior & Discipline* and the *Student Bill of Rights*.

### **1. The Right to an Education**

Under Kentucky law, children between the ages of 5 and 21 years have a right to an education. This education is provided free of charge to students until they have completed a 12-year program or reached their twenty-first birthday. (Children eligible for Exceptional Child Education [ECE] services are guaranteed a free and appropriate public education [FAPE] between the ages of 3 and 21.)

Discipline is necessary to maintain a climate conducive to learning, and a student may forfeit his or her right to an education under the *Code of Acceptable Behavior & Discipline*. A student's right to an education will not be taken away without due process, as guaranteed by the Constitution of the United States.

### **2. The Right to Academic Grades Based on Academic Performance**

Academic grades will be assigned based on academic performance. Academic grades will not be reduced as punishment for misconduct. A student is entitled to an explanation of how his or her academic grades were determined.

### **3. The Right to Make-Up Work**

A student receiving an excused absence shall have the opportunity to make up missed schoolwork. The local School-Based Decision Making (SBDM) Council or, if none exists, the principal, with input from teachers and parents, shall establish rules regarding make-up work for excused and unexcused absences.

### **4. The Right to Confidentiality of/Access to Student Records**

The Family Educational Rights and Privacy Act (FERPA) and KRS 160.700-160.730 guarantee to parents/guardians of students younger than age 18 and to eligible students age 18 and older the right to:

- Inspect and review the student's educational records within 45 days of the day the school receives a request for access.
- Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent the FERPA authorizes disclosures without consent.
- Request an amendment of the student's educational records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights.
- File with the U.S. Department of Education, Family Policy Compliance Office, 400 Maryland Avenue, S.W., Washington, D.C. 20202-8520, a complaint concerning alleged failures by the district to comply with the requirements of FERPA.

School records of active students are maintained and kept by the school office in a secure location. Records include credits

earned, standardized test results, academic portfolios, grade point averages (GPAs), behavioral and psychological evaluations, screening and health records, attendance records, and directory information. The file may contain temporary disciplinary records.

In order to inspect, review, or transfer educational records, the eligible student and/or the parent/guardian must complete the Student Educational Request Form. To request the amendment of educational records, the parent/guardian or eligible student must submit the request in writing to the school principal.

Under the provisions of FERPA, the district may release, without written consent, a student's educational records to school officials with a legitimate educational interest; to other school systems, colleges, and universities to which the student intends to enroll or transfer; and to certain other agencies specified by state and federal law. A school official is a person employed by the district, a person serving on the School Board, a person or company with whom the district has contracted as its agent to provide a service instead of using its own employees, or a person serving on an official committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. No other person may inspect, review, or transfer a student's educational records without:

- The written consent of the eligible student;
- The written consent of the parent/guardian if the student is under 18 years of age; or
- A properly issued court order or subpoena.

The district may release directory information without written consent to organizations or individuals with a legitimate educational interest and purpose unless the eligible student and/or parent/guardian submit the Directory Information Opt-Out Form.

### **5. Protection of Pupil Rights Amendment**

The Protection of Pupil Rights Amendment (PPRA) affords parents and eligible students the right to:

- Consent before a student is required to submit to a survey that concerns one or more protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education. These protected areas are as follows:
  - Political affiliations or beliefs of the student or student's parent;
  - Mental or psychological problems of the student or student's family;
  - Sex behavior or attitudes;
  - Illegal, antisocial, self-incriminating, or demeaning behavior;
  - Critical appraisals of others with whom respondents have close family relationships;
  - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  - Religious practices, affiliations, or beliefs of the student or parents; or
  - Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of:
  - Any other protected information survey, regardless of funding;



- Any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings or any physical exam or screening permitted or required under state law; and
- Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

student may opt out of participation in the specific activity or survey. Parents or eligible students who believe their rights have been violated may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202- 5901.

#### 6. The Right of Access to Services for All Students With Disabilities/Child Find

A student with a disability will be provided FAPE. Students who are eligible for special education include those students who have hearing impairments, vision impairments, emotional and behavioral disorders, deafness and blindness, health impairments, specific learning disabilities, mental disabilities, multiple disabilities, speech and language impairments, physical disabilities, autism, developmental delay, or traumatic brain injuries and who, because of these impairments, need special education and related services.

#### 7. The Right to Representation and Involvement

A student has the right to be represented by peers in making decisions that affect him or her. These include decisions about standards of achievements, conduct, elections, activities, and other facets of student life. Each student is encouraged to exercise this right by seeking to serve as a Student Council representative, a club officer, or a representative of a school or district committee. In general, any student may make suggestions on matters that affect him or her through the school administration.

#### 8. The Right to Freedom of Expression

A student has the right to freedom of expression as it relates to speech, assembly, appearance, publications, and the circulation of petitions. This right must be exercised in such a way that it does not interfere with the rights of others or the orderly operations of the school. A student is encouraged to form opinions and express them in a responsible manner. Conduct that interferes with the learning process or the orderly operations of a school may be restricted.

- A student has the right to assemble peacefully as long as such assembly does not interfere with the learning process or the orderly operations of the school.
- A student has the right to choose his or her manner of dress and otherwise to arrange his or her own personal appearance subject to the school rules and regulations regarding dress or appearance. However, any such rules must relate to a specific educational purpose, such as health, safety, full participation in classes or school activities, and/or preventing the disruption of the educational process.
- School publications, such as the school newspaper, will be free from censorship or prior restraint. School officials may establish guidelines for school newspapers and other publications, including the restriction of libelous or obscene material or materials that would incite others. Guidelines must be consistent with governing legal standards and with the rules and regulations of the Board of Education. A student involved in any such publication is responsible for knowing his or her legal responsibilities and the consequences for failure to follow the guidelines.
- A student or student group has the right to access the pages of the student newspaper and to distribute leaflets, pamphlets, and other literature on school grounds as long as school regulations for their distribution are followed. The distribution of materials must not interfere with the orderly operations of the school nor violate the rights of

- Inspect the following items upon request before administration or use:
  - Protected information surveys of students;
  - Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  - Instructional material used as part of the educational curriculum.

The district will notify parents or eligible students at the start of each school year of the specific or approximate dates of the planned activities or surveys listed above and will provide reasonable notification of activities or surveys planned after the school year begins. The parent or eligible

others.

#### 9. The Right to Freedom From Abuse

A student has the right to freedom from verbal and/or physical abuse by school staff or other students. Punishments that are cruel and unusual, demeaning, humiliating, excessive, or unreasonable are prohibited. The use of obscene or abusive language by school staff or students is prohibited. Corporal punishment is prohibited. However, staff may use reasonable physical force to restrain a student for self-defense, to protect others or property, or to maintain order.

#### 10. The Right to Participate

A student has the right to be a member of a school club or organization as long as he or she meets the criteria for membership. School clubs and organizations must apply criteria for membership to all applicants equally. Under federal law, no club or organization may restrict memberships on the basis of age, color, disability, marital or parental status, national origin, race, sex, sexual orientation, political opinion or affiliation, and/or religion, or for any reason. A student may petition the principal to form a new school club or organization. If the club or organization meets the guidelines of the Christian County Board of Education, a faculty sponsor will be selected by the principal and students. The students and their faculty sponsor are entitled to use school facilities, including classrooms and the public-address system, as approved by the principal.

#### 11. The Right to Freedom From Unreasonable Search and Seizure of Property

A student has the right to freedom from unreasonable search and seizure of his or her person and property. School officials, however, have a 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, to maintain order, and/or to protect people and property. Searches may include the student and his or her locker, desk, automobile, or personal belongings. A personal search includes a search of a student's accessories (purse, wallet, backpack, cell phone, notebooks, gym bag, etc.) and/or outer garments (pants/skirt pockets, shirt/blouse pockets, pant legs, socks, shoes, jacket pockets, waistband, etc.) that **would not** require disrobing. The Police Detection Canine Team may conduct random and unannounced searches of general school areas, including school lockers and parking lots. A hand-held metal detector may be used by a school official who has reasonable suspicion that the student is in possession of a weapon or when it is necessary to screen all individuals.

#### 12. The Right to Due Process and Appeal

A student has the right to due process anytime a charge is made against him or her. This means that the student has the right to know what he or she is accused of doing, the right to know the evidence for the charge, and the right to present his or her perspective regarding the charge.

The student or parent/guardian has the right to appeal any action taken by the school that he or she believes to be an unfair or inequitable application of the *Code of Acceptable Behavior & Discipline* or the *Student Bill of Rights*. Students and parents/guardians will be informed of these rights at the beginning of the school year or when the student enrolls in school.

The student or parent/guardian must initiate the appeal. He or she should do the following:

- First, try to resolve the problem by discussing it with the people involved.
- If that is unsuccessful, he or she should request an informal hearing with the administrator at the school. A written decision may be requested.

### **13. The Right to Freedom From Harassment and Discrimination**

The CCPS District is governed by federal, state, and local antidiscrimination laws and acts. CCPS has adopted policies that forbid harassment and discrimination in providing equal educational opportunities on the basis of age, color, disability, marital or parental status, national origin, race, sex, sexual orientation, political opinion or affiliation, and/or religion. In cases where a student and/or parent/guardian thinks that a student has been harassed or discriminated against for any reason, the parent/guardian/student must file a complaint by

following the Christian County Board of Education Discrimination Grievance Procedure.

# FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

As governed by the Family Educational Rights and Privacy Act (FERPA), each student over eighteen (18) years of age or his/her parent, if the student is under eighteen (18) or is the parent's dependent, has a right to (1) inspect and review the student's educational records, and (2) challenge any misleading or inaccurate statement contained in records and request such statements be removed or corrected. For purposes of access to student records, "parent" is defined as: "natural parent, guardian, lawful custodian, or an individual acting as a parent of a pupil in the absence of a parent or guardian." **Either** natural parent has the authority to exercise the rights inherent in this policy unless the schools have been provided with a court order which provides expressly to the contrary.

A student's "educational record" is defined as: Documents and other materials directly related to a student that are collected, maintained, or used by the Christian County Public Schools. This includes records maintained by other agencies and individuals who have performed services for students on behalf of the Christian County Public Schools. Educational records include, but are not limited to:

- personal and family data;
- evaluation and test data, including aptitude, achievement, intelligence, personality, behavior observation, and other diagnostic information;
- medical, psychological, and anecdotal reports (if shared with others);
- all records of school achievement and progress reports;
- student portfolios;
- all discipline records;
- records of conferences with students and/or parents;
- copies of correspondence about the student;
- any photographs or video recording of a student;
- other information or data that is used in working with the student or required by federal and state regulations.

Other than school staff, authorized volunteers, contractors and vendors, and certain other agencies approved by federal law, no person may inspect or review a student's educational records without the consent of the student, if he/she is eighteen (18) years of age; or parent, if the student is under eighteen (18) or is the parent's dependent; or without a properly issued court order.

Upon request, the District will disclose records without consent to officials of another school district in which the student

seeks or intends to enroll.

"Directory Information" shall be released, upon written request, to the news media, athletic associations, higher education providers, scholarship or college entrance committees, or official organizations **only** if the need for data is connected with a legitimate educational interest and purpose. Directory information may be released to official law enforcement agencies with permission of the Superintendent/designee. The District may disclose directory information unless notified in writing to the contrary by October 1 of each school year or within 30 days of enrollment if after October 1. Directory information may include a student's name, address, telephone number and date of birth; student's participation in officially recognized activities and sports, including weight and height; student's dates of membership with Christian County Public Schools; student's awards of credits, diplomas, and special recognitions (including but not limited to, honor roll and proficient/distinguished test scores); and the last educational institution that the student was enrolled, prior to enrollment in Christian County Public Schools. Directory information does not include educational records.

**Military Recruiters:** Under current law, U.S. military recruiters have access to the names, addresses and telephone numbers of secondary school students. A parent, guardian or student may choose not to have this information released. To request that recruiters not receive information on a student, a Release of Information to Military Recruiters Opt-Out Form (available at each high school) must be completed and sent to the Superintendent's office. The opt-out request will remain in effect unless revoked by the parent/guardian or student.

Each parent and eligible student has the right to file a written complaint with the United States Department of Education if he/she feels the right to inspect the student's records, as set forth in Board Policy 09.14, has been wrongfully denied.

## Challenge to Content/Accuracy of Records

- a. In the event of a challenge to the content or accuracy of a student's records upon the basis that the information contained therein is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, Form SRF 119 (in Principal's office) must be completed and the parent of the student or the eligible student must be given the

opportunity for a hearing to be conducted by the appropriate administrator appointed by the Superintendent, who shall be designated as the "hearing official." The hearing will be held within a reasonable period of time after the Superintendent has received a request for such a hearing and the parent of the student and/or the eligible student shall be given notice of the date, place, and time of the hearing reasonably in advance of the same.

- b. The parent of the student or the eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues and may be assisted or represented by individuals of his or her choice, including an attorney, at his or her own expense.
- c. If, as a result of the hearing, the Board of Education, through its hearing official, decides that the information is not inaccurate, misleading, or otherwise in violation of privacy or other rights of students, it shall inform the parent or eligible student of the right to place in the education records of the student a statement commenting upon the information in the education records and/or setting forth any reasons for disagreeing with the decision of the hearing official.
- d. Any explanation placed in the education records of the student, under paragraph (c) above, shall:
  1. Be maintained by the Board of Education as part of the education records of the student as long as the records or contested portion thereof are maintained by the Board of Education, and
  2. If the education records of the student or the contested portion thereof are disclosed by the Board of Education to any party, the explanation shall also be disclosed to that party.
- e. The hearing official shall make his/her decision in writing within a reasonable period of time after the conclusion of the hearing.
- f. The decision of the hearing official shall be based solely upon the evidence presented at the hearing and shall include a summary of the evidence and

the reasons for the decision.

#### PROTECTION OF PUPIL RIGHTS AMENDEMENT (PPRA)

Parents/eligible students shall be notified of and given opportunity to opt out of participation in surveys, analyses, invasive physical exams or screenings (excluding hearing, vision or scoliosis screenings), or evaluations that disclose protected information. This also applies to the collection, disclosure, or use of student information by third parties for marketing purposes. Parents/eligible students may inspect, upon written request and prior to administration or use, materials or instruments used for the collection, disclosure, or use of protected information.

#### NOTIFICATION OF PPRA RIGHTS

The PPRA affords parents and eligible students (those who are 18 or older or who are emancipated minors) certain rights regarding conduct of surveys, collection and use of information for marketing purposes, and certain physical examinations. These include the right to:

2. **Consent before students are required to submit to a survey** that concerns one (1) or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education:
  1. Political affiliations or beliefs of the student or student's parent;
  2. Mental or psychological problems of the student or student's family;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  5. Critical appraisals of others with whom respondents have close family relationships;
  6. Legally recognized privileged relationships such as with lawyers, physicians, or ministers;
  7. Religious practices, affiliations, or beliefs of the student or the student's parents; or
  8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

- Receive notice and an opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student (except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law); and

Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

- **Inspect, upon request and before administration or use:**
  1. Protected information surveys of students;
  2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  3. Instructional material used as part of the educational curriculum.

The District shall also notify parents and eligible students at least annually at the start of each school year of the specific or approximate dates of the activities listed above. Notification will provide an opportunity to opt a student out of participating in those activities.

Parents/eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office

Department of Education  
400 Maryland Ave., SW  
Washington, D C. 20202-4605.

If you know of a child or youth who lives in Christian County, may have disability and is not receiving needed services bring, telephone, or send the information to:

Child Find activities will continue throughout the school year. As part of these efforts, Christian County Schools will use screening information, student records, and basic assessment information it collects on all children and youth in the district to help locate those children and youth who have a disability and need special education.

Any information the district collects through Child Find is maintained confidentially.

Student records shall include discipline records with regards to suspensions and expulsions.

Parents, guardian, or eligible students have the right to file a complaint with the U.S. Department of Education related to perceived failures by the district to comply with confidentiality requirements. The address is: Family Policy and Regulation Office, U.S. Department of Education, Washington, D.C., 20202.

Written policies and procedures have been developed which describe the district's requirements regarding the confidentiality of personally identifiable information and Child Find activities. There are copies in the Principal's Office of each school and at the Board of Education office. Copies describing these policies and procedures may be obtained by contacting:

*Director of Pupil  
Personnel Christian  
County Schools  
200 Glass Avenue  
Hopkinsville, KY 42240  
(270) 887-7000*

The district office is open Monday through Friday, from 7:00 a.m. to 4:30 p.m.

If you know of someone who may need this notice translated to another language, given orally, or delivered in some other manner, please contact the Director of Pupil Personnel or the Director of Special Education at the address or phone number listed above for the district office.

*Director of Special Education  
Christian County Public Schools  
200 Glass Avenue  
P.O. Box 609  
Hopkinsville, KY 42240  
(270) 887-7000*

## **CHRISTIAN COUNTY BOARD OF EDUCATION NON-DISCRIMINATION POLICY STATEMENT**

As required by federal law, the District does not discriminate on the basis of race, color, or national origin, sex, genetic information, disability or age in its programs and activities and provides equal access to its facilities to the Boy Scouts and other designated youth groups. Notice of the name, work address and telephone number of the Title IX Coordinator and the Section 504 Coordinator for the district shall be provided to the employees, applicants for employment, students, parents/guardians, and other beneficiaries such as participants in activities offered to the public.

Students, their parents, employees, and potential employees of the Christian County Schools are hereby notified that the Christian County School System does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex, or disability in employment programs, career and technical education (vocational) programs, or activities set in compliance with the Office of Civil Rights, Title VI, VII, IX, ADA, and Section 504.

The Christian County School System offers the following career and technical education programs for students in grades 9-12: Agriculture, Family and Consumer Sciences, and Industrial Technology. The following career and technical courses are available to students in grades 9-12: Auto Mechanics, Business and Office, Carpentry, Electricity, Health Services, Information Technology, Machine Tool, and Welding.

Adult education classes are offered to individuals pursuing a GED certificate. Adult programs are offered periodically based upon the demand for specific classes.

Any person having inquiries concerning Christian County Public Schools compliance with the Office of Civil Rights Law, Title VI, VII, IX, ADA, and Section 504 is directed to contact the Director of Pupil Personnel, Christian County Board of Education, 200 Glass Avenue, Hopkinsville, Kentucky, 42240, 887-7000.

## **PARENT/GUARDIAN RESPONSIBILITIES**

### **PARENT/GUARDIAN RESPONSIBILITIES**

All parents and guardians have the responsibility to:

1. Send their child to school as required by Kentucky School Law (KRS 159-010) unless he/she is exempt under KRS 159-030.
2. Make certain their child's attendance at school is regular and punctual, and all absences properly explained.
3. See that the child is clean, dressed in compliance with school rules of sanitation and safety, and dressed in a fashion that will not disrupt classroom procedures.
4. Help the child develop socially acceptable standards of behavior, including exercise of self-control, and accountability for his/her actions.
5. Teach the child, by word and example, respect for law, for the authority of the school, and for the rights and property of others.
6. Become familiar with and support the rules the child is expected to observe at school; to be aware of the consequences for violations of these rules; and to accept legal responsibility for the child's actions.
7. Become acquainted with their child's school, its staff, curriculum and activities; and to attend parent-teacher conferences and school functions.
8. Accept their own role as the primary educators of their child by providing for the physical needs of their child; and to inform the school staff of any significant physical or emotional problems, chronic or communicable illnesses, or concerns of their child which might affect the child's behavior and performance.
9. Encourage their child to develop proper study habits at home.
10. Cooperate with, show respect for, and lend support to the teachers, administrators, and other school personnel.
11. Be a role model of responsible citizenship.
12. Communicate with their child concerning academic performance and behavior.
13. Discuss problems with the appropriate school personnel.

# GLOSSARY OF TERMS

**Absence** - Being absent from school for 61 minutes or more.

**Abuse** – To hurt or injure in a rough or cruel way.

**Abuse of a Teacher**-Whenever a teacher, **classified employee** 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 an person to direct speech or conduct toward the teacher, **classified employee** or school administrator when such person knows or should know that the speech or conduct will disrupt or interfere with the normal school activities or will nullify or undermine the good order and discipline of the school.

**Administrator** – Staff members designated to enforce the *Code of Acceptable Behavior & Discipline*, including Superintendent, School Director, Principal, or Assistant Principal.

**Admissions and Release Committee (ARC)** – A committee of school personnel and parents authorized to plan special education program placement for identified students.

**Alcohol Distribution** - Includes distribution of a liquor, brew, or mixture containing alcohol. Examples include beer, whiskey, and wine.

**Alcohol Possession and Use** - Includes possession and use of a liquor, brew, or mixture containing alcohol. Examples include beer, whiskey, and wine.

**Amphetamines Distribution** – Includes distribution of amphetamine or methamphetamine.

**Amphetamines Possession and Use** - Includes possession and use of amphetamine or methamphetamine.

**Appeal** – The procedure a student may use to seek a change in a decision rendered by school personnel.

**Arson** – Any intentional burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle, or aircraft.

## **Assault (First Degree)**

- A person is guilty of assault in the first degree when:
  - a) Intentionally causes serious physical injury to another person by means of a deadly weapon or a dangerous instrument; or
  - b) Under circumstances manifesting extreme indifference to the value of human life he wantonly engages in conduct which creates a grave risk of death to another and thereby causes serious physical injury to another person.

*Assault in the first degree is a Class B felony.*

## **Assault (Second Degree)**

- A person is guilty of assault in the second degree when:
  - a) Intentionally causes serious physical injury to another person; or
  - b) Intentionally causes physical injury to another person by means of a deadly weapon or a dangerous instrument; or
  - c) Wantonly causes serious physical injury to another person by means of a deadly weapon or a dangerous instrument.

*Assault in the second degree is a Class C felony.*

## **Assault (Third Degree)**

- A person is guilty of assault in the third degree when the actor:
  - a) Recklessly, with a deadly weapon or dangerous instrument, or intentionally causes or attempts to cause physical injury to:
    - ❖ A state, county, city, or federal peace officer;
    - ❖ A day treatment employee;
    - ❖ State social worker, if the event occurs while the worker is performing job-related duties;
    - ❖ Any school or district employee; or
    - ❖ A school or school district volunteer acting in the course and scope of that person's volunteer service for the school or school district.

*Assault in the third degree is a Class D felony.*

## **Assault (Fourth Degree)**

- A person is guilty of assault in the fourth degree when:
  - a) He intentionally or wantonly causes physical injury to another person; or
  - b) With recklessness he causes physical injury to another person by means of a deadly weapon or a dangerous instrument.

*Assault in fourth degree is a Class A misdemeanor.*

**Barbiturates Possession and Use** – Includes possession and use of barbiturates. Barbiturates are organic compounds that produce sedative and hypnotic effects (e.g., Nembutal, Luminal, Seconal, and Pentothal).

**Barbiturates Distribution** – Includes distribution of barbiturates. Barbiturates are organic compounds that produce sedative and hypnotic effects (e.g., Nembutal, Luminal, Seconal, and Pentothal).

**Behavioral Expectations** – Students actions, reactions, and language that do not offend, injure, or in any way interfere with the educational process.

**Board Attorney** – The attorney who is the general counsel for the Christian County Board of Education.

**Booby trap device** - Includes any device, or substance designed to surreptitiously or covertly take life, endanger life or destroy or damage property and shall not include firearms.

**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. These unwanted verbal, physical or social behaviors occur on school premises, on school sponsored transportation, at school sponsored events or disrupts the educational process.

**Burglary** - A person is guilty of burglary when, with the intent to commit a crime, he knowingly enters or remains unlawfully in a building. A building, in addition to its ordinary meaning, means any structure, vehicle, watercraft or aircraft where any person lives or where people assemble for purposes of business, government, education, religion, entertainment or public transportation. Thus, breaking into a bus and stealing something from the bus would be counted as burglary.

**Cheating** - A student acting deceptively or dishonestly, including a student copying another's work and using it as his/her own, and tampering with official school records

**Classroom Rules**-rules used to regulate behavior by clearly defined classroom expectations of student behavior and the consequences to inappropriate behavior.

**Cocaine/Crack Distribution** – Includes distribution of cocaine or crack.

**Cocaine/Crack Possession and Use** - Includes possession and use of cocaine or crack.

**Co-curricular activities** – Those activities that take place outside the six (6) hour instructional day and are directly related to an instructional class for which the student receives a grade.

**Criminal Homicide** - A person is guilty of criminal homicide when he causes the death of another human being under circumstances which constitute murder, manslaughter in the first degree, manslaughter in the second degree, or reckless homicide.

**Criminal Violation** – An act which is an offense defined by Kentucky law (Kentucky Revised Statutes [KRS]).

**Dangerous Instrument** - Any instrument, including parts of the human body when a serious physical injury is a direct result of the use of that part of the human body, article, or substance which, under the circumstances in which it is used, attempted to be used, or threatened to be used, is readily capable of causing death or serious physical injury. "Dangerous instrument" shall include, but is not limited to, any ordinary pocket knife or hunting knife. The term "dangerous instrument" shall also include instruments or objects which may reasonably be perceived by another as a weapon or dangerous instrument ("look-alike" weapon), or any other object, device or material which is reasonably determined by the Principal and/or the Board to be used or possessed for the purpose of intimidating, threatening or injuring another person or for causing damage to property of others

**Deadly weapon** – Includes any of the following:

- ❖ A weapon of mass destruction;
- ❖ Any weapon from which a shot, readily capable of producing death or other serious physical injury, may be discharged;
- ❖ Any knife other than an ordinary pocket knife or hunting knife;
- ❖ Billy, nightstick, or club;
- ❖ Blackjack or slapjack;
- ❖ Nun-chuck or karate sticks;
- ❖ Shuriken or death star; or
- ❖ Artificial knuckles made from metal, plastic, or other similar hard material;
- ❖ Pellet guns

**Deliberate Classroom Disruption** – intentional student behaviors that disrupt the instruction or intended classroom activity to cease or proceed with difficulty.

**Destruction of Property**-is the damage to or the destruction of public or private property, caused either by a person who is not its owner. Property damage caused by persons is generally categorized by its cause: neglect and intentional damage. Intentional property damage is often, but not always, malicious. Property damage caused by natural phenomena may be legally attributed to a person if that person's neglect allowed for the damage to occur.

**Destructive device** - Any explosive, incendiary, or poison gas bomb, grenade, mine, rocket, missile, or similar device and includes the unassembled components from which such a device can be made. The term "destructive device" shall not include any device which is neither designed nor redesigned for use as a weapon.

**Detention** – A disciplinary program where students are kept for a period of time before or after school.

**Disorderly Conduct**- Committing a breach of 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, he/she:

- (a) Engages in fighting or in violent, tumultuous or threatening behavior; or
- (b) Makes unreasonable noise; or
- (c) Refuses to obey an official order to disperse issued to maintain public safety in dangerous proximity to a fire, hazard or other emergency; or
- (d) Creates a hazardous or physically offensive condition by any act that serves no legitimate purpose.

**Disrespectful Behavior**-Disrespectful words and actions are rude and show a lack of respect.

**Disruptive Behavior** – Disruptions that impede the delivery of instruction or alter the flow of school or district related business. Disruptions may be defined by written referrals from teachers or staff to the principal.

**Dress Code Violation**- not adhering to a set of rules specifying the correct manner of dress while on the school premises or attending a school activity.

**DUI (Driving under the influence)** - Operating a motor vehicle with alcohol concentration of or above 0.08 for those above 21 and 0.02 for those under age 21, or while under the influence of alcohol or other substance which impairs driving ability.

**Excused Absence** – A legitimate absence from school verified by written note from the parent/guardian. The student may make up all missed work from the excused absence under the school SBDM policy guidelines.

**Extracurricular Activities** – Those activities that normally take place outside the six (6) hour instructional day and are under the supervision of an assigned certified employee.

**Failure to Attend Detention**-noncompliant to attend detention as assigned at the school level.

**Failure to Follow Staff Directives**-noncompliant to comply with an official school/school district rule as instructed by school staff.

**Family Educational Rights and Privacy Act (FERPA)** – The Federal and State laws that protect a family from having unauthorized persons access a student's records without permission.

**Felony Criminal Abuse** - (1) A person is guilty of criminal abuse in the first degree when he/she intentionally abuses another person or permits another person of whom he/she has actual custody to be abused and thereby: (a) Causes serious physical injury; or (b) Places him in a situation that may cause him serious physical injury; or (c) Causes torture, cruel confinement or cruel punishment to a person twelve years of age or less, or who is physically helpless or mentally helpless. 2) A person is guilty of criminal abuse in the second degree when he wantonly abuses another person or permits another person of whom he has actual custody to be abused and thereby: (a) Causes serious physical injury; or (b) Places him in a situation that may cause him serious physical injury; or (c) Causes torture, cruel confinement or cruel punishment to a person twelve years of age or less, or who is physically helpless or mentally helpless. Criminal abuse in the first degree is a Class D felony.

**Felony Stalking** - (1) A person is guilty of stalking in the first degree: (a) When he intentionally: 1. Stalks another person; and 2. Makes an explicit or implicit threat with the intent to place that person in reasonable fear of: a. Sexual contact as defined in KRS 510.010; b. Serious physical injury; or c. Death; and (b) 1. A protective order has been issued by the court to protect the same victim or victims and the defendant has been served with the summons or order or has been given actual notice; or 2. A criminal complaint is currently pending with a court, law enforcement agency, or prosecutor by the same victim or victims and the defendant has been served with a summons or warrant or has been given actual notice; or 3. The defendant has been convicted of or pled guilty within the previous five (5) years to a felony or to a Class A misdemeanor against the same victim or victims; or 4. The act or acts were committed while the defendant had a deadly weapon on or about his person. Stalking in the first degree is a Class D felony.

**Felony Wanton Endangerment** - A person is guilty of wanton endangerment in the first degree when, under circumstances manifesting extreme indifference to the value of human life, he/she wantonly engages in conduct which creates a substantial danger of death or serious physical injury to another person. Wanton endangerment in the first degree is a Class D felony.

**Fight** – To struggle against someone with hands or with weapons.

**Firearm** - Any weapon which will expel a projectile by the action of an explosive.

**Focused Act**-include all misdemeanor type Public Offenses except those involving serious bodily harm

**Forcible Rape** – A person is guilty of forcible rape when he/she engages in sexual contact or deviate sexual contact with another person by force.

**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).

**Fraud**-is obtaining money or property by false pretenses.

**Gambling** - Staking or risking something of value upon the outcome of a contest, game, gaming scheme, or gaming device which is based upon an element of chance, in accord with an agreement or understanding that someone will receive something of value in the event of a certain outcome, on school property or at a school sponsored event. This does not include school-sanctioned activities of chance.

**Grievance Procedure** – A fair, step-by-step approach to address complaints and concerns through the school system.

**Habitual Truant** – Being truant two (2) or more times (six [6] unexcused absences).

**Hallucinogenic Distribution** – Includes distribution of a psychoactive drug that induces hallucinations or altered sensory experiences (e.g., LSD, PCP).

**Hallucinogenic Possession and Use** – Includes possession and use of a psychoactive drug that induces hallucinations or altered sensory experiences (e.g., LSD, PCP).

**Handgun** – Any pistol or revolver originally designed to be fired by the use of a single hand, or any other firearm originally designed to be fired by the use of a single hand.

**Harassing Communication** - (1) A person is guilty of harassing communications when, with intent to intimidate, harass, annoy, or alarm another person, when he or she: a) Communicates with a person, anonymously or otherwise, by telephone, telegraph, mail, or any other form of written communication in a manner which causes annoyance or alarm and serves no purpose of legitimate communication; (b) Makes a telephone call, whether or not conversation ensues, with no purpose of legitimate communication; or (c) Communicates, while enrolled as a student in a local school district, with or about another school student, anonymously or otherwise, by telephone, the Internet, telegraph, mail, or any other form of electronic or written communication in a manner which a reasonable person under the circumstances should know would cause the other student to suffer fear of physical harm, intimidation, humiliation, or embarrassment and which serves no purpose of legitimate communication. Harassing communications is a Class B misdemeanor.

**Heroin Distribution** – Includes distribution of heroin.

**Heroin Possession and Use** – Includes possession and use of heroin.



**Inappropriate Contact (no injury)**- not suitable or proper state or condition of physical touching.

**Inappropriate Use of District/School Technology**-not suitable or proper usage of district/school technology

**Indecent Exposure** - A person is guilty of indecent exposure when he or she intentionally exposes his or her genitals under circumstances in which he or she knows or should know that his or her conduct is likely to cause affront or alarm to another person on school grounds or at a school function. This is not to be confused with violation 175.

**Individual Education Plan (IEP)** – A written document developed by a committee (teachers, principals, parents, etc.), which specifies the regular education, special education, and related services needed to meet the needs of a student with disabilities.

**Inhalants Distribution**–Includes distribution of Inhalants.

**Inhalants Possession and Use**–Includes possession and use of Inhalants.

**Kidnapping** - A person is guilty of kidnapping when he/she unlawfully restrains another person and when his intent is: (a) To hold a person for ransom or reward; or (b) To accomplish or to advance a commission of a felony; or (c) To inflict bodily injury or to terrorize the victim or another; or (d) To interfere with the performance of a governmental or political function; or (e) To use a person as a shield or hostage; or (f) To deprive the parents or guardian of a the custody of a minor, when the person taking the minor is not a “person exercising custodial control or supervision” is defined in KRS 600.020.

**Look-alike Drug Possession/Distribution** – The use, possession or distribution of a look-alike or counterfeit drug as a substance that the student believes to be or represents to be illegal, or a substance where the student engaged in behavior that would cause a reasonable person to believe the drug was illegal.

**Make-up Work** – Academic assignments completed by a student to fulfill missed class work assigned during an absence.

**Marijuana Distribution** –Includes distribution of marijuana.

**Marijuana Possession and Use**–Includes possession and use of marijuana.

**Menacing** - A person is guilty of menacing when he/she intentionally places another person in reasonable apprehension of imminent physical injury. Menacing is a Class B misdemeanor.

**Misdemeanor Criminal Abuse** - (1) A person is guilty of criminal abuse in the third degree when he recklessly abuses another person or permits another person of whom he has actual custody to be abused and thereby: (a) Causes serious physical injury; or (b) Places him in a situation that may cause him serious physical injury; or (c) Causes torture, cruel confinement or cruel punishment to a person twelve (12) years of age or less, or who is physically helpless or mentally helpless. Criminal abuse in the third degree is a Class A misdemeanor.

**Misdemeanor Stalking** - (1) A person is guilty of stalking in the second degree when he intentionally: (a) Stalks another person; and (b) Makes an explicit or implicit threat with the intent to place that person in reasonable fear of: 1. Sexual contact as defined in KRS 510.010; 2. Physical injury; or 3. Death Stalking in the second degree is a Class A misdemeanor.

**Misdemeanor Wanton Endangerment** - A person is guilty of wanton endangerment in the second degree when he/she wantonly engages in conduct which creates a substantial danger of physical injury to another person. Wanton endangerment in the second degree is a Class A misdemeanor.

**Parent** – Parent or legal guardian.

**Physical injury** - Substantial physical pain or any impairment of physical condition.

**Pornography**-printed or visual material containing the explicit description or display of sexual organs and/or activity

**Possession** – Means to have actual physical possession or otherwise to exercise actual dominion or control over a tangible object.

**Possession of Fireworks**-the state of having a device containing gunpowder and other combustible chemicals causing an explosion when ignited on school property and/or at a school sponsored event.

**Possession/Distribution of Pornography (involving a minor)**-the state of having and/or sharing to a recipient or group of recipients printed or visual material containing the explicit description or display of sexual organs and/or activity involving an individual under 18 years old.

**Possession of Stolen Property/Theft** - Violations that include buying, receiving, or possessing stolen property.

**Possession of Weapon – Handgun** - A handgun is any pistol or revolver originally designed to be fired by the use of a single hand, or any other firearm originally designed to be fired by the use of a single hand. A firearm is any weapon that will expel a projectile by the action of an explosive. This offense encompasses manufacture, sale, or possession of handguns on school property or at a school function. (By Kentucky law KRS 527.070, this excludes students 18 years of age and older who have these firearms in their automobile on school property).

**Possession of Weapon/Other Firearm** - Weapons other than handguns, rifles, or shotguns that will expel a projectile by the action of an explosive. Examples of other firearms include air guns (that use pneumatic pressure or pressurized cartridges to fire a projectile) also known as BB guns and other homemade firearms. (By Kentucky law KRS 527.070 this excludes students 18 years of age and over who have these firearms in their automobile on school property).

**Possession of Weapon – Rifle** - A rifle is a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of the explosive in a fixed metallic cartridge to fire only a single projectile through a rifled bore for each single pull of the trigger. This category also includes shotguns. This offense encompasses sale or possession of rifles or shotguns on school property or at a school function. (By Kentucky law KRS 527.070, this excludes students 18 years of age and older who have these firearms in their automobile on school property).

**Prescription Drugs Distribution** – Unauthorized possession and/or distribution of medications that are available only with prescriptions from a doctor or dentist to a pharmacist

**Prescription Drugs Possession and Use** – Unauthorized possession and use of medications that are available only with prescriptions from a doctor or dentist to a pharmacist.

**Procedural Due Process** – The procedure guaranteed for a student accused of a behavior violation which includes explaining the charges and allowing an ample opportunity for response to the charges.

**Reasonable Physical Force** – Holding, restraining, or using one's person in a manner that prevents injury to student, teacher, parent, or other citizen.

**Referral Form** – Usually a pre-printed document on which student misconduct and other rule infractions are listed.

**Robbery** – The taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force and/or putting the victim in fear.

**Serious Physical Injury** – Means physical injury which creates a substantial risk of death, or which causes serious and prolonged disfigurement, prolonged impairment of health, or prolonged loss or impairment of the function of any bodily organ.

**Sexual Activity** – Inappropriate sexual behavior exhibiting intimate physical contact in school or at any school related activity, on-site or off-site. This sexual contact can be consensual or unwanted.

**Sexual Assault** – Includes all degrees of rape, sodomy, sexual abuse, and sexual misconduct as defined by KRS Chapter 510.

**Sexual Harassment** – Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. The sexual conduct is unwelcome whenever a person subjected to the conduct considers it to be unwelcome.

**Sexual Misconduct** – Includes all forms of unwelcome sexual advances, unwelcome sexual contact, and the unwelcome touching of the sexual or other intimate parts of a person.

**Skipping Class** – attending school, but not going to class.

**Statutory Rape** – A person is guilty of statutory rape (in KY, rape in the second degree) when: (a) Being eighteen (18) years old or more, he or she engages in sexual intercourse with another person less than fourteen (14) years old; or (b) He engages in sexual intercourse with another person who is mentally incapacitated; (c) Being twenty-one (21) years old or more he engages in sexual intercourse with another person less than sixteen (16) years old.

**Stealing** – Unlawfully taking, carrying, leaving, or riding away with property of another person *without threat, violence, or bodily harm*. This also includes the unauthorized possession, sale, or attempted sale of another's property. The school is not responsible for personal property brought onto school campuses. Any personal property or materials brought onto campus for classroom use is at the risk of the owner. Personal property could include, but is not limited to: wallets, purses, backpacks, clothing, collectibles, electronic devices such as cell phones, Ipods, MP3 players, CD players, tablets, readers, laptops, etc.

**Synthetic Drug Possession or Use** – Includes possession and/or use of a synthetic drug. Synthetic drug is defined as a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade restrictions against illegal substances.

**Synthetic Drug Distribution** – Includes sale and or distribution of synthetic drugs

**Suspension** – Removal of the student from the school setting for a period not to exceed ten (10) school days.

**Tardiness** – Being absent for sixty (60) minutes or less or not being in homeroom, classroom, or other assigned area at the designated time.

**Terroristic Threatening** –

A person has committed the offense of terroristic threatening when he or she:

A. Intentionally makes false statements that he or she or another person has placed a weapon of mass destruction on:

1. The real property or any building of any public or private elementary or secondary school, vocational school, or institution of postsecondary education;
2. A school bus or other vehicle owned, operated, or leased by a school;
3. The real property or any building public or private that is the site of an official school-sanctioned function; or
4. The real property or any building owned or leased by a government agency; **or**
  - a. Intentionally and without lawful authority, places a counterfeit weapon of mass destruction at any location or on any object specified in paragraph (a) of this subsection, **or**

B. When he or she intentionally:

- a. With respect to a school function, threatens to commit any act likely to result in death or serious physical injury to any student group, teacher, volunteer worker, or employee of a public or private elementary or secondary school, vocational school, or institution of postsecondary education, or to any other person reasonably expected to lawfully be on school property or at a school-sanctioned activity, if the threat is related to their employment by a school, or work or attendance at school, or a school function. A threat directed at a person or persons or at a school does not need to identify a specific person or persons or school in order for a violation of this section to occur;

- b. Makes false statements that he or she has placed a weapon of mass destruction at any location other than one specified in section (1)(a) above; or
- c. Without lawful authority places a counterfeit weapon of mass destruction at any location other than one specified in section (1)(a) above, or

C. When he or she:

- a. 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
- b. Intentionally makes false statements for the purpose of causing evacuation of building, place of assembly, or facility of public transportation.

D. A counterfeit weapon of mass destruction is placed with lawful authority if it is placed, with the written permission of the chief officer of the school or other institution, as a part of an official training exercise and is placed by a public servant, as defined in [KRS 522.010](#).

E. A person is not guilty of terroristic threatening if he or she, innocently and believing the information to be true, communicates a threat made by another person to school personnel, a peace officer, a law enforcement agency, a public agency involved in emergency response, or a public safety answering point and identifies the person from whom the threat was communicated, if known.

**Threatening**-using verbal messages or physical actions toward a student or other non-staff person that imply the threat of serious physical injury.

**Threatening of Staff Member**-Using verbal messages or physical actions toward a staff person or school representative that imply the threat of serious physical injury.

**Throwing Objects**-to propel or cast an object

**Truant** – Being absent from school without a valid excuse for three (3) or more days, or tardy on three (3) or more days.

**Under Influence** - Includes all offenses of intoxication (with the exception of driving under the influence). In Kentucky, this offense equates to alcohol intoxication and/or public intoxication, which occurs when a person appears in a public place manifestly under the influence of alcohol, a controlled substance, or other intoxicating substance.

**Unexcused Absence** – An absence from school which does not entitle the student to make up missed work. Students returning from suspensions may make up major tests or projects.

**Use of Fireworks**-the action of using a device containing gunpowder and other combustible chemicals causing an explosion when ignited.

**Vapor Product** – The use or possession of a vapor product, which includes but is not limited to any electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe, or similar product or device.  
(KRS 438.305)

**Verbal Abuse**- is the excessive use of language to undermine someone's dignity and security through insults or humiliation, in a sudden or repeated manner.

**Violation of Personal Electronic Communications**- failure to adhere to the rules and/or expectations in the use of a personal electronic communication device which would allow for the exchange of communication/information over significant distances.

**Weapon of Mass Destruction:**

- ❖ Any destructive device, but not fireworks as defined in *KRS227.700*;
- ❖ Any weapon that is designed or intended to cause death or serious physical injury through the release, dissemination, or impact of toxic or poisonous chemicals or their precursors;
- ❖ Any weapon involving a disease organism; or
- ❖ Any weapon that is designed to release radiation or radioactivity at a level dangerous to human life.

# HARASSMENT OR INTIMIDATION REPORTING FORM

(for definitions of Harassment, Intimidation, and Bullying, please reference other side)

Bullying, harassment, or intimidation are serious and will not be tolerated. This is a form to report alleged bullying harassment, or intimidation that occurred on school property; at a school-sponsored activity or event off school property; on a school bus; or on the way to and/or from school, in the current school year. If you are a student victim, the parent/guardian of a student victim, or a close adult relative of a student victim, or a school staff member and wish to report an incident of alleged bullying harassment, or intimidation, complete this form and return it to the principal at the student victim's school. Contact the school for additional information or assistance at any time.

Was the behavior intentional, repeated over time, intended to harm, involving a power differential, and creating a hostile educational environment? ☐ **YES** ☐ **NO**

Date (mm/dd/yyyy)	School	School System	
Today's Date:			
Person Reporting Incident	Circle one: Student Witness/Bystander Parent/Guardian Close adult relative School Staff		
Name:	Telephone:	E-mail:	
1. Name of Student Victim			Age
2. Name(s) of Alleged Offenders(s) (If known)	Age	School (if known)	Is he/she a student?
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Date(s) of Incident(s) (mm/dd/yyyy)			

**4. Place an "X" next to the statement(s) that best describes what happened (choose all that apply):** ☐ Demeaning and making the victim of jokes ☐ Making Rude and/or threatening gestures

- ☐ Any bullying, harassment, or intimidation that involves physical aggression
- ☐ To get another person to hit or harm the student
- ☐ Teasing, name-calling, making critical remarks, or threatening, in person or by other means
- ☐ Electronic Communication (specify) \_\_\_\_\_
- ☐ Other (specify) \_\_\_\_\_
- ☐ Excluding or rejecting the student
- ☐ Intimidating (bullying), extorting, or exploiting
- ☐ Spreading harmful rumors or gossip

**5. Where did the incident happen (choose all that apply)?**

- ☐ On school property
- ☐ On the way to/from school
- ☐ At a school-sponsored activity or event off school property
- ☐ Electronically
- ☐ On a school bus

## BULLYING, HARASSMENT OR INTIMIDATION REPORTING FORM

### 4. What did the alleged offender(s) say or do?

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(Attach a separate sheet if necessary)

### 5. Why did the harassment or intimidation (bullying) occur?

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(Attach a separate sheet if necessary)

### 6. Did a physical injury result from this incident? Place an "X" next to one of the following:

- ☐ No      ☐ Yes, but it did not require medical attention      ☐ Yes, and it required medical attention

### 7. If there was a physical injury, do you think there will be permanent effects? ☐ Yes      ☐ No

### 8. Was the student victim absent from school as a result of the incident? ☐ Yes      ☐ No

If yes, how many days was the student victim absent from school as a result of the incident? \_\_\_\_\_

### 9. Did a psychological injury result from this incident? Place an "X" next to one of the following:

- ☐ No  
☐ Yes, but psychological services have not been sought  
☐ Yes, psychological services have been sought

### 10. Is there any additional information you would like to provide?

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(Attach a separate sheet if necessary)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Definition of Bullying, Harassment, and Intimidation

Intentional conduct, including verbal, physical, or written conduct, or an intentional electronic communication, that: **(I)** creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being and is: 1. motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attribute, socioeconomic status, familial status, or physical or mental ability or disability; or 2. threatening or seriously intimidating; and **(II)** 1. Occurs on school property, at a school activity or event, or on a school bus; or 2. Substantially disrupts the orderly operation of a school. Electronic communication means a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, or pager.