



Kenton County School District | *It's about ALL kids.*

**THE KENTON COUNTY BOARD OF  
EDUCATION**

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Dr. Henry Webb, Superintendent of Schools

**KCSD ISSUE PAPER**

**DATE:**

July 26, 2018

**AGENDA ITEM (ACTION ITEM):**

**Consider/Approve** The recommendation is to approve the 2018-2019 Kenton County School District Code of Expected Behavior and Conduct.

**APPLICABLE BOARD POLICY:**

**09.42: Student Conduct**

**HISTORY/BACKGROUND:**

Each year, the Code of Expected Behavior and Conduct is reviewed and updated. This year, the code went through an extensive revision process which included input from stakeholders, multiple drafts to reflect input, and public comment. As part of the process, the recommendation also included electronic distribution rather than printing a hard copy for each student in the district. Information on how to access the KCSD Code of Conduct and Expected Behavior will be provided to the schools to distribute. It will include a QR Code and a link. A link will also be posted on school and the district website.

**FISCAL/BUDGETARY IMPACT:**

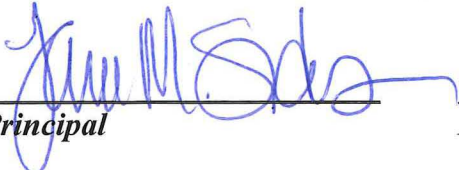
Savings of \$8791.04 by eliminating the cost of printing and moving toward electronic distribution.


**RECOMMENDATION:**

The recommendation is to approve the 2018-2019 Kenton County School District Code of Expected Behavior and Conduct.

**CONTACT PERSON:**

Tara Sides, Director of Reducing Barriers to Learning

  
Principal

  
District Administrator

  
Superintendent

Use this form to submit your request to the Superintendent for items to be added to the Board Meeting Agenda.

Principal –complete, print, sign and send to your Director. Director –if approved, sign and put in the Superintendent's mailbox.

**Kenton County Board of Education**

Board Members: Carl Wicklund, Chairperson Karen L. Collins, Vice Chairperson Joshua Crabtree, Esq. Carla Egan Jessica Jehn  
"The Kenton County Board of Education provides Equal Education & Employment Opportunities."

## **2018-2019 Code of Conduct Summary of Changes**

### **The Process**

- A working Group made up high school, middle school, and assistant principals from each feeder pattern reviewed a variety of Code of Conducts from around the state and worked to create the first draft based on feedback from their schools and peers.
- Feedback was also taken from assistant principals, guidance counselors, and district office personnel during development of the first draft.
- Three drafts were reviewed by Dr. Webb and other district level personnel. Each draft was reviewed and updated to create the 4th draft. The link to the 4th draft with a Google Form for input was sent to administrators and Laura Medley Schneider. Everyone was encouraged to share. This link was also posted for public input for three weeks on the KCSD website. This input was reviewed with Laura Medley Schneider and other staff to create the final document.
- The decision was made to distribute the document electronically so links could be embedded.. A parent/guardian who is unable to access it may request the school to provide one. Directions to access the Code will be sent home with students on the first day of school and an acknowledgement sheet will be returned. The acknowledgement sheet to be returned to schools is included on the last page of the Code.

### **Overall Suggestions from Stakeholders:**

- Create a more user friendly document- lots of important information is hidden
- Make the levels of discipline more fluid and in a user friendly format
- Delineation between K-5 and 6-12 within the discipline offenses
- Include mental health
- Add an offense which would address student to student conflicts which does not rise to the level of harassment
- Look at drugs/alcohol
- Reflect an intervention based approach to discipline
- Reduce the number of excused absences to illustrate the importance of attendance

### **The working group looked at a variety of examples of codes. The following changes/additions made to the 2017-2018 are listed below:**

- Essential information has been moved to the front of the booklet for easier access. Specific information was changed or added to the following areas:
  - Maintaining a Safe and Drug Free Environment: Focus on a Comprehensive Approach to School Safety
  - Requirements for school entry were updated to reflect new regulations and board policy
  - Bus Buddy was added to transportation section

- Attendance section was expanded upon and new information was updated or added:
  - Reduced the number of excused absences from 19 to 10. Excused absences can be a mix of parent notes and doctor notes-it is not delineated. After the 10th excused absence, the Medical Excuse Form must be completed by the doctor in order for the absence to be excused. Exceptions for chronic illness, emergencies, death in the family are addressed within the attendance section. After the absence, a student has three days to turn in a note. It becomes an unexcused absence after 3 days.
  - Explanation of Chronic Absenteeism vs. Truancy
  - Absences and Truancy Procedures
  - Educational Enhancement Opportunity
- Due Process, Grievance Procedures, and Process for Investigating a Threat
- Response to Intervention Section was added and written to connect to discipline-It includes Tier One PBIS Classroom Level and School Interventions and an explanation of an intervention based approach to discipline. Examples of intervention based resolutions has been added.
- An explanation of the administrative hearing and expulsion process
- K-5 section-small differences between K-5 and 6-12-things like improper driving/inappropriate sexual conduct are not in the K-5 list. Disorderly conduct is a Level 4 violation for K-5.
- More flexibility between levels of discipline is included in the code to give administrators options before ISS and OSS. Requirement of a parent conference the day a child returns from out of school suspension has been added.
- The following Board Violations were added to address feedback from administrators:
  - Verbal Abuse ( lower level option to harassment)
  - Threatening another student (lower level option to harassment)
  - Drug/Alcohol Possession and Under the Influence have Level 3 and 4 options- 1st offense-10 day OSS but waived to 5 with substance abuse assessment- 2nd Offense-admin hearing
  - Abuse of a teacher was added
  - Possession/Distribution of Drug Paraphernalia was separated from possession and under the influence for data purposes
  - Failure to comply to a diversion contract and the habitual offenders were removed- these students should be addressed through RTI process
  - Inappropriate sexual conduct was added to fill a gap when contact is much more than PDA
  - Juling was included in the language about nicotine products and vaping
  - Violation of medication policy as it relates to over the counter medicine was added
  - A list of offenses which require notification of law enforcement or other agencies was added and requirements for domestic dating violence.
- Code of Conduct Offense Definitions were cleaned up and updated language added to communication devices
- The last page will be a tear out sheet with the acknowledgement receipt and review of the Code and directions on how to opt out of photographs/video/FERPA/ and automated calls. This will be distributed on the first day of school with directions to access the Code.





## **The Kenton County School District Code of Expected Behavior and Conduct 2018-2019**

**Superintendent: Dr. Henry L. Webb**

**Board Members: Chairperson, Carl Wicklund, Vice Chairperson, Karen Collins**

**Joshua Crabtree, Esq, Carla Egan, Jessica Jehn**



# Kenton County School District

## Mission Statement

*The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are college and/or career ready and prepared for the 21st Century Economy.*

## Core Beliefs

- It's About ALL Kids.
- It is our responsibility to ensure every child reaches his or her maximum learning potential.
- All students deserve a safe, positive and supportive environment.
- Every student should have an adult advocate in the school setting.
- Students learn best when actively engaged in the learning process.
- Maintaining high expectations leads to higher levels of student achievement.
- All students are inspired to learn when provided rigorous, relevant, innovative and creative learning opportunities in a positive environment.
- Recognition and appreciation of cultural, social, physical and economic differences creates a healthy learning community.
- Sharing and using results to inform our decisions about instruction, resources and curriculum leads to higher levels of student achievement.
- Students, educators, staff, families, businesses and the community share in the responsibility for creating an environment in which all students can learn and succeed at high levels.
- High quality public education is essential to our democracy and economic growth.

## District Wide Goals

- 5 Star School District Demonstrating Student Success
- Every School 5 Star
- Transition Readiness Rate (CCR) 95%
- ACT 22
- Graduation Rate 95%
- Attendance 96.25%
- Students Reading on Grade Level Exiting 3rd-95%
- Beginning in early elementary (primary), ALL students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom
- Remain fiscally solvent/efficient

# 2018-2019 Code of Expected Behavior & Conduct

## PHILOSOPHY AND RATIONALE

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

This document has been developed for the following purposes:

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

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

The **Code of Expected Behavior & Conduct** is reviewed annually by the school community and the Board of Education to ensure an effective document, which meets the changing needs of the educational community. *Final draft was open for public review and comment on the KCSD website in June 2018 and approved by the Board of Education in August 2018.*

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

**Executive Director of Human Resources**  
1055 Eaton Drive  
Ft. Wright, KY 41017  
(859)344-8888



## The Kenton County School District: School Phone Numbers

Beechgrove Elementary	371-1636	Summit View Academy	359-9600
J.A. Caywood Elementary	341-7062	Turkey Foot Middle School	341-0216
Ft. Wright Elementary	331-7742	Twenhofel Middle School	356-5559
Kenton Elementary	356-3781	Woodland Middle School	356-7300
Piner Elementary	356-2155	Dixie Heights High School	341-7650
R.C. Hinsdale Elementary	341-8226	Scott High School	356-3146
River Ridge Elementary	341-5260	Simon Kenton High School	960-0100
Ryland Heights Elementary	356-9270	KCAIT	341-2266
Taylor Mill Elementary	356-2566	Northern Ky. Youth Development Ct	356-3091
White's Tower Elementary	356-9668	Transportation Department	356-5050

### EXPECTED BEHAVIOR

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

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

It is our goal for all students:

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

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

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

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



As Superintendent of Kenton County Schools, it's my honor to welcome everyone back for another great year of teaching and learning. We trust everyone had a wonderful summer break and is ready for an exciting 2018-2019 school year. We would like to welcome all new students and staff to TEAM KENTON. Thank you for choosing to join our team.

Kenton County Schools continues our march to become a World Class school district for our kids! Our Board of Education provides outstanding leadership through the adoption of goals that establish our performance agenda.

**GOALS:**


- 5 Star School District Demonstrating Student Success
- Every School 5 Star
- Transition Readiness Rate (CCR) 95%
- ACT 22
- Graduation Rate 95%
- Attendance 96.25%
- Students Reading on Grade Level Exiting 3rd-95%
- Beginning in early elementary (primary), ALL students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom
- Remain fiscally solvent/efficient

Yes, these are challenging goals that require our district to focus on the whole child to ensure every child is College/Career ready and prepared for the 21st Century Economy. TEAM KENTON believes "It's About All Kids" and is committed to doing "whatever it takes" to ensure we meet our goals for our kids.

Nothing great is achieved alone and we know that our parents, family and community members are outstanding partners that help us meet the needs of our KIDS and our district. We thank you for your continued partnership as we all work together for the future of our KIDS.

We hope this handbook provides useful information to students and parents as they prepare for success. If I can be of assistance, please contact my office.

Honored to Serve the Kids of Kenton County,



Henry Webb, Superintendent

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## **The Kenton County School District Code of Expected Behavior and Conduct**

Each student is given information on how to access the Kenton County School District Code of Expected Behavior and Conduct electronically. Schools will provide a printed copy by request. This code is viewed as a minimum requirement for students of the Kenton County School District. School Based Decision Making Councils (SBDM) at each school may strengthen individual rules of the Code of Expected Behavior and Conduct with review and/or approval of the Kenton County Board of Education. Schools will publish all areas where school policy is stronger than the Code of Expected Behavior and Conduct. An example could be school dress codes.

Our District Enrollment form which is completed by a legal parent/guardian states "If you did not receive the Kenton County School District Code of Expected Behavior and Conduct which includes Regulations for Riding School Buses, please contact the school for a copy or request a copy in another language." Click the link to access the [2018-2019 Enrollment Form](#).

## **Student Rights and Responsibilities**

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

## **Parent Rights and Responsibilities**

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

## **Teacher Rights and Responsibilities**

Teachers have the right to a stable, safe work environment where they can teach skills and concepts while caring for the overall developmental needs of the whole child. Teachers responsibilities include presenting subject matter and experiences to students and to inform parents and students of positive academic achievements as well as problematic performance or behaviors.

The information above is an abridged overview of the full series of "Rights and Responsibilities." The full version can be found in the [Kenton County Board of Education "Policies and Procedures" Manual](#).

## **Maintaining a Safe and Drug Free Environment**

The Kenton County Board of Education is committed to student safety and providing a safe and drug free school environment. This begins with a comprehensive approach to school safety. At the frontline of this commitment to school safety are School Resource Officers in all of our school buildings and secure vestibules in 14 of our 18 schools. Construction to build secure vestibules in the remaining schools is planned. All schools have well defined safety plans and procedures which are implemented and practiced. Staff and students are trained in A.L.I.C.E. to help them be better prepared if faced with a dangerous intruder. A.L.I.C.E. is the acronym for Alert -Lockdown -Inform -Counter -Evacuate. Schools participate in drills at least four times per year. Collaboration with local law enforcement is key. We work closely with local law enforcement to support a safe and secure learning environment in all of our schools. To learn more about the KCSD weather and safety protocols visit this video link:

[KCSD Weather and Safety Protocols](#)



District and school administrators take all threats to school safety seriously and encourages an open line of communication with students, families, and the communities to report any threat to student or school safety. Safety concerns should be reported directly to the school, district, local law enforcement, or 341-KIDS.

School administration may conduct random or systematic administrative searches of lockers, desks, parking lots, and other facilities which are the exclusive property of the Kenton County Board of Education. Searches must be based on reasonable suspicion. This also extends to school sponsored events. Under the requirement of the 4th Amendment, when there is reasonable suspicion pointing to a specific student that a school rule or criminal statute has been broken, the student and his/her property may be searched by school officials following reasonable suspicion, but need not be supported by search warrant or probable cause.

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

### **Notification of Police and Removing Students in accordance with [KRS 158.150](#) & [KRS 158.154](#)**

The Kenton County School District has adopted policies mandating that when the principal has a reasonable belief that an act has occurred on school property or at a school-sponsored function involving assault resulting in serious

physical injury, a sexual offense, kidnapping, assault involving use of a weapon, possession of a firearm in violation of the law, possession of a controlled substance in violation of the law, or damage to property, the principal shall immediately report the act to appropriate local law enforcement. Also, school administrators, teachers, or other school personnel may immediately remove or cause to be removed threatening or violent students from a school building setting or from a district transportation system pending any further disciplinary action that may occur.

### **Family Educational Rights and Privacy Act (FERPA)**

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

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



## Requirements for School Entry

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

- A certified birth certificate
- Preventative Health Care Examination upon first entry and entering grade 6. This exam may be completed up to one year prior to entry and be on file within 30 days of the child's enrollment. [902 KAR 2:060](#)
- A current and valid immunization certificate upon enrollment. [902 KAR 2:060/KCSD Board Policy 09.21](#)
- Proof of a dental screening or examination by a dentist, dental hygienist, physician, registered nurse, nurse practitioner, or physician assistant to be presented, to the school no later than January 1 of the first year that a 5 or 6 year old child's enrollment. [KRS 156.160 \(j\)](#)
- Proof of a vision examination by an optometrist or ophthalmologist to be presented to the school no later than January 1 of the first year that a 3, 4, 5, or 6 year old child's enrollment. [KRS 156.160 \(1\)\(i\)](#)

Parents are responsible for providing and updating these records prior to the start of school. Students will be excluded from school if they do not have the proper health records. If you have any questions, contact your child's school.

Click here to access:

[Essential Enrollment Information](#)  
[Health Requirement Guidelines](#)  
[Student Physical Form](#)  
[Dental Exam Form](#)  
[Vision Exam Form](#)

## Expected Bus Behavior

The ***privilege*** of riding a school bus will depend upon students obeying the following rules and procedures in accordance with the Kenton

County School District and under [702 KAR 5:030 Section 19-20](#). These behavioral expectations apply to students, drivers, and others, whether going to and from home, at the bus stop, on the buses, on our school grounds or in our school buildings.

### Conduct on the Bus

- Students must arrive at the bus stop on time. (It is recommended to arrive 5 minutes before scheduled pick-up time).
- Students who must cross the roadway are required to cross in front of the bus after the driver signals them that it is safe to do so.
- Students are to obey the driver promptly.
- Students are to help the driver keep the bus clean by cleaning their feet before entering the bus and keeping paper and trash off the floor and seats.
- Students are to sit in the seat assigned by the bus driver and stay seated while on the bus.
- Students are not to have matches, lighters or any open flame on the bus. Students with open flames while riding the bus will be reported to the appropriate authorities and are subject to removal from the bus under [702 KAR 5:080 Section 24](#).
- Students should avoid unnecessary conversations with the bus driver.
- Students are not to use loud, abusive or profane language while on the bus.
- Students are not to lean out the bus windows. They must keep their arms, legs, head, and property inside the bus.
- Students need to remain seated until the bus comes to a complete stop.
- Students are to leave the bus only at their regular bus stop or at the school, unless they have written permission of a school administrator.
- Students are to respect the people they pass while on the bus. They are not to yell or make signs to those the bus passes along the road.



- Students are not to damage the bus and should report any damage to the bus driver. If they do cause damage, their parents or guardians may be held responsible for restitution.
- Students are not to interfere with the vision of the driver.
- Students are not to block the aisle of the bus or transport animals on the bus. The driver shall not permit the transport of any object that would block the bus aisle or exit in case of collision under [702 KAR 5:080 Section 20](#).
- At no time shall students be permitted to eat, drink, or use tobacco products while riding the bus.
- Use of electronic communication devices may be permitted providing that the device is not causing a disturbance to others and /or the volume is low enough that instructions can be heard by the driver.
- Picture taking and ringing cell phones are prohibited. The ride to and from school are considered school hours and the applicable board policy will apply. For more information refer to the Violations/Definitions section of this document under Communication Devices/Cell Phones.

The bus driver will assist the principal or school administrator in seeing that the above rules and procedures are followed. If any student persists in violating these procedures, the bus driver shall notify the principal. In addition, the principal/school administrator may suspend bus-riding privileges if the student continues to disobey the rules and procedures. If this action becomes necessary, the principal shall notify the parents orally with a written notice to follow. A copy of the notice is sent to the superintendent/designee and Director of Transportation. The principal has the responsibility of maintaining discipline on all school buses servicing his or her school. The principal is authorized to suspend immediately, as a disciplinary measure, bus riding privileges

for any student who is reported to him/her by the bus driver.

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

### Due Process

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

*Students who lose their riding privileges shall not be eligible to transfer to another bus while privileges are suspended. Parents are responsible to arrange transportation for their children to and from school. (In cases which involve students with disabilities, the procedures mandated by federal and state law for students with disabilities shall be followed.)*

After complying with the above procedures, the superintendent or principal is authorized to exclude a student from transportation services.

### Bus Seating, Passes, and Issues

Similar to classrooms, bus drivers have the right to assign students to seats and limit items brought on the bus. No students will be transported on a bus other than his/her own without a pass that has been signed by the

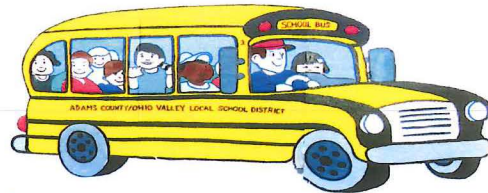


school official. Depending on bus route size, passes may be limited by the school or the transportation department. If there are problems on the bus, please contact the The Kenton County School District Transportation Department.

### Bus Buddy

Bus Buddy makes it easy for parents and guardians to monitor the status of their child's bus. While everything possible is done to assure that the buses operate on schedule, situations arise that can cause delays in their arrival times at a student's stop. Bus Buddy is a mobile app which can be accessed via a smartphone, laptop, or home PC (as long as the device has Internet connectivity and can access the Web). If there is a question on the status of a particular bus, parents and guardians can

access Bus Buddy, which will display the current status and location of that bus. Should the transportation department wish to inform users of a significant delay for a bus or all buses, this app can show the anticipated delay time, i.e. one hour delay due to weather.



For more information about Bus Buddy, check out this video : <https://youtu.be/zq0zsSA016I>

NAME \_\_\_\_\_
AGE \_\_\_\_\_
ADDRESS \_\_\_\_\_
DATE \_\_\_\_\_


# Conflict vs Bullying

**Conflict**

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


**Bullying**

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



**KCSSS**  
Kentucky Center for School Safety

Kentucky Center for School Safety [www.kysafeschools.org](http://www.kysafeschools.org)





## **Preventing Bullying Behaviors** **(KRS 158.154, 158.155, 158.156)** **Treat others as you would like to be treated.**

### ***What is Bullying?***

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

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

### **Bullying and/or Cyber-Bullying**

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

### ***What distinguishes bullying from other behaviors?***

Bullying refers to:

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

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

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

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

### ***What do bullying behaviors look like?\****

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

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

## How Can You Help Prevent Bullying at Your School?

### Are YOU being Bullied?

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

### Do YOU Bully Others?

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

### Do YOU Witness Bullying?

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

## SEE SOMETHING, SAY SOMETHING

The safety of our students is our number one priority. If you are being bullied or know someone who is being bullied please report it. If you know of an unsafe situation for a student or a school, please report it. If you don't feel comfortable telling an adult, make an anonymous report by calling or texting **341-KIDS**. Include as much detail as you can in your call or text so we can support the student and address the issue.

### Specific Steps to Report Bullying

If you or someone you know is being bullied or know of any unsafe conditions please report to any Kenton County Employee (teacher, counselor, advisor, principal, secretary). You may also report anonymously at 341-KIDS.

Employees are expected to take reasonable and prudent action in situations involving student welfare and safety, including following District policy requirements for intervening and reporting to the Principal or to their immediate supervisor those situations that threaten, harass, or endanger the safety of students, other staff members, or visitors to the school or District. Such instances shall include, but are not limited to, bullying or hazing of students and harassment/discrimination of staff, students or visitors by any party.

Students who believe they have been a victim of bullying or who have observed other students being bullied shall, as soon as reasonably practicable, report it. Bullying reports should be made in person, orally over the phone, or in writing to school administrators.



Some instances of peer-to-peer bullying/hazing/harassment, requires the employee to report to the alleged victim's Principal, as directed by [KCSD Board Policy 09.42811](#). The Principal/designee shall investigate and address alleged incidents of such misbehavior. In each school building, the Principal is the person responsible for receiving reports of harassment/discrimination at the building level. Otherwise, reports of harassment/discrimination may be made directly to the Office of the Superintendent/Designee. Additionally, if sexual discrimination or harassment is being alleged, reports may be made directly to the District Title IX Coordinator. Complaints of harassment/discrimination, whether verbal or written, shall lead to a documented investigation. Without a report being made to the Principal, Superintendent/Designee, or Title IX/Equity Coordinator, the District shall not be deemed to have received a complaint of harassment/ discrimination.

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

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

Links to KCSD Board Policies:

[KCSD Board Policy 09.422: Bullying and Hazing](#)

[KCSD Board Policy 09.42811: Harassment and Discrimination](#)

[KCSD Board Policy 09.2211: Employee Reports of Criminal Activity](#)

Links to KCSD Board Procedures:

[Bullying Incident Reporting Form](#)

[Documentation of Reporting Required by Law](#)

[Harassment and Discrimination Investigation and Appeals](#)

[Harassment and Discrimination Reporting Form](#)

[Parent Notification of Code Violation](#)

[Witness Disclosure Form](#)

[Resolution Response for Harassment/Discrimination Complaint/Appeal](#)

Additional Resources for Bullying:

[Conflict vs. Bullying: What's the Difference?](#)

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

[Cyberbullying](#)

*This links to specific resources developed by the U.S. Department of Health and Human Services which gives more information and resources specifically around cyberbullying.*

## Attendance

Every Absence Matters. As a district we need your child at school everyday because showing up for school has a huge impact on a student's academic success starting in preschool and continuing through high school. Even as children grow older and more independent, families play a key role in making sure students get to school safely every day and understand the importance of good attendance for success in school and in life.

We realize some absences are unavoidable due to health problems or other circumstances. We also know that when students miss too much school—regardless of the reason – it can cause them to fall behind academically. Your child is less likely to succeed if he or she is chronically absent—which means missing 15 or more days over the course of an entire school year.

Research shows:

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

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

### **Clearly going to school regularly matters!**

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

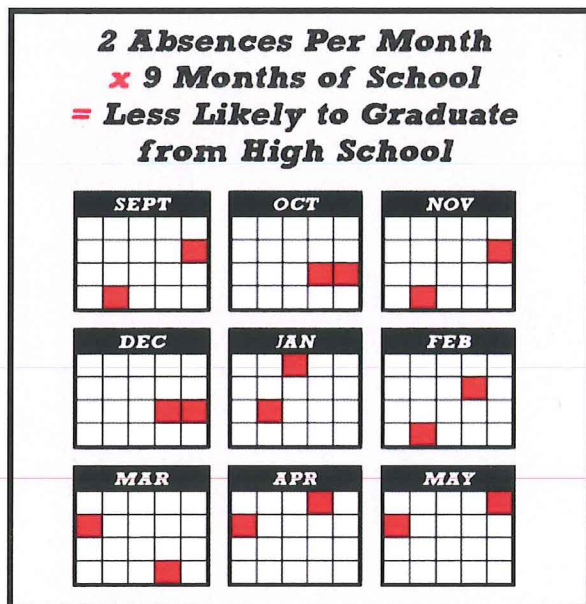
Here are a few practical tips to help support regular attendance:

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

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

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





## Chronic Absenteeism Vs. Truancy

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

**Truancy:** Truancy is punitive which means the student faces discipline for missing school. Truancy only focuses on the number of unexcused absences. Students who are

habitually truant not only face the same lack of academic and social progress as a chronically absent student but they also face court charges. Truant students have used the 10 days of district allowed parent notes and medical excuses.

### KRS 159.010 for Compulsory Attendance

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

### KRS 159.150 Definition of Truancy

Any child who has been absent from school without a valid excuse for (3) or more days, or tardy on (3) or more days is a truant regardless of the number of minutes tardy. Any child who has been reported as a truant (2) or more times is Habitual Truant.

### KRS 159.150 Habitual Truancy

Habitually Truant students as those with six (6) or more unexcused absences.

## Attendance Procedures

- Every student who is absent in the Kenton County School District may receive notification from the school their child attends. This notification may be a personal phone call or electronic messenger.
- In addition to the punitive consequences for truancy, school level interventions occur to support students and families and help reduce barriers to school attendance before the accumulation of 3 or more unexcused absences. This may include an



attendance contract, a needs assessment, or referral for services.

- Chronically absent students and their parent/guardians will also receive notifications from the school and support to improve daily attendance.
- After 3 unexcused absences, a letter will be sent informing the parent/guardian of the absences and the consequences of accumulation of additional absences.
- After 4 unexcused absences, information is sent to the County Attorney's office. The County Attorney sends a letter to the parent/guardian explaining consequences of additional unexcused absences.
- After 6 unexcused absences the parent/guardian is sent a Final Notice.
- If accumulation of further absences continue, one or more of the following actions may be taken by the district:
  - Educational Neglect maybe filed with the Cabinet for Families and Children
  - Petition may be filed through Family Court for educational neglect
  - Truancy petition may be filed with the Court Designated Worker

### KCSD Attendance Policy

The purpose of the KCSD Attendance Policy is to emphasize the importance of attendance to a student's education and the responsibility of the student and parent. Every effort has been made to provide consistency, fairness and due process in its development. The Kenton County Attendance Policy allows for a limited number of excused attendance events, providing students and parents some flexibility, but also providing consequences for unexcused attendance events. Excessive, unexcused

attendance events, including absences, tardies, late arrivals and/or early dismissals, may contribute to the loss of credits for the semester or retention for the school year. While all attendance events negatively affect student learning and performance, students with attendance events exceeding 10% of the school year, do not meet school attendance policies, which may impact credits, promotion, retention and graduation. Disciplinary action for truancy may include a referral to Juvenile Court for Habitual Truancy or Educational Neglect.

### Attendance Events

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

### Excused Attendance Events

Students who are absent from school are required to have a legitimate excuse. Within three (3) days of a student's return to school he/she must present a written and dated note signed by the parent/guardian or physician explaining the absence. **A maximum of ten (10) excused days each year may be excused with a signed note from a parent/guardian or doctor. If the note is not received within three days of the absence, the absence becomes unexcused.** A principal may choose to excuse additional events such as a funeral/death of immediate family, court appearance and other events at his/her discretion. Additional proof may be required to excuse the event.

***If there are more than ten (10) days excused, a Medical Excuse Form \*\* must be completed, stating the student was seen in the doctor's office, and returned for review by school officials within three (3) days of the absence for the absence to be excused.***

Doctor's notes and/or the Medical Excuse Form are only accepted if the original note is submitted to the school or the excuse is faxed or emailed from the doctor's office. This form



is available from the school or at the link below. The Medical Excuse Form gives the school permission to contact the physician to collaborate on ways to support the student at school. Students who have been diagnosed with a chronic illness which impacts school attendance may consult with the Health Services Director to explore other documentation for chronic health conditions on a case by case basis. Parents/guardians who are anticipating a student's extended absence due to illness or other health related issues (5 or more days) should contact the school for information on home/hospital instruction. Additional information about home/hospital instruction can be accessed here:

[Home/Hospital Instruction Medical Excuse Form](#)

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

Link to the Medical Excuse Form:

[Medical Excuse Form](#)

### **Unexcused Attendance Events**

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

### **Late Arrivals to School**

Late arrivals to school include any student who does not arrive to school on time. Schools have the discretion to assign consequences for

students with unexcused late arrivals following the code of acceptable behavior guidelines. Chronic late arrivals will be treated as truant. **According to 702 KAR 7:125, Section 7(3), the State Law requires the legal parent/guardian sign in their elementary student.**

### **Classroom Tardies**

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

### **Early Dismissals**

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

### **Make-up Policy**

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

### **No Pass/ No Drive**

No Pass/No Drive Law ([KRS 159.051](#)) pairs the responsibility of maintaining good grades and attendance in the classroom with the privilege of driving. The No Pass/No Drive law states that a student will be denied his or her driver's learning permit/license or have his or her license revoked for 1) academic deficiency, 2) dropping out of school as a result of unexcused absences or 3) traditional drop out. A student shall be considered academically deficient when he or she has not received passing grades in at least four courses, or the equivalent of four courses (66%). If a sixteen or seventeen



year-old student (with a driver's permit or license) accumulates nine or more unexcused absence events, does not meet the academic requirements, attendance requirements, or if they drop out of school, the school will report the student as noncompliant. **Any absences due to suspension shall be deemed as unexcused absence events.** At minimum, the student needs to be in compliance for an entire semester/trimester prior to reinstatement.

### **Educational Enhancement Opportunity (EHO)**

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

**[Educational Enhancement Opportunity Form](#)**

### **Health Services**

Each school is staffed with nursing services and a trained licensed Health Technician as needed to meet the health needs of students. Nurses are a resource for families of students who may be dealing with a short term or long term student illness. They can work with the family and doctor to share resources available in our schools to reduce the impact and anxiety caused by missing classroom instruction.

### **Medication and Guidelines for Health**

Any medication, prescription or non-prescription, which a student requires during school hours, should be delivered by a parent/guardian and given to the school nurse or designee. Any medication found in a student's possession, including his/her backpack or locker, could result in suspension

or expulsion. All unauthorized medications will be confiscated.

### **The [Kenton County School District Administration of Medication Permission Form](#)**

must be completed and on file for students receiving any medication at school. Medication must be in the original container and have a label that matches the information on the permission form. The KCS D reserves the right to request the initial dose of medication is given outside of the school setting before permission is granted.

Medications containing narcotics for pain relief or sedation should not be sent to school. For their own safety, children requiring this level of medication should remain at home until this medication is no longer required during the school day. If this type of medication is required for a chronic condition, additional consideration may be made.

### **Dress Code**

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

### **Due Process**

In all discipline cases, school personnel will follow appropriate due process procedures. Ordinarily, a student shall not be suspended before being given oral or written notice of charges constituting suspension, an explanation of the evidence, and an opportunity to present their version of the facts. Whenever a suspension is being given as a consequence, the school will make every effort to contact parents and to share the specifics related to the case. Immediate suspension will only be used if it is essential for safety reasons or to avoid disruption of the educational environment. In these cases, due process guidelines should occur by phone or by written statement within three school days following the suspension.



### Grievance Procedures

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

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

Grievance procedures are further addressed in [KCSD Board Policy 09.4281: Grievance Procedures](#)

### Investigation of a Threat

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

Procedures for investigating and responding to a potential threat may include but are not limited to:

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





## Response To Intervention (RTI) / Multi Tiered Systems of Support (MTSS)

The Kenton County School District is committed to providing a world class education to all students. An integral component of this commitment is the RTI/MTSS framework. The RTI/MTSS framework is designed to support academic and social/behavior success for all students. The KCS D RTI/MTSS framework is built on a foundation of high quality instruction, Positive Interventions and Supports (PBIS), Social and Emotional Learning (SEL), and an Adult Advocate for every child. This foundation supports a commitment to evidence based practice, intervention, and assessment to provide all students with the level of support to meet their individual needs. The RTI/MTSS framework includes three tiers of intervention:

- *Tier One interventions* are school wide and classwide supports available to all students.
- *Tier Two interventions* are provided for students who need more student specific instruction and support. These interventions occur in a small groups both within and outside the classroom.
- *Tier Three interventions* provide intensive supports to match the needs of an individual student.



By viewing discipline through an RTI lense we are increasing supports for all students. The

next section focuses on the three areas of behavior RTI/MTSS.

## RTI/MTSS and Social Emotional Learning

Social Emotional Learning (SEL) is included as part of our RTI/MTSS structure. The Collaborative for Academic, Social and Emotional Learning (CASEL) defines SEL as the process of acquiring the skills to recognize and manage emotions, develop caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. As a school district, we are committed to supporting students in the development of these crucial life skills and understand the role SEL plays in the development of students. SEL is integrated in schools in a variety of ways as part of Tier One supports. As a district, we are supporting the *Jesse Lewis Choose Love SEL curriculum* as a resource for all schools in the district. Schools may choose to implement the program of their choice. If your school is not implementing Choose Love, please ask them for information about their program. To learn more about SEL and its impact on children and school culture, please review the links below:

### [The Missing Piece](#)

This research study, commissioned by CASEL, discusses SEL, its impact on students ,teachers, and administrators.

### [Social Emotional Learning and Employability Skills](#)

This is a link to a Congressional Briefing given to Congressional Leaders in 2016.

### [A Parent's Resource Guide to SEL](#)

This link will take you to a collection of resources around SEL

More information about Choose Love can be found here:

### [Choose Love at a Glance](#)

### [Choose Love and SEL](#)

### [Choose Love Sample Curriculum](#)

## RTI/MTSS and Mental Health

Mental health is part of our RTI/MTSS structure. The World Health Organization defines mental health as “a state of well-being in which every



individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community." The KCS D understands the role good mental health plays in a safe and healthy school community. This commitment is illustrated by professional school counselors at each school and partnerships with community organizations to provide school based therapy during the school day billed through Medicaid or private insurance. School based therapy allows our students to access the mental health support they need, increase collaboration between the school and the therapists, and reduce the amount of time a student is out of class. Each school has a mental health provider who sees students during the school day. If this is a service you are interested in learning more about, please contact your school. You will be asked to complete a Consent to Share Form which gives the school permission to release your information to the provider and collaborate with the provider to support the student. The provider will contact you for more information. Click the link below to access additional information:

[Consent to Share Form](#)

[Elementary School Based Providers for 2018-2019](#)

[Secondary School Based Providers for 2018-2019](#)

[Crisis Assessments](#)

[What's the Difference between Mental Health and SEL?](#)

### **RTI/MTSS and School Conduct**

RTI/MTSS is an integral part of an intervention based approach to school discipline. All schools in the Kenton County School District have implemented PBIS. Through this work, each school has developed school wide expectations and a positive reinforcement system. Expectations are taught throughout the school year, reinforced, and modeled. When appropriate, school level discipline should be combined with a supportive approach to reduce

the occurrence of the behavior being repeated. This approach to discipline gives teachers and administrators the opportunity to guide their students to develop the skills needed for success outside the school building and prepares students to become career and college ready. The next two pages provide more specific examples of classroom and school level PBIS strategies which may be implemented in the school. For more information about PBIS please visit these resources: [KY Center for Instructional Discipline \(KYCID\)](#) [Positive Behavior Interventions and Supports](#)

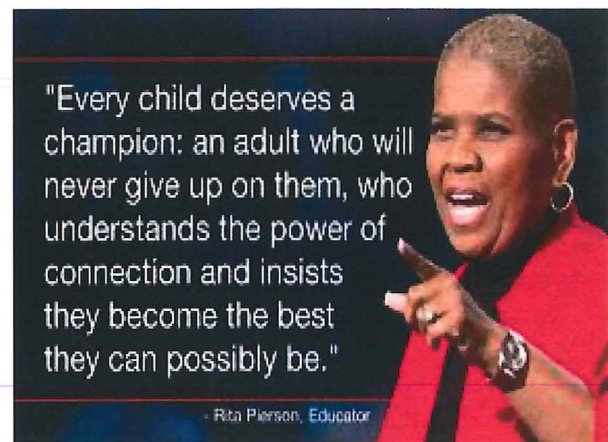
### **Adult Advocate for Every Child**

An important component of our RTI/MTSS supports for behavior, SEL, and mental health is an adult advocate for every child. As a district, we understand the importance of building positive adult relationships with students and the impact it can have on the success of a student. By structuring our schools so every child has the opportunity to form a meaningful relationship with an adult we are working to support our students and their future success. For more information about the importance of adult advocates please visit these resources:

[The Case for School Connectedness](#)

[Impact of Mentoring](#)

[Every Child Needs a Champion](#) (Video Link)





Examples of Tier One Behavior Strategies, Interventions, and Responses Before Administrative Response  
Classroom Level

<b>Pre-Level 1</b>	<b>Classroom Supports</b> Positive Behavior Interventions and Supports (PBIS) form the foundation for schoolwide behavior expectations in every school. PBIS provides clear and consistent expectations for students across school settings. Behavior expectations are defined and taught to every student and then positively reinforced throughout the school and in all school settings. Social Emotional Learning, mental health, and adult advocacy are integrated through PBIS.
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Examples of Proactive Classroom Supports	Examples of Teacher Responses to Misbehavior
<ul style="list-style-type: none"> <li><input type="checkbox"/> High quality, engaging classroom instruction with high rates of opportunity to respond</li> <li><input type="checkbox"/> Adult advocate for every student</li> <li><input type="checkbox"/> Building positive relationships with students</li> <li><input type="checkbox"/> Positive behavior expectations which are clearly defined and taught in the classroom</li> <li><input type="checkbox"/> Teaching and reteaching classroom expectations throughout the school year</li> <li><input type="checkbox"/> Modeling and practicing expectations in different school settings</li> <li><input type="checkbox"/> Use of precorrection strategies before moving on to a new task</li> <li><input type="checkbox"/> Positive feedback at a ratio of 3:1 between staff and students</li> <li><input type="checkbox"/> Consistency in corrections of behavior</li> <li><input type="checkbox"/> Use of schoolwide positive acknowledgement system in the classroom to recognize positive behavior</li> <li><input type="checkbox"/> Social emotional curriculum intentionally taught to students on a weekly basis</li> <li><input type="checkbox"/> Positive expectations for all students, at all times, across all setting</li> <li><input type="checkbox"/> Active supervision by all staff</li> <li><input type="checkbox"/> Maximum structure and predictability in classroom routines</li> <li><input type="checkbox"/> Use of positive referrals</li> <li><input type="checkbox"/> Positive parent contact</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communication with Parent</li> <li><input type="checkbox"/> Reteaching expectations with individual students</li> <li><input type="checkbox"/> Change of student seating</li> <li><input type="checkbox"/> Changing lesson pacing to meet student need to promote desired behavior</li> <li><input type="checkbox"/> Calm responses to misbehavior and restating desired behavior</li> <li><input type="checkbox"/> Redirection</li> <li><input type="checkbox"/> Restructure classroom practices to meet student needs</li> <li><input type="checkbox"/> Student/Teacher Conference</li> <li><input type="checkbox"/> Progress monitoring tools such as point sheet, tracking form, reflection sheets, or behavior contracts to help student self monitor in the classroom</li> <li><input type="checkbox"/> Establish and consistently implement classroom consequences for minor classroom misbehaviors</li> <li><input type="checkbox"/> Behavior Plan between teacher and student</li> <li><input type="checkbox"/> Check In/Check Out during class</li> <li><input type="checkbox"/> Increase positive feedback at a ratio of 5:1</li> <li><input type="checkbox"/> Relationship building strategies</li> </ul>

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

Pre-Level 1	<p><b>Schoolwide Supports</b></p> <p>These interventions often involve both members of the school community and community resources. Schoolwide expectations are taught, modeled, and applied in a variety of settings for students. Schoolwide positive reinforcement system is present and used by all staff members. Tier 2 and Tier 3 interventions often involve a variety of members of the school community and community based resources when available. Every student has an adult advocate.</p>
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Examples of Proactive School Supports	Examples of School Responses
<ul style="list-style-type: none"> <li><input type="checkbox"/> High quality, engaging instruction</li> <li><input type="checkbox"/> Expectation of regular school attendance for all students</li> <li><input type="checkbox"/> Social Emotional learning for every student</li> <li><input type="checkbox"/> Adult advocate for every student</li> <li><input type="checkbox"/> Schoolwide positive behavior expectations which are clearly defined and taught to every student</li> <li><input type="checkbox"/> Model and practice schoolwide expectations in appropriate settings</li> <li><input type="checkbox"/> Schoolwide positive reinforcement system</li> <li><input type="checkbox"/> Actively supervise common areas throughout the school day (For example: all staff in hallways during class changes, supervision of cafeteria and restrooms)</li> <li><input type="checkbox"/> Targeted strategies for students who need more support</li> <li><input type="checkbox"/> Team approach to students who need additional support</li> <li><input type="checkbox"/> Access to professional school counselors</li> <li><input type="checkbox"/> Positive Referrals</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Two way communication between school and home</li> <li><input type="checkbox"/> Building positive relationships with all students and families</li> <li><input type="checkbox"/> Parent Engagement through newsletters, events, and all calls</li> <li><input type="checkbox"/> Access to school based therapists to eliminate the need to miss school</li> <li><input type="checkbox"/> Referrals to outside agencies for additional support for student and/or family</li> <li><input type="checkbox"/> Mental health evaluation tools and procedures for suicide assessment</li> <li><input type="checkbox"/> Threat assessment protocol</li> <li><input type="checkbox"/> Alcohol/Drug evaluation referral</li> <li><input type="checkbox"/> Intervention approach to behavior and discipline</li> <li><input type="checkbox"/> Referral to RtI school team</li> </ul>



## Examples of Administrative Intervention Based Resolutions to Discipline

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

### Examples of Commonly Used Intervention Approaches

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



## Levels of Discipline and Response Examples

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

**Level 1 Code of Conduct** offenses are minor disruptions to the classroom environment. Typically, these are not referred to an administrator until the classroom level interventions are not correcting the behavior. With Level 1 behaviors, the goal is to correct the behavior while limiting time missed from class. Some examples of an administrator response, in addition to an intervention based approach resolutions, are but not limited to: Verbal reprimand, student conference, parent/student contact and/or conference, reteaching expectations, community service, withdrawal of privileges, alternate supervision. Repeated misbehavior requires a parent/teacher conference, a conference with the counselor and/or a conference with an administrator. Staff should use responses in a graduated fashion.

**Level 2 Code of Conduct** offenses are acts of misbehavior, whose frequency or seriousness disrupt the learning environment of the school. These violations always result in the involvement of school administration. With Level 2 behaviors, the goal is to correct the behavior by stressing the seriousness of the offense while keeping the student in school. Some examples of administrator response, in addition to an intervention based approach resolution, may include but are not limited to: Parent Conference, loss of school privileges, community service, restitution, social probation, reteaching expectations, in-school suspension program, Friday/Saturday Detention, after school detention, short term loss of bus privileges. Staff should use responses in a graduated fashion.

**Level 3 Code of Conduct** offenses are acts against a person(s) or property which indirectly endanger the health of safety or others in the school. These offenses always result in the short term removal of the student from the school environment because of the severe nature of the offense. Response options may include combinations of interventions, resolutions, and discipline. Some examples of response options may include but are not limited to: in school suspension, out of school suspension, and/or denial of bus privileges combined with intervention. Staff should use responses in a graduated fashion. ***Out of school suspensions should include a conference with parent and student the morning the student returns to school at the end of the suspension.***

**Level 4 Code of Conduct** offenses are acts against a person(s) or property which may directly or indirectly endanger the health or safety of others. These offenses always result in administrative action, possible notification of appropriate law enforcement authorities, and immediate removal of the student from school. The school will make a recommendation to the district hearing officer for an administrative hearing to determine next steps. In the case of Level IV violations, response options at the school level are limited due to the seriousness of the violation and the direct or indirect endangerment to the health and safety of others. Level IV behaviors may be recommended for an expulsion hearing before the Board of Education.



### **Administrative Hearing Process for Level 4 Violations**

Level 4 Code of Conduct violations are the most serious offenses. These offenses are acts against a person or persons which may directly or indirectly endanger the health and safety of others. These offenses always result in removal from school and a recommendation to the district hearing officer for an administrative hearing to determine next steps. These violations may also result in notification of law enforcement. The purpose of the administration hearing is to determine if the student should be provided with an alternate educational opportunity or be recommended for an expulsion hearing with the Board of Education. If the offense involves a student with disabilities, the procedures mandated by federal and state law and set forth in local policies and procedures for students with disabilities will be followed.

#### **Administrative Hearing Process**

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

#### **Expulsion Process**

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

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

#### **Resources:**

[Board Policy 09.435](#)

[Expulsion Hearing Form](#)

## Levels of Discipline K-5

Code of Conduct Offense	Level 1	Level 2	Level 3	Level 4
Unexcused Tardy to class	●	●		
Cheating, Plagiarism, Dishonesty	●	●		
Defiance of Authority <i>Refusal to comply with school personnel</i>	●	●		
Disruptive Behavior	●	●	●	
Dress Code	●			
Failure to Complete Assignments	●			
Failure to Comply with Disciplinary Actions	●	●		
Falsifying Notes/Forgery/ Counterfeiting	●	●		
Public Display of Affection	●	●		
Destructive Behavior <i>Dangerous conduct which creates a danger to self or others</i>		●	●	
Late Arrival to School	●	●		
Skipping School/Leaving School Grounds		●		
Distribution, possession, or sale of any over-the-counter ("OTC") product or non-controlled prescription medication in a manner inconsistent with established procedure.	●	●	●	



## Levels of Discipline K-5

Code of Conduct Offense	Level 1	Level 2	Level 3	Level 4
Truancy		●		
Bus Disturbance <i>Includes behavior on bus and at bus stop</i>	●	●		
Unauthorized Use of a Communication Device/Inappropriate Computer Use/Violation of AUP	●	●	●	
Inappropriate Materials	●	●		
Inappropriate Behavior/Elementary Student <i>Any action which could induce fear or jeopardize the safety of others</i>		●	●	
Profanity/Vulgarity	●	●		
Stealing		●	●	
Willful Misconduct (Fighting) <i>Willingly engaging in physical contact to inflict harm</i>		●	●	
Verbal Abuse	●	●	●	
Threatening Another Student	●	●	●	
Use and/ or Possession of Smoking/Chewing/Smoking Paraphernalia/Tobacco <i>This includes vaping and juling.</i>	●	●		
Beyond Control of School <i>Chronic non-compliant behavior which results in filing charges with the Court Designated Workers Office</i>			●	
Bullying (1st Time Offense)		●	●	
Burglary/Larceny/Theft/Robbery/Stolen Property <i>The severity of the offense, prior history, and level of law violation may be used to determine level 3 or 4.</i>			●	●

## Levels of Discipline K-5

Code of Conduct Offense	Level 1	Level 2	Level 3	Level 4
Fraud			●	
Gangs/Gang Related/Gang like activity <i>The severity of the offense, prior history, and law violation may be used to determine level 3 or 4.</i>			●	●
Harassment <i>This is always a law violation. If the action does not meet the law definition, a different offense should be used. The severity of the offense and prior history may be used to determine level 3 or 4.</i>			●	●
Libel/Slander to an Employee <i>Any statement or portrayal on the internet, social media, or any other communication which falsely disparages the professional competence or reputation of school staff. The severity of the offense and prior history may be used to determine level 3 or 4.</i>			●	●
Severe Willful Misconduct (Fighting) <i>No regard for directives during the physical altercation.</i>			●	
Marketing/Buying and/or Selling Items			●	
Sexual Misconduct <i>Non-consensual either by force or age-includes sexting The severity of the offense, prior history, and law violation may be used to determine level 3 or 4.</i>			●	●
Violation of Security Procedures			●	
Vandalism (Criminal Mischief) <i>The severity of the offense, prior history, and law violation may be used to determine level 3 or 4.</i>			●	●
Weapon or Other Dangerous Instrument/Look-a-Like Weapon <i>The severity of the offense, prior history, and law violation may be used to determine level 3 or 4.</i>			●	●
Drug/Alcohol Possession <i>1st Offense: 10 day suspension but waived to 5 days if family decides to accept referral for a substance abuse assessment from an accepted provider and accepts the recommendation of the assessment. The assessment must be from a provider approved by the school district. 2nd Offense: Immediate 10 day suspension and recommendation for administrative hearing which may result in expulsion.</i>			●	●



## Levels of Discipline K-5

Code of Conduct Offense	Level 1	Level 2	Level 3	Level 4
<b>Drug/Alcohol Distribution</b> <i>This is the sale of, transfer of, or the intent to sell or transfer alcoholic beverages, narcotics, drugs, counterfeit drugs, look alike drugs, or other intoxicating substances</i> <i>Immediate 10 day suspension and recommendation for administrative hearing which may result in expulsion..</i>			●	●
<b>Abuse of a Teacher</b> <i>The severity of the offense, prior history, and meeting the standard of the harassment law violation may be used to determine level 3 or 4.</i>			●	●
<b>Possession/Distribution of Drug Paraphernalia</b> <i>The severity of the offense, prior history, and meeting the standard of the harassment law violation may be used to determine level 3 or 4.</i>		●	●	●
<b>Arson</b>				●
<b>Terroristic Threatening/Bomb Threat</b>				●
<b>Under the Influence</b> <i>1st Offense: 10 day suspension but waived to 5 days if family decides to accept referral for a substance abuse assessment from an accepted provider and accepts the recommendation of the assessment. The assessment must be from a provider approved by the school district.</i> <i>2nd Offense: Immediate 10 day suspension and recommendation for administrative hearing which may result in expulsion.</i>			●	●
<b>Weapon: Firearm Only</b>				●
<b>Disorderly Conduct</b> <i>The severity of the offense, prior history, and meeting the standard of the harassment law violation may be used to determine level 3 or 4.</i>			●	●
<b>Assault (1st, 2nd, 3rd, or 4th Degree)</b>				●
<b>Persistent Bullying (2 or more documented Offenses)</b> <i>The severity of the offense, prior history, and meeting the standard of the harassment law violation may be used to determine level 3 or 4.</i>			●	●

## Levels Of Discipline Grades 6-12

Code of Conduct Offense	Level 1	Level 2	Level 3	Level 4
Unexcused Tardy to class	●	●		
Cheating, Plagiarism, Dishonesty	●	●		
Defiance of Authority <i>Refusal to comply with school personnel</i>	●	●		
Disruptive Behavior	●	●	●	
Dress Code	●			
Failure to Complete Assignments	●			
Failure to Comply with Disciplinary Actions	●	●		
Falsifying Notes/Forgery/ Counterfeiting	●	●		
Public Display of Affection	●	●		
Late Arrival to School	●	●		
Skipping School/Leaving School Grounds		●		
Destructive Behavior		●	●	
Truancy		●		
Bus Disturbance	●	●	●	
Distribution, possession, or sale of any over-the-counter ("OTC") product or non-controlled prescription medication in a manner inconsistent with established procedure.	●	●	●	



## Levels Of Discipline Grades 6-12

Code of Conduct Offense	Level 1	Level 2	Level 3	Level 4
Unauthorized Use of a Communication Device/Inappropriate Computer Use/Violation of AUP	●	●	●	
Inappropriate Materials	●	●		
Profanity/Vulgarity	●	●		
Willful Misconduct (Fighting) <i>Willingly engaging in physical contact to inflict harm</i>		●	●	
Verbal Abuse	●	●	●	
Threatening Another Student <i>Threatening actions through gestures or verbal threats.</i>	●	●	●	
Use and/or Possession of Smoking/Chewing/Smoking Paraphernalia/Tobacco <i>This includes vapor products and jules.</i>		●		
Beyond Control of School <i>Chronic non-compliant behavior which results in filing charges with the Court Designated Workers Office or court</i>		●	●	
Bullying (1st Time Offense)		●	●	
Burglary/Larceny/Theft/Robbery/Stolen Property <i>The severity of the offense, prior history, and meeting the standard of the harassment law violation may be used to determine level 3 or 4.</i>			●	●
Fraud		●	●	
Gangs/Gang Related/Gang like activity <i>The severity of the offense, prior history, and law violation may be used to determine level 3 or 4.</i>			●	●
Harassment <i>This is always a law violation. If the action does not meet the law definition, a different offense should be used. The severity of the offense and prior history may be used to determine level 3 or 4.</i>			●	●

## Levels Of Discipline Grades 6-12

Code of Conduct Offense	Level 1	Level 2	Level 3	Level 4
<b>Libel/Slander to an Employee</b> <i>Any statement or portrayal on the internet, social media, or any other communication which falsely disparages the professional competence or reputation of school staff. The severity of the offense and prior history may be used to determine level 3 or 4.</i>			●	●
<b>Severe Willful Misconduct (Fighting)</b> <i>No regard for directives during the physical altercation</i>			●	
<b>Marketing/Buying and/or Selling Items</b>			●	
<b>Improper Driving</b>			●	
<b>Inappropriate Sexual Conduct</b> <i>Consensual sexual activity on school grounds</i>		●	●	
<b>Sexual Misconduct</b> <i>Non-consensual either by force or age-includes sexting  The severity of the offense, prior history, and law violation may be used to determine level 3 or 4.</i>			●	●
<b>Violation of Security Procedures</b>		●	●	
<b>Vandalism (Criminal Mischief)</b> <i>The severity of the offense, prior history, and law violation may be used to determine level 3 or 4.</i>			●	●
<b>Weapon or Other Dangerous Instrument/Look-a-Like Weapon</b> <i>The severity of the offense, prior history, and law violation may be used to determine level 3 or 4.</i>			●	●
<b>Drug/Alcohol Possession</b> <i>1st Offense: 10 day suspension but waived to 5 days if family decides to accept referral for a substance abuse assessment from an accepted provider and accepts the recommendation of the assessment. The assessment must be from a provider approved by the school district.  2nd Offense: Immediate 10 day suspension and recommendation for administration hearing which may result in expulsion.</i>			●	●



## Levels Of Discipline Grades 6-12

Code of Conduct Offense	Level 1	Level 2	Level 3	Level 4
<b>Drug/Alcohol Distribution</b> <i>This is the sale of, transfer of, or the intent to sell or transfer alcoholic beverages, narcotics, drugs, counterfeit drugs, look alike drugs, or other intoxicating substances</i> <i>Immediate 10 day suspension and recommendation for administration hearing which may result in expulsion.</i>				●
<b>Possession/Distribution of Drug Paraphernalia</b> <i>The severity of the offense, prior history, and meeting the standard of the harassment law violation may be used to determine level 3 or 4.</i>		●	●	●
<b>Arson</b>				●
<b>Terroristic Threatening/Bomb Threat</b>				●
<b>Under the Influence</b> <i>1st Offense: 10 day suspension but waived to 5 days if family decides to accept referral for a substance abuse assessment from an accepted provider and accepts the recommendation of the assessment. The assessment must be from a provider approved by the school district.</i> <i>2nd Offense: Immediate 10 day suspension and recommendation for administration hearing.</i>			●	●
<b>Weapon: Firearm Only</b>				●
<b>Assault (1st, 2nd, 3rd, or 4th Degree)</b>				●
<b>Persistent Bullying (2 or more documented Offenses)</b> <i>The severity of the offense, prior history, and meeting the standard of the harassment law violation may be used to determine level 3 or 4.</i>			●	●
<b>Abuse of a Teacher</b> <i>The severity of the offense, prior history, and meeting the standard of the harassment law violation may be used to determine level 3 or 4.</i>			●	●
<b>Disorderly Conduct</b> <i>The severity of the offense, prior history, and meeting the standard of the harassment law violation may be used to determine level 3 or 4.</i>			●	●

### Notification of Law Enforcement or Other Agencies

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

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

### Domestic Dating Violence and Reporting

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



## CODE OF CONDUCT OFFENSE DEFINITIONS

<b>ABUSE OF A TEACHER</b>	Malicious conduct toward a staff member may be subject to legal charges for Abuse of Teacher and/or other statutes. ( <b>KRS 161.190</b> Abuse of teacher prohibited.) – Whenever a teacher or school administrator is functioning in his capacity as an employee of a board of education of a public school system, it shall be unlawful for any person to direct speech or conduct toward the teacher or school administrator when such person knows or should know that the speech or conduct will disrupt or interfere with normal school activities or will nullify or undermine the good order and discipline of the school
<b>ARSON/OR ATTEMPTED ARSON</b>	Starting a fire within the school, on buses, or on the school grounds, for any purpose that results in destruction or disruption.
<b>ASSAULT</b>	<p>Intentionally causing harm to other(s). According to <b>Kentucky Revised Statutes 508.010, 508.020, 508.030, and 508.040</b>, assault is classified in four different ways: Assault in the first degree, second degree, third degree, and fourth degree. The level of the assault will depend upon the nature of the injury sustained and if a deadly weapon or dangerous instrument was used. <b><u>It should be noted that these are not legal definitions. Due to the ramifications of coding errors for assault offenses, please consult Student Support Services who will work with local law enforcement or the school board attorney regarding how to code assault incidents.</u></b></p> <ul style="list-style-type: none"> <li>● <b>4<sup>TH</sup> DEGREE</b> – one intentionally or wantonly causes physical injury to another person, or with recklessness one causes physical injury to another person by means of a deadly weapon or a dangerous instrument.</li> <li>● <b>3<sup>RD</sup> DEGREE</b> – one recklessly or intentionally attempts to cause physical injury to any school employee.</li> <li>● <b>2<sup>ND</sup> DEGREE</b> – one causes physical injury to another person or intentionally causes physical injury to another person by means of a deadly weapon or dangerous instrument.</li> <li>● <b>1<sup>ST</sup> DEGREE</b> – one who uses a deadly weapon, dangerous instrument or other means to cause serious physical injury to another. This is the most serious and is reserved for situations when the intent of the offender is to cause death or serious injury. The victim has to incur potential life-threatening injury, serious disfigurement, or prolonged loss of the use of a body part from the incident.</li> </ul> <p><i>*Example(s): Fighting or attacking another person with a weapon to cause serious physical harm that could cause serious physical injury or risk of death. Fighting or attacking another person with or without a weapon to cause physical injury.</i></p>

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



## CODE OF CONDUCT OFFENSE DEFINITIONS

<b>BEYOND CONTROL OF SCHOOL</b>	Demonstrating chronic non-compliant behavior (nine or more documented discipline referrals in a school year, three or more separate incidents of out of school suspension in a school year or one single issue that is of a very serious nature). These actions may result in a mandatory court appearance by the student and parent.
<b>BULLYING</b>	<p>According to <a href="#">KRS 158.14</a>, 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.</p> <ol style="list-style-type: none"> <li>1. The behavior occurs on school premises, on school sponsored transportation, or at a school sponsored event.</li> <li>2. The behavior disrupts the educational process.</li> </ol> <p><i>Please refer to section on bullying for additional information.</i></p>
<b>BULLYING (2 OR MORE DOCUMENTED OFFENSES)</b>	Two or more documented offenses based on the above definition and the additional information in the bullying section.
<b>BURGLARY/LARCENY/ THEFT/ ROBBERY/ STOLEN PROPERTY (also includes receiving stolen property)</b>	<p>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, school, school grounds, bus, or other vehicle where any person lives or where people assemble for purposes of business, government, education, religion, entertainment or public transportation. Thus, breaking into a bus and stealing something from the bus would be counted as burglary. The taking or attempting to take anything of value from the care, custody, or control of another person or persons by force or threat of force and/or putting the victim in fear. The intentional taking of the property of another person(s) in addition to buying, receiving or having possession of stolen property.</p> <ul style="list-style-type: none"> <li>● <b>STEALING-</b> take something unlawfully: to take something that belongs to somebody else, illegally or without the owner's permission</li> <li>● <b>PETTY THEFT</b> - Petty theft is classified as theft of an item or items with a total monetary value under the amount of \$500. Anything more than \$500 is considered grand theft, in which case the charges will be significantly more serious.</li> </ul>
<b>BUS DISTURBANCE</b>	Conduct on the bus or the bus stop which makes for an unsafe condition for students, driver and other motorists or others. Multiple documented offenses may result in recommendation for removal from the bus or an administrative hearing.



## CODE OF CONDUCT OFFENSE DEFINITIONS

<b>CHEATING/PLAGIARISM/ DISHONESTY</b>	<p>Doing something unfair or dishonest in order to gain something for oneself or another. Stealing the work of another in order to use it as one's own work. Intentionally misrepresenting the truth.</p> <p>*Example(s): Turning in another student's paper as your own, paying someone to do your schoolwork for you, giving your work to others to use or copy, looking at another student's work in class, and then copying similar items.</p>
<b>COMMUNICATION DEVICES/CELL PHONES/OTHER DEVICES</b>	<p>Personal Telecommunications Device means a device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor, including, but not limited to, a media device, a smartphone, a tablet, a camera, a recorder, social media, cellular phone.</p> <p>Students and staff have a right to an expectation of privacy while on school grounds. Due to this, unauthorized taping, duplication, picture taking, audio, video, or other means or methods are strictly prohibited. Personal electronic devices may be used by students during the school day with teacher permission for instructional purposes or as defined in SBDM policy. Sharing data between students via cable, peer to peer networking, or infrared during a classroom activity is only permitted with teacher approval. Devices will not be used to disrupt the educational process which includes but is not limited to, posing a threat to academic integrity, violating confidentiality or privacy rights of an individual. Exceptions may be made by the principal on a case by case basis. <u>By choosing to allow your student to bring any type of COMMUNICATION DEVICES/CELL PHONES/OTHER DEVICES to school, parents/legal guardians agree and support the following:</u></p> <ul style="list-style-type: none"> <li>• When students violate prohibitions of this policy, they shall be subject to disciplinary action, including losing the privilege of bringing the device onto school property and being reported to their parent/guardian. A violation also may result in a report being made to law enforcement.</li> <li>• <u>The contents of cell phones may be searched by school administration with reasonable cause.</u> In addition, an administrator may confiscate the device, which shall only be returned to the student's parent/guardian. CONFISCATION MAY INCLUDE THE CELL PHONE, DEVICE, SIM CARD AND/OR MEMORY CARD.</li> <li>• <u>KRS 158.165</u> The school district accepts no responsibility for use, breakage, theft or loss of these personal items and to <u>AUP (Acceptable Use Policy)</u> violations.</li> <li>• Disruption of the learning environment through a personal device can be addressed through disruptive behavior.</li> </ul> <p>*Example(s): Students taking pictures of other students on their phones, modifying it and sending it to others. Students taking pictures/texting about other students and spreading rumors about the student in the messages. Students taking pictures of themselves or others, sending it around, for personal gain. Students recording on school premises. Additionally, students using applications and/or social websites to intimidate, humiliate, or annoy another person may fall into this category.</p>



## CODE OF CONDUCT OFFENSE DEFINITIONS

<b>DEFIANCE OF AUTHORITY</b>	<p>Refusal to comply with reasonable request of school personnel.</p> <p>*Example(s): Anything that could be rational and law abiding students are asked to do and they refuse. If a teacher says to stop! Stop!</p>
<b>DESTRUCTIVE BEHAVIOR</b>	<p>Dangerous or destructive conduct at school or on buses including, but not limited to, throwing harmful objects, scuffling or lack of control of voice, language or limbs. This type of conduct does create a danger to self or others. (Recommendation for a Risk Assessment may be required before a student can return to school if suspended).</p> <p>*Example(s): Anything dangerous to self and/or others, whether it causes damage or not.</p>
<b>DISORDERLY CONDUCT</b>	<p>Committing a breach of the peace. In Kentucky, a person is guilty of disorderly conduct when in a public place and with intent to cause public inconvenience, annoyance or alarm, or creating a risk thereof. <b><u>It should be noted that these are not legal definitions. Due to the ramifications of coding errors for disorderly conduct, please consult Student Support Services who will work with local law enforcement or the school board attorney regarding how to code disorderly conduct incidents.</u></b></p> <p>*Example(s): Making unreasonable noise such as yelling out in class, hallways, cafeteria etc. Refusing to obey a staff member during an emergency situation such as a fire or fire drill etc. Fighting and refusing to stop. Dramatic behavior that serves no legitimate purpose, including bringing a look-a-like weapon that causes a disruption.</p>
<b>DRESS CODE</b>	<p>Workplace environments have expectations for dress. School SBDM Councils may enhance expectations for student dress. The dress code ensures appropriate clothing that is not offensive, provocative or disruptive and that reinforces safe behaviors and a safe and orderly learning environment. For safety reasons shoes must be worn at all times. We strongly encourage that shoes be secure through fit or strapping.</p>
<b>DISRUPTIVE BEHAVIOR</b>	<p>Disrupting the orderly educational environment at school or on buses including, but not limited to, throwing objects, horseplay, any unauthorized editing or use of media and/or audio that disrupts the educational environment/atmosphere is prohibited. This includes posting comments, video and/or audio to the Internet that is disruptive to the learning environment.</p> <p>*Example(s): Screaming out in class, common student spaces (hallways, bathrooms, commons, lunchroom, gym), causing a scene with dramatic behaviors or noise. Touching, hugging, kissing, texting, sending photos with questionable items in them, slapping each other as play, pulling desks out from under students and inappropriate comments are all examples.</p>



## CODE OF CONDUCT OFFENSE DEFINITIONS

<b>DRUGS/ALCOHOL/ PARAPHERNALIA</b>	<p>This includes alcoholic beverages, narcotics, drugs, counterfeit drugs, synthetic drugs, look-alike drugs, prescription medicine, or other intoxicating substances as defined in <a href="#">KRS Chapter 218A</a>. Drugs may also refer to any intoxicating substance, including synthetic drugs or other substances however taken or used, including inhaling, ingesting, and/or injecting and to any prohibited volatile substance as defined in <a href="#">KRS 217.900</a> used or intended for an abusive or intoxicating purpose.</p> <p>Drugs defined as prescription must be taken in accordance with school policy requiring a written pre-approved medical form completed by a physician.</p> <p>Some examples of drug paraphernalia may be pipes, roach clips, hemostats, rolling papers, e-cigarettes, vapes, jules, etc. This list is not exhaustive.</p> <p>Possession of alcohol/drugs or being under the influence of alcohol/drugs is prohibited on school property or at a school-sponsored function. Possession includes items found on school property or at a school sponsored function. (To include, but not limited to locker assigned to student, vehicles driven by the students, any other place deposited by student including purse, backpack, garbage container, etc.).</p>
<b>FAILURE TO COMPLETE ASSIGNMENTS</b>	<p>Includes failure to complete assignments and or bring materials for class. It is expected that, prior to any referral of this nature, the teacher must provide documentation of parent contact and teacher interventions.</p>
<b>FAILURE TO COMPLY WITH DISCIPLINE</b>	<p>Failure to follow discipline given by the school including detention, Friday/Saturday school detention, and bus suspension. This may include students suspended or expelled from school being on school property or school sponsored events.</p>
<b>FALSIFYING/FORGERY/ COUNTERFEITING</b>	<p>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).</p> <p>*Example(s): Forged notes of any kind including absence notes, forged signature on permission slips or items being returned to school for any reason, false notes from doctors or others.</p>
<b>FRAUD</b>	<p>A deception deliberately practiced in order to secure unfair or unlawful gain and/or a piece of trickery; a trick.</p>
<b>GANGS, GANG-RELATED AND GANG-LIKE ACTIVITIES</b>	<p>The presence of, or student involvement in, gangs, gang-related, or gang-like activities on school property or at school-related events. Gang related items include but are not limited to the display of gang symbols, drawings, paraphernalia or apparel (bandanas, hats/caps, or any item that may interfere with the process of maintaining a safe school environment)</p>



## CODE OF CONDUCT OFFENSE DEFINITIONS

<b>HARASSMENT</b>	<p>This violation means performing any of the following with intent to intimidate, harass, annoy or alarm another person. (<a href="#">KRS 525.070</a>)</p> <p>(1) Strikes, shoves, kicks, or otherwise subjects his/her to physical contact; (2) Attempts or threatens to strike, shove, kick, or otherwise subject the person to physical contact; (3) In a public place, makes an offensively coarse utterance, gesture, or display, or addresses abusive language to any person present; (4) Follows a person in or about a public place or places; (5) Engages in a course of conduct or repeatedly commits acts which alarm or seriously annoy such other person and which serve no legitimate purpose; or</p> <p>(6) Being enrolled as a student in a local school district, and while on school premises, on school-sponsored transportation, or at a school-sponsored event:</p> <ol style="list-style-type: none"> <li>1. Damages or commits a theft of the property of another student;</li> <li>2. Substantially disrupts the operation of the school; or</li> <li>3. Creates a hostile environment by means of any gestures, written communications, oral statements, or physical acts that a reasonable person under the circumstances should know would cause another student to suffer fear of physical harm, intimidation, humiliation, or embarrassment.</li> </ol> <p><i>Note: Acts motivated by race, color, national origin, age, religion, sex, gender identity, sexual orientation, disability, or any other reason not related to the student's individual capabilities may hinder the other party's health, safety, welfare or right to attend school or participate in school activities and will not be tolerated. Further, such acts: 1) Are subject to the district's harassment/discrimination complaint procedure; and 2) May represent serious violations of civil and/or criminal law.</i></p>
<b>HAZING</b>	Any humiliating or dangerous activity expected of a student to belong to a group, regardless of their willingness to participate.
<b>IMPROPER DRIVING</b>	<p>Intentionally placing self or other person(s) in harm's way or endangering the safety, health and/or welfare of self or others on school property or at school sponsored events, including but not limited to recklessly operating a motor vehicle.</p> <p><i>*Example(s): Speeding or unsafe reckless driving in school parking lot, acting as if you are going to run over another person.</i></p>
<b>INAPPROPRIATE BEHAVIOR-ELEMENTARY</b>	Any action that could induce fear or jeopardize the safety of others to include, but not limited to, failure to follow established rules or directives from staff.
<b>INAPPROPRIATE SEXUAL ACTIVITY</b>	Consensual sexual activity on school grounds or during a school sponsored event
<b>INAPPROPRIATE COMPUTER USE/<a href="#">VIOLATION OF AUP</a></b>	Modifying the network or computer hardware and/or software to accomplish a goal outside of the district's original intent. Students have a right to an expectation of privacy while on school grounds. Due to this, unauthorized taping, duplication, audio, video, or other means or methods are strictly prohibited. This may include posting unauthorized materials online.



## CODE OF CONDUCT OFFENSE DEFINITIONS

<b>INAPPROPRIATE MATERIALS</b>	Possession, handling, transmitting, or using inappropriate materials including, but not limited to, those that degrade, attack or endorse an ethnic background, religion and race, health, safety, sexually explicit, pornographic, and libelous items.
<b>LIBEL/SLANDER TOWARD ANY EMPLOYEE</b>	<b>Any statement or portrayal</b> (written/verbal/posted, etc.) on the Internet or any other communication <b>that falsely disparages anyone's professional competence and/or reputation.</b> NOTE: In addition to school level consequences, our employee(s) and/or the District have the right to file criminal charges and/or civil litigation.
<b>MARKETING OR BUYING AND/OR SELLING OF ITEMS</b>	Marketing, buying and/or selling of items not previously approved by the building principal.
<b>OVER THE COUNTER MEDICINE AND NON CONTROLLED PRESCRIPTION MEDICATION</b>	<p>Distribution, sale, or possession of any over-the-counter ("OTC") product or non-controlled prescription medication in a manner inconsistent with established procedure.</p> <p>Examples include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>Keeping any OTC remedy (e.g., aspirin, Tylenol®, antihistamines such as Benadryl®, or laxatives)</li> <li>or non-controlled prescription (e.g., an antibiotic or decongestant) in a backpack or locker.</li> <li>Use of an OTC substance without prior notification of, and authorization by, school officials.</li> <li>Providing, selling, offering, or obtaining any such item to/from another student (no evidence of misrepresentation as a drug).</li> </ul> <p><a href="#"><u>KCSD: Medication Guidelines</u></a></p>
<b>PROFANITY/VULGARITY</b>	Spoken or written words that are recognized as swear or curse words. Some words while profane or vulgar may be deemed for grounds of other classification according to the code of conduct. The school principal makes the final decision to what constitutes word(s) as profanity/vulgar or other violation.
<b>PUBLIC DISPLAY OF AFFECTION (PDA)</b>	Inappropriate embracing, touching, kissing and/or activities that others see or witness to include viewing through security cameras.
<b>SEXUAL MISCONDUCT</b>	<p>Subjecting another person(s) to sexual contact by forcible compulsion; or participant(s) subjecting another person to sexual contact who is incapable of consent because he/she: is physically helpless; less than sixteen (16) years old; or is mentally incapacitated including willing participant(s). This includes any type of Sexual Activity, Misconduct or Exposure at school, on the school bus or at any school sponsored event for any age student including (sexting) the act of sending sexually explicit messages or photos, videos, audio or visual files electronically, primarily between cell phones or other electronic media.</p>



## CODE OF CONDUCT OFFENSE DEFINITIONS

<b>SMOKING/CHEWING/ SMOKING PARAPHERNALIA/ TOBACCO/ OTHER</b>	Use, possession, sale or transfer of tobacco products or possession of smoking paraphernalia (lighters, matches, tobacco packs, electronic cigarettes, jules, or other alternative nicotine product or vapor product etc.) Violation of this section ( <a href="#">KRS 438.311</a> ) may also result in a fine and/or community service work assigned by the court.
<b>TERRORISTIC THREATENING – BOMB THREAT</b>	He/she threatens to commit any crime likely to result in death or serious physical injury to another person or likely to result in substantial property damage to another person; or intentionally makes false statements for the purpose of causing evacuation of a building, place of assembly, or facility of public transportation. <b>Bomb Threats will NOT be tolerated.</b> *Example(s): Pulling fire alarms, threatening to kill another person. Calling school to say there is a bomb in the building.
<b>THREATENING ANOTHER STUDENT</b>	Any statement, communication, conduct or gesture, including those in written form, directed toward another student that causes reasonable apprehension of physical harm to person or property but does not rise to the level of harassment.
<b>UNDER THE INFLUENCE</b>	Includes all offenses of intoxication with the exception of driving under the influence. In Kentucky, this offense equates to alcohol intoxication and/or public intoxication, which occurs when a person appears in a public place manifestly under the influence of alcohol, a controlled substance, a synthetic substance, or other intoxicating substance.
<b>VANDALISM (Criminal Mischief)</b>	The intentional destruction, injury, disfigurement, or defacement of any public or private property without consent of the owner or person having custody or control (i.e. by cutting, tearing, breaking, marking, painting, drawing, or covering with filth). Loss of \$500.00 or more requires a police report.
<b>VERBAL ABUSE</b>	Using abusive and demeaning language: words that attack or injure an individual, words that cause one to believe an untrue statement, or words that speak falsely of an individual. This can include talking back, name calling, and/or creating socially rude interactions but does not rise to the level of harassment.



## CODE OF CONDUCT OFFENSE DEFINITIONS

<b>VIOLATING SECURITY</b>	<p>Compromising district and/or school security procedures or putting others at risk.</p> <p>*Example(s): Trespassing, failure to follow lock down, opening of exterior doors other than single monitored entrance, tampering of security cameras, telephone and/or fire alarm system, remaining on school grounds after posted hours without prior permission from school officials, use of fireworks, noxious substances, and intentionally reporting false tips to administrators, teachers, other sources, etc.</p>
<b>WEAPON (FIREARM ONLY)</b>	<p><u>Use, Possession, Sale, Transfer or Distribution</u> – A firearm is any weapon that will expel a projectile by the action of an explosive. This offense encompasses manufacture, sale, or possession of firearms on school property or at a school function. (<a href="#">KRS 527.070</a>).</p>
<b>WEAPON OTHER/DANGEROUS INSTRUMENT/ LOOK-A-LIKE WEAPON</b>	<p><u>Use, Possession, Sale, Transfer or Distribution</u> – of any object determined by the principal with the intent to be dangerous, perceived to be dangerous, and/or capable of being readily used by one person to inflict severe bodily injury upon another person; examples include but not are limited to air guns, knives, artificial knuckles, club, baton, nunchaku karate sticks. (<a href="#">KRS 527.070</a>)</p>
<b>WILLFUL MISCONDUCT (Fighting)</b>	<p>Willingly engaging in physical contact for the purpose of inflicting harm on the other person. Any provocation (verbal/physical) may be considered a mitigation of the charge. A student who finds himself/herself the victim of an attack should make every effort to get out of the situation including blocking, running, and calling for help</p> <ul style="list-style-type: none"> <li>● <b>SEVERE</b> - Persistent engagement by either party with no regard to given directivities, may be considered severe willful misconduct.</li> </ul> <p>*Fighting which does not rise to the level of a law violation.</p>



## GENERAL DEFINITIONS

<b>BUS SUSPENSION</b>	Not permitting a student to ride the school bus to or from school for full or partial day (s) following appropriate due process procedures. While suspended, it will be the legal parent/guardians responsibility to transport their child to/from school. Transportation is a privilege, not a right.
<b>COMMUNITY SERVICE</b>	Duties performed for the benefit of the school or community. Examples include but are not limited to cleaning, outside work, or assisting students or staff.
<b>DETENTION</b>	Detaining a student after school, before school, or during the student's free time (e.g. lunch) with advance notice to the parent and/or student as appropriate. Detention may be used as a teacher or administrator consequence based on school structures.
<b>DISTRICT ADMINISTRATIVE HEARING</b>	For any extremely serious offense that may warrant more than a 10 day suspension, a District Administrative Hearing will be held. Outcomes of this hearing could include any/all disciplinary action outlined in the <i>Code of Acceptable Behavior and Conduct</i> and/or agreed upon by school and student/guardian.
<b>DIVERSION TO EXPULSION PROGRAM</b>	A voluntary, personalized instructional path offered to parents as a choice in lieu of a of Board Education expulsion hearing as part of the district administrative hearing process.
<b>EDUCATIONAL NEGLECT</b>	Neglect is failure or lack of prudent care for a child's well being through lack of adequate supervision, food, clothing, shelter, education, or medical care. An example of educational neglect is poor attendance.
<b>EXPULSION</b>	Removal of student's right to attend school for a period of time over 10 days not to exceed one calendar year. Following guidelines of the <i>Code of Expected Behavior and Conduct</i> , the principal may recommend expulsion in writing to the Superintendent. Only, the Board of Education has the authority to expel a student. Also, see school reassignment below.
<b>FAMILY INTERVENTION PLAN</b>	A plan developed during a meeting with a family, student, district representative, school representative, and occasionally the Cabinet for Health and Family Services. This plan is usually developed due to excessive unexcused absences with the goal of intervening and engaging community resources before reporting educational neglect or filing a court petition.
<b>FRIDAY/SATURDAY DETENTION</b>	Extended length detention after school on Friday or on a Saturday (may be used as an alternative to suspension at the principal's discretion).
<b>IN-SCHOOL SUSPENSION</b>	Students are removed from their regular classes to an isolated environment. Students will be in a restricted classroom with very restricted guidelines. Students will not be able to socialize with the student body and will eat lunch in a restricted classroom. Restroom breaks will be limited and closely supervised. Students in ISS will be allowed and expected to complete school work to be included as part of final grade.
<b>LAW VIOLATIONS</b>	In areas where students violate state or federal laws, <b><i>charges and consequences in addition to those of the school code may follow through the court system</i></b> (e.g. theft, vandalism, weapons, tobacco violations, etc.).
<b>POSSESSION</b>	The word possession includes items found in locker assigned to student, vehicles, and any other place where items have been deposited by student (Purse, backpack, garbage container, etc., but are not limited to).



## GENERAL DEFINITIONS

<b>RESPONSE TO INTERVENTION (RTI)/ MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)</b>	The RTI/MTSS framework is designed to support academic and social/behavior success for all students. The KCSD RTI/MTSS framework is built on a foundation of high quality instruction, Positive Interventions and Supports (PBIS), Social and Emotional Learning (SEL), and an Adult Advocate for every child.
<b>REPORT TO AUTHORITIES</b>	Any Kenton County employee who knows or has reasonable cause to believe that a school student has been the victim of a violation of any felony offense as specified in <a href="#">KRS Chapter 508</a> (assault, wanton endangerment, stalking, menacing, terroristic threatening) committed by another student while on school premises, on school sponsored transportation, or at a school sponsored event must immediately make a report to the principal of the school the student attends. The principal will contact the student's legal parent/guardian and make a report to the local school board and local law enforcement agency. A report may coincide with any of the steps above.
<b>SCHOOL REASSIGNMENT</b>	The superintendent or his/her designee has the right to reassign a student to a different placement within his/her school or to another school within the district following a recommendation for expulsion from the school. This placement may be for up to one calendar year.
<b>SUSPENSION</b>	Not permitting a student to attend school for full or partial day(s) following appropriate due process procedures. While suspended, students do not receive credit for daily assignments, but are allowed to make up major tests, quizzes and projects. While suspended, students are not permitted to attend school-sponsored events.
<b>STUDENT SEARCHES</b>	Although students have the right to freedom from unreasonable search and seizure, school officials have the right, under the law, to search students or their property whenever there is a reasonable suspicion that they have something that violates school rules or endangers others. Students may be searched to maintain the ongoing educational process, maintain order, and/or protect people and property. Searches may include the student and his or her locker, desk, automobile, or personal belongings. Police Canine Teams may conduct random and unannounced searches of general school areas, including school lockers and parking lots. Hand-held metal detectors may be used on students when there is reasonable suspicion that the student is in possession of a weapon.
<b>STUDENT CONFERENCE</b>	Conference (informal or formal) held between the student and a member of the school administrative team.

**Please return this form to your child's teacher**

Student's Name: \_\_\_\_\_

School Student attends: \_\_\_\_\_

Teacher: \_\_\_\_\_

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

As the parent/guardian of \_\_\_\_\_, I have read and discussed the Kenton County Code of Expected Behavior and Conduct with my child.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

**Video/Photo Disclosure**

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

**Automated Calls Disclosure**

Your child's school, along with the Kenton County School District, will from time to time send automated phone messages using our Bright Arrow call system. If you'd like to not receive these automated calls, please complete the [automated calls disclosure form](#). Please note that by opting out you will not receive school related calls, safety calls and weather related calls.

**Directory Information Disclosure**

Under the Family Educational Rights and Privacy Act (FERPA), Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. If you would like more information or if you would like the Kenton County School District to not disclose your student's directory information, please complete the [directory information disclosure form](#).

**PPRA Disclosure**

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

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