



## MEMORANDUM

**TO: Christian County Board of Education Board Members**

**FROM: Dr. Melanie Barrett, Director of Pupil Personnel  
Dr. Kim Stevenson, Director of Student Services**

**DATE: March 5, 2026**

**RE: 2025-2026 Code of Acceptable Behavior Addendum**

The Office of Pupil Personnel requests the Christian County Board of Education to approve the following Addendum to the 2025-2026 Code of Acceptable Behavior:

- **Add Behavior Violation with AI to the mitigating and aggravating factors when determining a level of response for discipline consequences (pages 35-36)**
- **Add Harassing Communications with AI and Harassment with AI to the Behavior Violations (page 43)**
- **Add the language Behavior Violations involving the use of AI may permit a step increase due to mitigating and or aggravating circumstances (page 46)**

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

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

Christian County School District defines DISCIPLINE as a deliberate, proactive process that supports developing positive social behavior vital to the success of its students, but recognizing that negative consequences are sometimes necessary to provide a safe and non-disruptive educational environment. School administrators must use informed decision making when determining if a student's actions invoke administrative action as outlined in this section of the Code of Acceptable Behavior.

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

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

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

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

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

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

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

- Record of prior similar offense history of unacceptable behavior
- Severity of offense
- Use of weapons
- Severity of injuries
- Vulnerability of victim
- Student's major role in the incident
- Discriminatory/hate related
- Dishonesty/Concealment

- Refusal to cooperate
- The fidelity with which PBIS Threat to students or staff posed by the student
- Interventions have been implemented
- Gang Activity
- Behavior Violation with A

- a. If the principal/designee deviates from the generally applicable Step, the principal/designee will document in writing the factors justifying the deviation.
- b. An offense will be considered discriminatory/hate related if motivated in whole or in part by an offender's bias against a race, religion, disability, ethnic origin, gender, or sexual orientation.
- c. Corporal punishment shall not be used by school personnel nor shall parents issue corporal punishment on school property.
- d. Any student detained while at a school sponsored event/activity will be subject to disciplinary action. Students who engage in criminal offenses as identified by police agencies not listed in this Code of Acceptable Behavior may be recommended for alternative placement and/or expulsion.

**Superintendent Placements:**

***Drugs and Assaults***

If a student does any of the following (1) possesses prescription drugs or controlled substances, physically assaults, batters, or abuses educational personnel or other students (2) physically assaults, batters, or abuses educational personnel at a school or school function, or (3) physically assaults, batters, or abuses educational personnel or other students off school property and the incident is likely to substantially disrupt the educational process, the Superintendent, in lieu of expelling the student, may place the student into an alternative program or setting (including virtual) if the superintendent determines placement of the student in his or her regular school setting is likely to substantially disrupt the education process or constitutes a threat to the safety of other students or school staff. The Superintendent may not take such action until the parent, guardian, or other person having legal custody or control of the student has had an opportunity to have a hearing before the board or an appeals committee.

***Upon Expiration of Expulsion***

If an expelled student's term of expulsion is about to end, the Superintendent may place the student into an alternative program or setting (including virtual) if the superintendent determines placement of the student in his or her regular school setting is likely to substantially disrupt the education process or constitutes a threat to the safety of other students or school staff. The Superintendent may not take such action until the parent, guardian, or other person having legal custody or control of the student has had an opportunity to have a hearing before the board or an appeals committee.

A separate Superintendent Action Appeals Committee shall be formed to consider and review placements by the Superintendent under this section of the Code.

Following an initial alternative placement by the Superintendent of this section of the Code, the board of education shall review the alternative program or setting placement to determine if the placement should be continued because determines placement of the student in his or her regular school setting is likely to substantially disrupt the education process or constitutes a threat to the safety of other students or school staff

This section of the Code shall not impact the ability of building Principals to refer students to alternative placements under this Code and such referrals shall not be subject to review by the Superintendent Action Appeals Committee. Instead, those Principal referrals shall be subject to appeal as otherwise provided herein.

2025-2026 Middle and High School (6-12) Consequence Options and Guidelines

Behavior Violations	Report to Law Enforcement	Board Policy Number	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9
Disruptive Behavior		9.426			•	•	•	•			
Dress Code Violation		9.427			•	•	•	•	•		
Drug/Simulated Possession/Distribution/Use	*	9.423								•	•
Drug Paraphernalia Violation	*	9.423								•	•
Driving Under the Influence	*	9.423								•	•
Failure to Attend Detention		9.42									
Failure to honor a directive to disperse from staff		9.426							•	•	•
Failure to stop fighting		9.426								•	•
Failure to Follow Directives/Insubordination		9.426			•	•	•	•			
Fighting-Student to Other	*	9.425							•	•	•
Student to Staff (Physical Aggression- or touch not fighting)	*	9.425							•	•	•
Fighting-Student to Student	*	9.425							•	•	•
Forgery	*	9.42			•	•	•	•			
Fraud		9.4			•	•	•	•			
GAMBLING	*	9.4292			•	•	•	•			
GANG ACTIVITY	*	09.425							•	•	•
HARASSING COMMUNICATIONS	*	9.42811							•	•	•
HARASSING COMMUNICATIONS WITH A	•	9.42811								•	•
Harassment	*	9.42811							•	•	•
Harassment WITH A	•	9.42811								•	•
Hazing 1 <sup>st</sup> Degree		09.422									
Hazing 2 <sup>nd</sup> Degree		09.422									
Homicide	*	9.425			•	•	•	•			•
Inappropriate Contact (No Injury)		9.42							•	•	•
Intentional False Statement w/Evidence		9.426							•	•	•
Kidnapping	*	9.4									•
Leaving Campus Step 5=10 days lose driving privileges Step 6=20 days lose driving privileges Step 7=Rest of the school year lose driving privileges		9.42							•	•	•

**2025-2026 Middle and High School (6-12) Consequence Options and Guidelines**

The Behavior Violations noted with capitalized letters, and bold may be (but not always) considered a FOCUSED ACT. The school resource officers will make the determination whether or not to issue an MOU or citation.

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

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

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

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

Refer to Title IX Coordinator regarding Sexual Harassment and Sexual Misconduct Behavior Infractions.

Any behavior violations involving the use of AI may permit a step increase due to mitigating and / or aggravating circumstances.