

Code of Acceptable Behavior



Discipline

2026 - 2027



Guide to Success

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Covington Independent Public Schools

Si necesita información en español, por favor llame a uno de los intérpretes abajo:
(859)835-6011 *Andrew Bove*

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Each year Covington Independent Public Schools reviews the Code of Acceptable Behavior and Discipline. A committee of parents, teachers, administrators, and advocates meet to consider recommendations and to make needed revisions. Each local school safety plan is reviewed in like manner. The revisions are then reviewed by legal counsel, forwarded to the Superintendent and School Board for approval.

Questions concerning the Code of Acceptable Behavior and Discipline should be directed to:

Jessica Duty

Director of Pupil Personnel

Phone-859-392-1006, Email: jessica.duty@covington.kyschools.us

INTRODUCTION

PURPOSE

The Board of Education of Covington Independent Public Schools believes the purpose of the Code of Acceptable Behavior and Discipline is to maintain a positive educational process in the schools. The Board believes each individual student behavior incident should be considered and extenuating circumstances should always be reviewed for the welfare of the student. The Code is intended to act as a guide to ensure students are treated fairly but be flexible enough to address individual student behavior incidents. This flexibility will enhance the educational process.

The Code of Acceptable Behavior and Discipline applies to students and staff in Covington Independent Public Schools. The Code will be reviewed annually.

The Code of Acceptable Behavior and Discipline, as adopted, will be supported by school expectations, rules and regulations and be primarily administered through the authority of principals of Covington Independent Public Schools with the support of the instructional staff of the schools.

PHILOSOPHY

To ensure that an environment conducive to effective learning is maintained in Covington Independent Public Schools, it is necessary to establish a consistent and effective discipline code.

Covington Independent Public Schools Board of Education recognizes its responsibility to prepare students for their role as adults in a democratic society. To accomplish this, there must be mutual respect and trust toward each other by students, parents, and school staff. The Code of Acceptable Behavior and Discipline is a vehicle for accomplishing this objective.

Effective learning is not possible without an environment that is safe, respectful, and responsible. Establishing behavior expectations that are taught and reinforced by all school staff members creates such an environment.

Positive Behavioral Interventions and Supports (PBIS) is the primary tool that Covington Independent Public Schools will use to address student misbehavior. We will use a range of interventions and supports based on the student behavior at issue and will use alternatives to suspension, including detention and loss of privileges, when those consequences are likely to be effective at remedying student misbehavior.

The Board of Education is entrusted with the mandate to educate all children until graduation or age twenty-one (21). They are committed to establishing an environment that is most conducive to learning, while protecting the individual rights and responsibilities of all.

EDUCATIONAL PROCESS

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

SUPERINTENDENT'S MESSAGE

~~Dear Parent/Guardian:~~

~~The Covington Board of Education is committed to maintaining a safe and orderly school environment in which students receive a quality education. To achieve this goal, the board has established a Code of Acceptable Behavior and Discipline to provide parents and students a set of expectations for student behavior. This Code of Acceptable Behavior and Discipline is designed to keep our students in school so they can continue to learn and be successful.~~

~~The success of school discipline depends upon a collaborative effort among home, school and community. By working together, we can achieve the goals we all want—safe, orderly schools and a quality education for your child.~~

~~Please read this Code of Acceptable Behavior and Discipline and discuss it with your child. With your support and encouragement, we are confident your child will be successful and will meet the behavioral expectations of Covington Independent Public Schools.~~

~~Wishing you the best,~~

-

~~Alvin Garrison
Cortnei Flucas
Superintendent~~

-



Covington Independent Public Schools

District Vision

All students graduate with the skills to achieve their dreams and adapt to a changing global society.

Mission

To inspire and prepare our students to excel academically and personally.

COVINGTON BOARD OF EDUCATION

Board Members

Tom Haggard, Chairperson
Stephen Gastright, Vice-Chairperson
Hannah Edelen, Board Member
Kareem Simpson, Board Member
Michelle Williams, Board Member

Cortnei Flucas, Superintendent

To become a national leader in education:

- We believe we must ensure high levels of learning for all staff and students.
- We believe we must recruit, intentionally support, and retain high quality staff.
- We believe students should be active participants and take ownership in their education.
- We believe each student's creative potential must be nurtured, to produce a love of learning and the ability to innovate.
- We believe schools and work sites must be welcoming, safe and secure environments for students, families and staff.
- We believe data, along with fair and objective measures, must be used to evaluate progress and make changes when needed.
- We believe creating a culture of collaboration with families, staff, and all community stakeholders will maximize student success.
- We believe we must embrace diversity and provide equitable and inclusive educational opportunities for all students.

*This **Code of Acceptable Behavior and Discipline** provides the basic procedures which will be followed in disciplinary matters and the meanings and explanations of the procedures and the violations. Covington Independent Public Schools do not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs, activities or other designated youth groups as set forth in compliance with federal and state statutes and regulations. For more information regarding Non-Discrimination, please see page 32.*

The following person has been designated to handle inquiries regarding the non-discrimination policies: Jessica Duty, Director of Pupil Personnel, 25 E. Seventh St, Covington KY, 41011, (859)392-1006.

POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS)

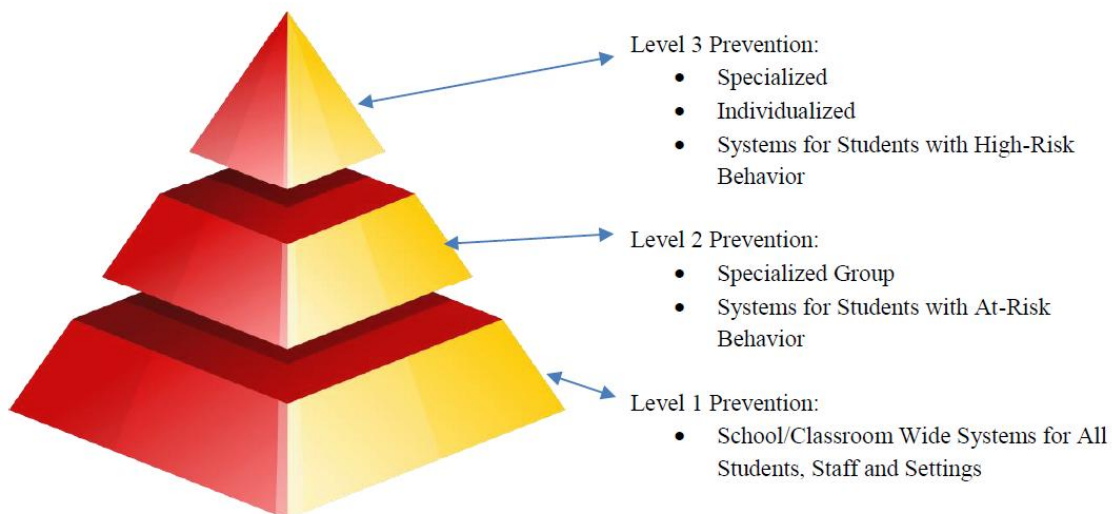
Covington Independent Public Schools facilitates the Positive Behavior Intervention and Supports (PBIS) framework which includes proactive strategies for defining, supporting, and teaching appropriate behaviors to create positive learning environments. Attention is focused on sustaining a three-level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

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

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

Successful PBIS implementation will help us:

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



PBIS schools organize their evidence-based behavior practices and systems into an integrated collection or continuum in which students experience supports based on their behavior responsiveness to intervention. A three-level prevention logic requires that all students receive support at the universal or primary level. If the behavior of some students is not responsive, more intensive behavioral supports are provided, in the form of a group contingency (selected or secondary level) or a highly individualized plan (intensive or level).

STUDENT RIGHTS AND RESPONSIBILITIES

Students in Covington Independent Public Schools have the right to:

- A free public education until they have successfully completed a twelve-year educational program or have reached the age of twenty-one (21) years.
- An educational process appropriate to their needs and that encourages learning.
- An educational process that is safe.
- Examine their school records if they have reached the age of eighteen (18) years.
- Participate in school activities and programs, to organize and have memberships without being subject to discrimination on the basis of gender, race, religion, marital status, or disability.
- Freedom of expression as related to speech, assembly, association, publication, and petition, as long as this can be exercised without violation of other's rights and does not interfere with the orderly educational process.
- Procedural due process and appeal related to disciplinary actions.
- Be treated in a fair and equitable manner.
- Consultation with teachers, counselors, and administrators.
- Protection of property and physical well-being.
- Protection from verbal and physical abuse, bullying, intimidation, and hazing behaviors.
- Be given reasonable and timely notice of all expectations, rules, regulations, notices, and penalties to which they may be subject.
- Receive academic grades based only upon academic performance.
- Make-up work missed from excused absence(s).

PARENT/GUARDIAN RIGHTS AND RESPONSIBILITIES

Parents/guardians of students in Covington Independent Public Schools have the right to:

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

Parents/guardians in Covington Independent Public Schools have the responsibility to:

- Instill a respect for education and academic pursuit.
- Instill a sense of respect for fellow students and school personnel.
- Become familiar with educational programs, policies, and procedures.
- Help their children understand expectations within the behavioral model, and the importance of meeting those expectations.
- Help children understand that some behaviors may result in a disciplinary consequence.

- Help children to understand what disciplinary consequences are and to understand when, how, and why disciplinary consequences are implemented.
- Ensure their children attend school and class regularly, facilitate getting their children to the bus stop on time, arrangement of alternative transportation for their children in the event of denied bus privileges due to disciplinary reasons.
- Demonstrate respect for school personnel.
- Ensure that their children complete assignments and establish good work habits.
- Develop good rapport with their children's teachers.
- Discuss issues needing clarification with school officials.
- Help children respect district devices including chargers and keeping devices in protective cases.

TEACHER/INSTRUCTIONAL STAFF/COUNSELOR RIGHTS AND RESPONSIBILITIES

Teachers/Instructional Staff/Counselors in Covington Independent Public Schools have the right to:

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

Teachers/Instructional Staff/Counselors in Covington Independent Public Schools have the responsibility to:

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

PRINCIPAL/ADMINISTRATOR RIGHTS AND RESPONSIBILITIES

Principals in Covington Independent Public Schools have the right to:

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

Principals in Covington Independent Public Schools have the responsibility to:

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

EXPECTED BEHAVIORS

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

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

If I do not make positive behavior choices, I will receive assistance to help me learn to make better choices.

I will show RESPECT for...

Myself by:

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

Others by:

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

Learning by:

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

Property by:

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

LEVELS OF STRATEGIES, INTERVENTIONS, AND RESPONSES

Examples of Evidence-Based Educational Process Interventions and Supports

Proactive systems of support assist all students in achieving social, emotional, and academic success. Proactive supports provide clear, consistent expectations so that every student knows exactly what is expected across learning environments. When a student demonstrates an irresponsible behavior, determine a reason for the misbehavior and take action to reduce and eliminate the behavior. Modify conditions that perpetuate the misbehavior, eliminate pleasant consequences, or implement corrective responses, thus promoting a safe and respectful learning environment.

Proactive Educational Process Interventions and Supports

- Create positive educational process expectations that are clearly defined, taught, and posted in a way that can be clearly observed from anywhere in the environment.
- Continuously teach and reteach learning environments expectations throughout the year (e.g., schedule for teaching by week month, after breaks).
- Model and practice expectations in appropriate setting (e.g., group work, individual work).
- Use pre-correction strategies to remind students of expectations before the next task.
- Use more positive than corrective interactions (at a ratio of 3:1) between staff and students, students and students, and staff and staff.
- Utilize fluent and consistent corrections for early stage misbehavior when such corrections are necessary (e.g., CHAMPS, Teacher Encyclopedia).
- Create educational process acknowledgment systems to increase responsible student behavior.
- Maintain positive expectations for all students, in all settings, at all times.
- Implement effective instructional practices.
- Actively engage students in learning.
- Provide immediate positive feedback.
- Build positive relationships with students and families.
- Teach prevention lessons (e.g., social and emotional learning, bullying prevention, suicide prevention, and trauma-informed practices).

Teacher Based Action to Reduce and Eliminate Misbehavior

- Provide lessons to teach or reteach the student how to behave responsibly.
- Change student seating.
- Pace the lesson more quickly to promote on-task behavior.
- Actively ignore low level misbehavior, examples may include: pencil tapping, no supplies, and momentary head resting.
- Respond calmly, stating behavior.
- Restructure educational process practices based on student needs (e.g., structured recess, structured lunch, visual schedules).
- Use progress-monitoring tools (e.g., on-task monitoring form, replacement behavior worksheet, ratio of interactions tracking form, reflection sheets, behavior contracts, and student point sheets).
- Establish and consistently implement corrective responses for rule violations (e.g., student loses time for valued activity, in-class time-out, time-out in another class, restitution given for property damage, restitution given for relationship damage, positive practice, loss of points or privileges).
- Communicate teacher-based actions with parent.
- Utilize restorative affective statements and affective questions.
- Student-teacher impromptu conferencing with active listening.

Other Examples of Evidence-Based Educational Process Interventions and Supports

These interventions often involve support staff, both school-based, and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions and to change the conditions that contribute to the student's inappropriate or disruptive behavior. Staff should use these responses in a graduated fashion.

- Establish an educational process acknowledgment system with opportunities for individual and school wide recognition.
- Effectively and actively supervise in common areas (e.g., all staff in hallways during transition, hallway sweeps) and provide positive reinforcement for students exhibiting behaviors that meet expectations.
- Increase supervision in non- educational process settings.
- Refer to before- and after-school programs for additional support.
- Employ targeted strategies for groups of students (e.g., mentoring programs, bullying prevention lessons for selected students, suicide prevention drop-in centers).
- Design social and emotional skills instruction groups (e.g., conflict-management, anger-management, aggression replacement, organizational skills).
- Establish an individual student-support, response, or problem-solving team.
- Establish in-school conflict resolution programs (e.g., community conferencing, peer mediation).
- Use parent engagement strategies (e.g., newsletters, family nights).
- Design support and advisory groups that engage parents, students, and the community.
- Use universal screeners and assessments to proactively identify students in need of supports (e.g., Strengths and Difficulties Questionnaire, Student Risk Screening Scale).
- Use responsive interventions and appropriate referrals (e.g., North Key, CHNK, referrals to Family Resource and Youth Services Centers [FRYSCs], Social Services).
- Refer to school-based health or mental health clinic.
- Mental health evaluation referral (e.g., mobile assessments, counseling services).
- Alcohol/Drug evaluation referral (e.g., Substance Abuse Intensive Outpatient Program [IOP]).
- Threat assessment evaluation referral.
- Refer to community organizations, including conferencing and community mediation.
- Parent/Guardian notification.
- Service to school.
- Use individual student planning tools (e.g., Behavior Support Plan, Behavior Improvement Plan, Functional Behavior Assessment, Behavior Function Identification Worksheet, and Behavior Collection Form).

LEARNING ENVIRONMENT

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

LEVELS OF OFFENSES AND APPROPRIATE INTERVENTIONS AND CONSEQUENCES

LEVEL 1 OFFENSES - DEFINITION

Incidents that should be managed by the educational process teacher or other employee and which may not warrant a discipline referral for administrative assistance. These behaviors are of low-level intensity, passive, and non-threatening to the safety of the learning environments, including but not limited to the following examples:

- **Personal** Electronic Device Violation *
- Disrupting and/or interfering with the normal operations in a learning environment.
- Skipping class.
- Tardy on a regular basis to class.
- Failure to comply with school-based dress codes.
- Forging notes or willfully providing written misinformation.
- Disrespectful behavior including use of profanity, and/or an obscene gesture or back talking towards another **person student(s)** that **does not cause a halt to the education process.**
- Inappropriate use of technology or internet access.
- Academic dishonesty.
- Any other violations which are expressly listed in the written school/educational process rules and related procedures that fall within this category.

LEVEL 1 - INTERVENTION STRATEGY OPTIONS

Universal Interventions: educational process teachers or other employees who intervene shall document such intervention. For students in need of repeated Level I Interventions, school personnel who intervene shall engage in SST (Student Support Team) documentation, following the three-leveled approach to interventions, including but not limited to:

- Continue Positive Behavioral Support.
- Contact/Conference with parent/guardian.
- Classroom adjustment.
- Seat Change.
- Referral to Student Support Team.
- Behavior Plan.
- Referral to school counselor.
- Other interventions listed on Page 12-13

LEVEL 1 – CONSEQUENCES

- Verbal or written warning.
- In-class time out.
- Loss of privilege.
- After-school detention assigned and monitored by teacher.
- In-school (lunch/recess) detention.
- * 1st confiscation returned at the end of school day, 2nd confiscation sent to the board of education and legal guardian can pick-up, 3rd confiscation sent to the board of education and retained until June 15th.

Any action under this section related to students with disabilities shall be in compliance with applicable federal law. See page 20.

LEVEL 2 OFFENSES - DEFINITION

Incidents that should be managed by the educational process teacher or other employee with possible assistance from an administrator because of the disruptive effect the infraction has on instructional time, including but not limited to the following examples:

- Failure to follow the procedure for prescribed and over-the-counter medications.
- Possession and/or displaying of obscene materials.
- Fighting.
- Assault by striking, shoving, kicking, saliva or other bodily fluids or otherwise subjecting another person to offensive physical contact resulting in physical or emotional damage.
- Bus Violation to include but not limited to bus operation, compromising safety of others.
- Vandalism (defacing or disfiguring school and personal property).
- Trespassing.
- Theft.
- Interfering with school personnel and impeding their ability to carry out their responsibilities.
- Possessing and/or using e-cigarettes, lighter, matches, tobacco/e-cig/vape devices or other alternative nicotine products at school or on school related property (i.e. bus stop) **.
- Gambling.
- Speeding, reckless driving, or improper use of motor vehicle on school property.
- Computer hacking.
- Improper use of technology, failure to follow teacher technology instruction(s).
- Inappropriate sexual behavior such as possession of pornography ~~indecent exposure~~ etc.
- Possession of dangerous instruments.
- Gangs/Gang Related/Gang-Like Activities – The presence of, or student involvement in, gangs, gang-related, or gang-like activities on school property or at school-related events. Gang related items include but are not limited to the display 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).
- Disrespectful behavior including use of profanity, and/or an obscene gesture or back talking towards another person(s) that **does cause a halt to the educational process.**
- Chronically disrupts the classroom environment and education process or the student challenges the authority of a supervising adult.
- Failure to carry out a reasonable request from teacher or other school official.

LEVEL 2 - INTERVENTION STRATEGY OPTIONS

Educational Process interventions: teachers, administrators, or school personnel who intervene shall document such intervention. For students who engage in repeated level 2 Infractions, school personnel who intervene shall engage in SST (Student Support Team) documentation, following the three-Level approach to interventions included but not limited to these examples:

- Continue Positive Behavioral Support.
- Any of the above Level 1 interventions with added interventions from Page 12-14.
- Behavior Intervention Plan.
- Mental health evaluation referral (e.g., mobile assessments, counseling services).
- **First incident, students must be referred to school counselors or other school based mental health service provide to review the adopted prevention and cessation materials.

Any action under this section related to students with disabilities shall be in compliance with applicable federal law. See page 20.

LEVEL 2 – CONSEQUENCES

Non-exclusionary Consequences (must be used if likely to be effective at remedying student behavior):

- Any of the above Level 1 consequences.
- Restorative Practices
- Loss of privilege or participation in extracurricular activities.
- Loss of parking privileges.
- Loss of bus privileges.
 - K-5 (only after consultation with Superintendent / Designee or if Special Education consult Special Education Director).
 - 6-12 (1-5 days, or more only after consultation with Superintendent / Designee or if Special Education consult Special Education Director).
- After-school Administrative detention.
- Classroom adjustment

Exclusionary Consequences (used only when non-exclusionary alternatives are not likely to be effective):

- Assignment of CATS.
- In-school Suspension or school-level alternative program or educational process.
- Out of School Suspension up to 3 days (dictated by seriousness of offense).

LEVEL 3 OFFENSES - DEFINITION

Incidents that significantly interfere with the safety and learning of others, including threats and harm to others or legal violations. These behaviors warrant more immediate administrative intervention, including but not limited to the following examples:

- Repeated violent or risk to safety Level 2 offenses.
- Arson, the intentional setting of fire.
- Assault, by striking, shoving, kicking, biting, saliva, or other bodily fluids, or otherwise subjecting another person(s) to physical contact resulting in significant physical injury, or physical threat of life, or violence to another person(s) requiring medical attention.
- **Abuse of Teacher (KRS 161.190)**
- Sexual contact/assault or physical sexual abuse. *
- Possession/Distribution of Child Pornography, **Indecent Exposure** on or off school property that interferes or causes disruption to the educational process. *
- Possession, use, or transfer of dangerous instrument/deadly weapon or an item that resembles a dangerous instrument/deadly weapon. (See page 42)
- Possessing, exchanging, selling, distributing, under the influence of, serving as a lookout for or promoting the use of alcohol, drugs, drug related paraphernalia, or any substance purported to be an illegal drug.
- Interfering with school personnel by force or violence and impeding their ability to carry out their responsibilities.
- Behavior or activity jeopardizes the safe operation of the school bus or interfering with the welfare of other bus occupants.
- Encouraging or inciting discord or civil disturbance including bomb threats or false fire alarm activation.
- Students threaten to physically assaults, batters or physically/verbally abuse personnel on or off school property. (See Board Policy 9.425)
- Threatening, bullying, blackmailing, harassing, hazing or coercing another student.
- Social Media harassment or abuse, whether committed during or outside of the school, if such actions create a substantial disruption to the educational process. *
- Chronically disrupts the classroom environment and education process or the student challenges the authority of a supervising adult.

* Please notify Title IX Coordinator. Refer to page 32

Any action under this section related to students with disabilities shall be in compliance with applicable federal law. See page 20;

LEVEL 3 - INTERVENTION STRATEGY OPTIONS

- Continue Positive Behavioral Support.
- Any of the above Level 1 or Level 2 interventions with added interventions from Page 12-15.

LEVEL 3 – CONSEQUENCES

- These are serious violations which disrupt the classroom environment and education process, or the student challenges the authority of supervising adults which require administrative actions and may result in the immediate removal of the student from the school.
- District personnel will only request law enforcement respond to student conduct when that conduct constitutes an immediate and substantial threat to physical safety or serious crime. However, personnel will notify appropriate law enforcement authorities when required by state law per KRS 158.154, which states in part “When the principal has a reasonable belief that an act occurred on school property or at a school-sponsored function involving assault resulting in serious physical injury, a sexual offense, kidnapping, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a control substance in violation of the law, or damage to property”. In addition, employees shall comply with KRS 158.155 which requires, any “employee of a public or private school to promptly make a report to the local police department, sheriff or the Department of Kentucky State Police if that person knows or has reasonable cause to believe that conduct has occurred which constitutes a misdemeanor or a violation offense under the laws of this Commonwealth and relates to carrying, possession, or use of a deadly weapon; or use possession or sale of controlled substances; or any felony offense under the laws of this Commonwealth; and the conduct occurred on the school premises or within 1000 feet of school premises, on a school bus or at a school-sponsored or sanctioned event.”
- A school administrator may request a hearing with the Superintendent of Schools designee(s) for a Level 3 infraction. Hearing recommendation outcomes may include referral to the board for expulsion with or without services. Hearing outcomes may also include extended suspension, alternative placement, return to school with another form of sanction, or return to school without sanction. Hearings may also result in mandatory drug testing and/or referral to outside agencies. All hearing recommendations are reviewed and approved or changed by the Superintendent of Schools.
- Administrative Hearing may result in mandatory drug and alcohol assessment, and an order to follow all recommendations of that assessment as alternative to placement in an alternative program or expulsion.
- Pre-K through Grade 3 – *Covington Independent Public Schools is committed to take steps to reduce and significantly limit expulsion and suspension practices. If a student in grades Pre-K through grade 3 engages in pervasive or serious aggressive acts that cause injury or threaten children’s safety in the educational process, the administrator can determine the most appropriate interventions and request an out-of-school suspension. Any suspension requires the permission of the Superintendent’s Designee. The administrator must also immediately provide written notification to the Superintendent’s Designee upon suspension. In addition, an intervention plan shall be developed. Parents must be invited to be directly involved in the development of the intervention plan to support their child’s success.*

Any action under this section related to students with disabilities shall be in compliance with applicable federal law. See page 20.

Covington Alternative to Suspension (CATS) Program

The Covington Alternative to Suspension (CATS) Program is operated by the Covington Independent Public Schools and is designed to provide an alternative to out-of-school suspensions and expulsions. The program is available to students in grades 4-12, subject to capacity restrictions. Students who commit specific disciplinary violations may be eligible to participate. Elementary student placements must be approved

through the Pupil Personnel Office or the Superintendent. Upon successful completion of program requirements, the student's record will not reflect an out-of-school suspension for that specific incident.

Students participating in the program spend a maximum of 10 days at a time. Any additional days must be approved through the DPP Office.

Transformational Learning Center (TLC)

The goal of the Transformational Learning Center is to help students develop the behavioral, social, and academic skills to return to their home school to continue their education. TLC serves students in grades 6 – 12 who have exhibited significant behavioral challenges in the regular school setting.

Students typically enter TLC from an Admissions and Release Committee (ARC) special education decision, or from a disciplinary action from central office or the Board of Education. Parents and students may also request to attend TLC for a variety of reasons. The DPP shall review the request and examine program capacity. After the review process the request will either be approved or denied.

The program is grounded in the learning and practice of common area procedures, and a culture of respect for all.

Students proceed academically through the same coursework required at their home school.

STUDENT HEALTH

Student Health Requirements

- All students are required to have a physical examination upon enrollment.
- All students entering the sixth grade are required to have an additional physical examination completed, no more than one year before entering the sixth grade.
- All students must have a valid, non-expired KY immunization certificate on file to show proof of having received all state-required immunizations.
- All students under the age of 7 are required to have a vision examination upon enrollment.
- All 5 or 6 year-old students are required to have a dental screening or exam by December 31st of the first year of enrollment.
- Failure to comply with immunization requirements may result in exclusion per KRS 214.034.

Student Health Centers

- Hearing screenings are completed on students in kindergarten, grade 1, and grade 3.
- Vision screenings are completed on students in K and grade 1 if they have not had the mandatory examination. Students are screened for vision in grades 3, 5, 7, and 9.
- Height and weight are obtained on all students through grade 6.

EXPECTATIONS RELATED TO MEDICATION

The use of medication at school by students must conform to all state and federal laws as well as local school board policies and procedures.

All prescription medications shall be brought to school in its original container with the label intact and given to school personnel for appropriate storage and dispensing by the school nurse or trained unlicensed personnel. Only prescription medication and dietary supplements authorized by a physician, advanced practice registered nurse, or physician assistant, and parent/guardian will be dispensed.

Over-the-counter medication will be accepted when sent to school in the original container and a Medication Administration Consent form has been completed by the parent/guardian and the healthcare provider.

NOTE THAT NO MEDICATIONS WILL BE RETURNED TO STUDENTS TO TAKE HOME; parents/guardians will be notified by the school nurse when medications need to be picked up in the office.

Students may be permitted to carry medication for certain conditions (such as an inhaler for asthma or an Epi-pen for allergic reaction) provided there is prior physician/parent or guardian authorization, and school personnel are aware the student is carrying it. (See Board Policy 09.2241) A Transportation Health Form is required to be on file with the nurse and the transportation office each year if a student is being transported while carrying an emergency medication in their backpack, purse, coat, and lunch bag and/or other personal belongings. Emergency medications include an asthma inhaler, Epi Pen for allergic reactions, Diastat for seizures, or Glucagon for diabetes.

SUSPENSION/EXPULSION PROCEDURES FOR IDENTIFIED EDUCATIONALLY DISABLED STUDENTS

(Revised June 2011)

Due Process Procedures and Safeguards

- The Superintendent, Director of Special Education, and the building principals make sure that appropriate procedures are followed in the suspension and expulsion of children and youth with disabilities.
 - Suspensions of less than ten (10) days in length, which are utilized as temporary discipline measures (if the suspension is for a minor infraction and no further disciplinary action is planned), an Admissions and Release Committee (ARC) meeting is not required unless requested by the parent, Principal or other service providers. However, for an aggregate of ten (10) days of suspension for the year, or where expulsion is contemplated, the ARC convenes. Special Education services and access to the general curriculum shall continue for suspensions beyond ten (10) days.
- For suspensions of ten (10) days in length where expulsion is contemplated, parents are given prior written notification of the Admissions and Release Committee meeting. The notice must meet regulatory criteria for an Admissions and Release committee meeting notice as set forth in 707 KAR 1:060, the Due Process Policy and Procedures Manual. Parents are given a copy of their rights, which includes that they have the right to a due process hearing if they disagree with the committee's determinations.
 - Interim Alternative Education Settings for Up to Forty-five (45) Days. A child with a disability is subject to placement in an interim alternative educational placement for up to forty-five (45) days if the child; a.) Carries a weapon to school or to a school function under the jurisdiction of the District or the State; b.) Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function under the jurisdiction of the District or the State; c.) Is in a current placement that is substantially likely to result in injury to the child or others.
- Once the Admissions and Release Committee is convened, the Admissions and Release Committee must make the following determinations:
 - If the Individual Educational Plan and placement are appropriate and being fully and correctly implemented,
 - Whether or not the behavior or misconduct is a manifestation of the pupil's disability.
- If the Admissions and Release Committee finds that the Individual Educational Plan or placement are not appropriate and being fully and correctly implemented, appropriate modifications should be determined at the Admissions and Release Committee meeting and no further disciplinary action beyond the suspension should occur.
- If the Admissions and Release Committee finds that the IEP and placement are appropriate and being fully and correctly implemented, they must then consider whether or not the behavior or misconduct was a manifestation of the disabling condition.
- If the Admissions and Release Committee finds that the student's misconduct was a manifestation of the student's disability, this should be documented as a written determination and transmitted directly to the local superintendent or designee. If this determination is made, the local superintendent may not recommend expulsion to the local board of education: however, if a proper determination has been made that the student's conduct was a manifestation of the disabling condition and, therefore, is not eligible for expulsion, another course of action may be available. In instances of extremely serious misconduct in which it appears that maintaining a student in her/his current educational placement is substantially likely to result in injury to self or others, districts may pursue, through the judicial system, exclusion of the student from school.
- If the Admissions and Release Committee finds that the student's misconduct was not a manifestation of the student's disabling condition, this should be documented as a written determination and transmitted directly to the local superintendent or designee. If this determination is made, the local superintendent may recommend expulsion to the local board of education.

SCHOOL BUS SAFETY, RULES, AND REGULATIONS

Covington Board of Education Policies 06.32, 06.33, 06.34, 06342

The District has authority in all matters of student behavior, including when a student is on his/her way to or from school (by bus or by walking), or any school-related or school-sponsored activity. As such, students are subject to the same Code of Acceptable Behavior and Discipline as presented in this handbook on any school-provided transportation.

Parents/guardians may be held responsible for restitution of any damage, beyond normal usage, caused by their child. Parent/guardians can NOT board the bus at any time unless directed by driver.

Bus Conduct

Responsible student behavior is extremely important on the school bus to ensure the safety of the passengers and drivers. All students must follow these bus conduct guidelines.

Students Expectation

- Ride only the bus to which they are assigned and remain on the bus until they reach their destination or transfer point.
- Students MUST arrive at the bus stop 10 minutes early. The bus will not wait for students running late or because a parent requests, they wait. The bus will not stop at unscheduled stops.
- Pupils shall wait at their assigned bus stop off the roadway and shall remain there until the driver has stopped the bus, opened the entrance door, and signaled the pupils to enter the bus. No student will be permitted to board or get off a bus other than at their designated stop. All bus changes must be requested through the transportation office.
- Pupils shall not cross the roadway when entering the school bus until signaled to do so by the bus driver.
- When students are required to cross the roadway when entering or leaving the school bus, crossings shall be made in front of the bus. Pupils shall cross approximately ten (10) feet in front of the bus in order that they may be seen by the bus driver.
- When pupils enter the bus, they shall proceed directly to a seat.
- Pupils shall remain seated until the bus has come to a complete stop.
- Pupils shall not extend their arms, legs, or heads out the bus windows.
- Pupils shall not change from one seat to another while the bus is in motion unless given permission by the bus driver.
- Pupils shall not create noise on the bus to the extent that it might distract the bus driver or to the extent that it might interfere with the driver's ability to hear the signals of emergency vehicles or an approaching train.
- Treat the bus driver/monitor with the same courtesy and respect given to teachers and respect that the driver is in charge of the bus.
- Unacceptable behavior includes noncompliance, disrespect, bullying, disobedience, vulgar, foul and profane language, fighting, harassing, pushing, and shoving other students and other offensive acts.
- Only occupy the space in the seat that is required, especially when students are asked to ride three (3) to a seat.
- Hold all of their personal items on their lap, items cannot be placed in the aisle.
- Students MUST keep the aisle of the bus clear at all times.
- Keep the bus clean and refrain from damaging it.
- In an emergency situation students should: Remain calm, listen for the driver's instructions and exit the bus promptly.
- Exit bus in an orderly fashion.

- Pre K-K students may only be released to persons on the transportation/pickup form. ID may be required.

Discipline Consequences

Any student who does not follow the above regulations and/or who refuses to promptly comply with directives regarding his/her behavior while on or waiting for the school bus will be documented in writing by the bus driver or bus monitor. This behavior report will be sent to the principal or designee of the school where the child attends, the Director of Pupil Personnel and/or the Director of Special Education. The Principal is authorized to withhold bus riding privileges per page 15 of the Code of Acceptable Behavior and Discipline. The Principal shall notify the parents in cases where bus riding privileges have been withheld. The Superintendent or the Superintendent's designee may withhold bus riding privileges up to the remainder of the school year. Students with disabilities who exhibit inappropriate conduct shall be managed in accordance with their Individual Education Plan (IEP) and the legal obligations and standards adopted by the Board.

Emergency Procedures

The Director of Transportation has a school bus transportation safety program as required by applicable law and administrative regulations. Appropriate safety information is disseminated annually in writing to employees, parents, and pupils of the school district. A series of four (4) bus evacuation drills are conducted during each school year. All enrolled students participate in these drills, unless they are absent on the day the drills are scheduled.

Due Process Procedures

An administrator may request an extended suspension up to ten days and/or a discipline review hearing for Level 3 offenses. The request shall be made before the close of the school day following the administrator's knowledge of the incident. The request shall be made in writing to the Superintendent of Schools or to the Director of Pupil Personnel. A certified hearing officer (either the Director of Pupil Personnel or Designee) shall conduct the hearing and make a written recommendation to the Superintendent of Schools. That recommendation may include: expulsion by the Board of Education, alternative placement, extended suspension, or return to school with or without other sanction.

Miscellaneous

Safe Crisis Management

The administration endorses the Safe Crisis Management model provided by the JKM Training, Inc. Verbal de-escalation skills are the primary mode of prevention and early intervention with acting out students. Physical intervention is used as a last resort and only when a student presents danger to him/herself and/or others. Staff members must be currently certified in Safe Crisis Management in order to utilize the Safe Crisis Management physical intervention techniques.

Reporting of Felony Incidents

In compliance with KRS 158.156 any employee of Covington Schools who knows or has reasonable cause to believe that a student has been the victim of a felony offense by another student while on school premises, on school sponsored transportation, or at a school sponsored event shall immediately provide an oral or written report

to the Principal of the school attended by the victim. The principal shall notify the parents, legal guardians, or other persons exercising custodial or supervision of the student when the student is involved in an incident reportable under this section. Within 48 hours of the original report, the principal will file a written report to the Director of Pupil Personnel containing the following information:

The name(s) and address(s) of the student, victim, and his or her parent, guardian, or other person exercising control or supervision;

- Student's age.
- Nature and extent of violation.
- Name and address of the student allegedly responsible for the violation.
- Any other information that the principal making the report believes may be helpful in furtherance of KRS chapter 158.

The Director of Pupil Personnel office shall notify a local law enforcement agency (if necessary) or the County Attorney, and Covington Board of Education and assist in any investigation as required by KRS chapter 158.

Reporting of Neglect or Abuse

Covington Independent Public Schools shall comply with KRS 620.030 which requires any person who knows or has reasonable cause to believe a child is dependent, neglected, or abused to immediately cause an oral or written report to be made to local law enforcement, Kentucky State Police, the Cabinet for Health and Family Services, the Commonwealth or County Attorney by telephone or otherwise. Any supervisor who receives, for an employee, a report of suspected dependency, neglect, or abuse shall promptly make a report to the proper authorities for investigation.

Retaliation Prohibited

Any student (or parent on behalf of a student) who feels they suffered retaliation for reporting violations of the Code of Acceptable Behavior and Discipline should report the retaliation to the Principal. Covington Independent Public Schools prohibits retaliation. The Principal shall take seriously any report of retaliation by a student and take appropriate disciplinary actions in accordance with this Code of Acceptable Behavior and Discipline and shall consider a disciplinary hearing request with the discipline review committee to ensure the safety of the victim.

Corporal Punishment

Corporal punishment or paddling is prohibited as a form of punishment.

ATTENDANCE

Kentucky Compulsory Attendance Law

In accordance with **KRS 159.030**, every parent, guardian, or person residing in Kentucky who has custody or control of a child between the ages of six (6) and eighteen (18) is required to ensure that the child attends a regular public day school for the full term during which the school is in session. This includes the district in which the child resides, or any public school designated by the local board of education.

A child is considered within the compulsory attendance age range upon reaching his or her sixth birthday and until the eighteenth birthday. If a parent/guardian chooses to enroll a child at five (5) years of age, the child is then subject to the same expectations for regular attendance.

All children residing in Kentucky are subject to these compulsory attendance laws. This includes children whose families have seasonal residences or whose parents reside in another state. These circumstances do not exempt the child or guardian from compliance with attendance requirements or from any applicable penalties for noncompliance.

Regular Attendance and Student Success

The progress of our students depends greatly on punctuality and consistent attendance. All students are expected to attend class each day that school is in session. Covington Independent Public Schools is committed to promoting regular attendance as a cornerstone of academic success. We firmly believe that attendance is a shared responsibility between students and their parents or guardians.

Being present in class allows students to fully engage in instruction, participate in discussions, receive individualized support, and benefit from teacher guidance-experiences that cannot be replicated through makeup work alone. Frequent absences disrupt the learning process and hinder both academic achievement and personal growth.

We understand students may occasionally need to miss school due to illness, medical appointments, or other unexpected situations. In accordance with district policy, students who are absent must provide a legitimate excuse upon returning to school, within five (5) school days of the student's return, proper documentation-dated and signed by a parent/guardian or a physician-must be submitted for the absence to be excused. A maximum of ten (10) parent/guardian/doctor notes may be accepted per school year, along with a maximum of five (5) late arrivals or early dismissals that constitute less than 35% of the school day.

Attendance Procedures

Parents or guardians may report absences by calling, emailing, or sending a written note. Any one of these forms of communication will count toward the ten (10) allowable parent notes. However, **calls or emails from a physician's office will not be accepted** in place of an official, signed medical excuse. Parents or guardians are expected to call the school **before 8:30 a.m. daily** to report their child's absence. Upon returning to school, the student must bring appropriate documentation, signed and dated, before being readmitted.

Students should use absences only for valid reasons such as personal illness or injury and professional appointments (e.g., doctor, dental). A written excuse-either from a parent or doctor-is still required for these absences to be marked as excused. One note is required per day of absence. (Example: If a student misses three days, a single parent or doctor note listing all three dates will count as three notes.)

School-Sanctioned Absences: Students are not marked absent when participating in school activities that are authorized by the Board of Education and considered an official part of the instructional program. Additionally, students are not marked absent while participating in activities permitted under **KRS 158.240 and KRS 159.035**.

Participation in **4-H educational activities** is also considered school attendance. According to **KRS 159.035**, students enrolled in properly organized 4-H clubs are considered present when participating in regularly scheduled 4-H educational activities, provided they are supervised by a county extension agent or the designated

4-H club leader.

For the **Kentucky State Fair, KRS 158.070(2)** allows students one valid absence day for attendance at the State Fair, provided the appropriate documentation is submitted.

Absences due to a death in the immediate family must be reported via a phone call to the Principal or designee and must be accompanied by a written statement upon the student's return.

Reporting Your Child's Absence from School

To report your child's absence, please contact the school **each day** your child will be absent. You may call the school office or email the attendance clerk **before the start of the school day**.

Important: If your call or email is received **after 8:00 a.m.**, you may still receive the school's **automated attendance notification**.

Biggs Early Childhood 859- 292-5895

- katherine.carmack@covington.kvschools.us

Glenn O. Swing 859-292-5821

- sherri.hicks@covington.kyschools.us

John G. Carlisle 859-292-5812

- aprvi.frazier@covington.kyschools.us

Latonia 859-292-5825

- kim.frank@covington.kyschools.us

Ninth District 859-292-5823

- lisa.frazier@covington.kvschools.us

Sixth District 859-292-5819

- tracey.eversole@covington.kyschools.us

Holmes Middle 859-392-1108

- helene.hill@covington.kyschools.us

Holmes High 859-655-9545, press #5

- crystal.white@covington.kyschools.us

Alternative School (TLC) 859-581-7512

- melissa.miller@covington.kvschools.us

Chronic Absenteeism

Chronic absenteeism is defined as a student missing **10 percent or more of the school year, for any reason—whether** the absences are **excused or unexcused**. Consistent attendance is essential for academic success and student engagement.

Truancy

According to **KRS 159.150 and Board Policies 09.122 and 09.123**, the following definitions apply:

- A student between the ages of **six (6)** and **eighteen (18)** is considered **truant** after being absent without a valid excuse for **three (3)** attendance events, or **tardy on three (3)** attendance events.
- A student enrolled in public school who is **eighteen (18)** but **not yet twenty-one (21)** is also considered **truant** after three (3) or more unexcused absences or tardies.
- A student who is reported as a truant on **two (2) or more occasions** is classified as a **habitual truant**.
- Before a student is officially classified as truant, families may be required to participate in a **Truancy Mediation** or **Truancy Diversion** meeting at the student's school once the student reaches **three (3) unexcused absences**. These meetings aim to support families and develop a plan to improve attendance before further action is necessary.

Excused Absences

A maximum of **ten (10) excused days** each per school year, plus **five (5) Late Arrivals or Early Dismissal** that is less than 35% of the school day. If notes are not received within five (5) days of the absence, the absence becomes unexcused. Possible excused absent events include:

- Illness
- With a Medical Excuse Form for Chronic Conditions
- Medical Appointment for Student
- Death in Family
- Religious Holiday
- Reporting to Court
- Driver's Test (1/2 day permitted up to two times)

- Prearranged Absence
 - Educational Enhancement Opportunity (EHO)
 - KRS 159.035 A public school Principal shall give a student an excused absence of up to ten (10) school days to pursue an educational enhancement opportunity determined by the principal to be of significant educational value, including but not limited to participation in an education foreign exchange program or an intensive instructional, experiential, performance program in one (1) of the core curriculum subjects of English, Science Mathematics, Social Studies, Foreign Language, and the Arts.

Medical Excuse Form - Severe Chronic Medical Conditions

Absences due to **severe chronic medical conditions** may be excused when accompanied by **Covington Independent Public Schools' Severe Medical Excuse Form**, signed by a licensed physician. This form is required for:

- Any absence related to a **chronic illness that exceeds ten (10) days** during the school year.
- **Each individual visit** related to the chronic condition.
 - Please note: This form is intended **only for documented severe chronic medical conditions** and must be completed **per visit** to ensure accurate and compliant attendance records. Forms are available in the school office.

Unexcused Absences

The following count toward truancy:

- | | |
|-----------------------------------|------------------------|
| • Out of School Suspension | • Transportation |
| • Indifference of parent/guardian | • Childcare |
| • Out of town (vacation) | • Distance from school |
| • Juvenile detention-jail | • Oversleeping |
| • Working at home or business | • Skipping school |
| • Babysitting | |

Returning After an Absence

When your child returns to school, a **signed and dated note** explaining the reason for the absence must be submitted **immediately**. All absence notes must be received **within five (5) school days** following the absence in order to be considered for an excused absence.

- If your child arrives late due to a **medical or other professional appointment**, a **note signed by the parent/guardian, physician, or service provider** is required.
- If your child must leave school early for a medical or other appointment, a **signed note from the parent/guardian or medical professional** must be submitted.

Late Arrival to School

Students who are tardy must report directly to the **Principal or designee** upon arrival to receive proper admittance and a tardy slip. **Chronic unexcused tardiness** may result in disciplinary actions, including:

- Friday School
- Detention
- In-School Suspension (with assigned work)
- Potential Truancy Charges

Leaving Campus

Students must remain on campus throughout the school day unless properly **checked out through the Principal's office**. Any student who leaves campus **without permission** will be subject to **disciplinary action**, including possible suspension.

Tardy to Class

A student is considered **tardy to class** if they are not in their assigned area at the scheduled time. Tardiness may result in:

- Detention
- Escalating consequences for repeated infractions

Make-Up Work

Students with **excused or prearranged absences** are permitted to make up missed assignments. It is the **student's and parent/guardian's responsibility** to contact the teacher regarding make-up work.

- For **each day of an excused absence**, students are given **two days** to complete make-up work.
- If a **due date or test date** was assigned before the absence, the student is expected to **submit the assignment or take the test on their first day back**.

Extra-Curricular Activities

Absences are considered **excused** only if the parent/guardian has both **called and submitted written documentation** providing a valid reason. (Refer to page 25 for more information.)

Students with an **unexcused absence or tardy** may **not participate** in extracurricular activities on the day of the absence. Students with an **excused absence or tardy** may only participate with the **approval of the Principal or designee**.

Participation in Graduation Ceremony

Seniors are subject to an attendance policy approved by Holmes **SBDM** in order to be eligible to participate in the graduation ceremony. **Failure to meet attendance expectations** may result in the student being **prohibited from participating** in the ceremony.

TECHNOLOGY

Covington Independent Public Schools: Acceptable Use Policy for Students

1.0 Introduction and Philosophy

Covington Independent Public Schools (CIPS) is pleased to offer staff and students access to the district's computer network, including the internet, email, and other internal technology resources. This access is provided through the Kentucky Educational Network to support and enrich learning. From this point on, all of these resources will be referred to simply as "The Network". The Network is an educational resource intended to enable users to explore thousands of libraries and databases and to exchange information with others around the world. The Network is to be used by staff and students for educational purposes only.

Access to The Network is a **privilege, not a right**. It is provided at no cost to staff and students. All users are expected to act in a responsible, ethical, and legal manner, consistent with the educational objectives of CIPS and the principles of digital citizenship.

2.0 Access, Privacy, and Consent

No Expectation of Privacy: The Network is the property of the district. Users should have no expectation of privacy in the content of their files or electronic communications. Network server storage areas may be treated like school lockers. District administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly.

Content Filtering and Monitoring: The district implements technology protection measures and filtering to block or limit access to materials that are obscene, pornographic, or otherwise harmful to minors. However, no filter is perfect. The district is not responsible for materials a user may acquire on The Network or for the communications of individuals using The Network. All online activity is logged and may be monitored.

Permission and Agreement: To gain access to The Network, all staff must sign and agree to the stipulations outlined in this policy, and students must have a parent/guardian complete and return the required permission and agreement form. This policy and the accompanying agreement apply to any use of The Network, regardless of the device used (district-owned or personal) or the location of use (on or off campus).

3.0 Digital Citizenship

All users of The Network are expected to be good digital citizens. This means practicing safe, responsible, and ethical behavior online. The district will provide instruction on the core elements of digital citizenship, including:

- Appropriate and respectful online communication.
 - Understanding cyberbullying and how to respond.
 - Protecting personal information and respecting the privacy of others.
 - Respecting copyright and intellectual property.
-

4.0 Prohibited Uses

The following activities are strictly prohibited for all users on The Network. Violation of these rules may result in disciplinary action.

4.1 General Prohibitions

You shall **not**:

- Share your password with anyone or use another person's account.
- Bypass or attempt to bypass The Network's security and filtering measures. This includes using VPNs, proxy redirect websites, Tor browsers, or any application to hide your identity or location.
- Knowingly create, share, or run computer viruses or other malicious software.
- Vandalize, alter, or damage computer hardware, software, or network files.

- You shall not use electronic mail for communications that are not directly related to instruction or sanctioned school activities.
- Do not use electronic mail for private business or personal, non-school-related communications.
- Use The Network for commercial purposes, personal financial gain, or illegal activities.
- Monopolize network resources by downloading non-educational high-bandwidth files (music, videos) or playing non-educational games.
- Waste resources, such as printing excessive copies.
- Violate copyright laws or software license agreements. Plagiarism (representing material from the internet or other sources as your own) is strictly forbidden.

4.2 Communication, Internet, and Social Media

You shall **not**:

- Use any unauthorized email service (e.g., personal Gmail, Hotmail). All email communication must be through the district-provided system.
- Send obscene, abusive, threatening, or sexually explicit language or materials.
- Harass, bully, or discriminate against any person. This includes using anonymous platforms (e.g., NGL, Tellonym), memes, or altered images to target or embarrass others.
- Post or exchange your own or others' personally identifiable information without explicit permission from district personnel.
- Record or livestream school-related activities or individuals without proper consent.
- Access social networking sites (**Facebook, X, Instagram, TikTok, Discord, etc.**) unless explicitly authorized and directly supervised by a teacher for a specific instructional purpose.

4.3 Artificial Intelligence (AI)

You shall **not**:

- Use AI tools (e.g., ChatGPT, Gemini, Microsoft Co-Pilot) to complete assignments, cheat, or plagiarize.
- Submit AI-generated content as your own original work unless it is part of an assignment that explicitly permits it under teacher supervision.
- Use any AI system that requires the input of personal information.
- Use AI, bots, or browser extensions to bypass security or filtering restrictions.

4.4 Industrial Technologies

You shall **not** use district industrial technologies (e.g., 3D printers) to create:

- Weapons, parts of weapons, or objects that resemble weapons.
- Objects containing profanity or obscenity.
- Drug paraphernalia.

5.0 Specific Guidelines for Employees and Volunteers

Employees and volunteers of CIPS are held to a high professional standard when using The Network.

- **Authorized Use:** Employees shall only access files and communications for which they have authorization in the performance of their duties.
- **Traceable Communication:** In accordance with KRS 160.145, all electronic communication between employees/volunteers and students must occur through the district's designated traceable communication system(s). Communication outside this system(s) is prohibited. This shall not restrict any electronic

communications between a student and his or her family member who is a District employee or volunteer. SB 181 defines a family member as a “parent, brother, sister, son, daughter, aunt, uncle, or grandparent.” The legislation further defines a parent as “parent, legal guardian, or other person or agency responsible for a student.”

- **Professional Boundaries:** Staff members shall not use personal social networking accounts to communicate directly with students or invite them to be "friends."
- **Instructional Appropriateness:** All technology-based materials and activities must be appropriate for the age, maturity, and understanding of the students involved.
- **Reporting Requirements:** Per the Professional Code of Ethics, employees must protect the well-being of students. A District employee or volunteer who receives a report alleging that another District employee or volunteer has engaged in unauthorized electronic communication must immediately notify the appropriate authority.

6.0 Consequences for Violations

Violation of this policy may result in the following:

- Revocation or suspension of Network access privileges.
- Disciplinary action, up to and including suspension or expulsion, for students.
- Disciplinary action for employees, up to and including termination and reporting to the Education Professional Standards Board (EPSB).
- Referral to law enforcement and potential legal action.
- Financial responsibility for any damages caused.

7.0 Parent and Student Agreement

I understand that violation of these regulations is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, and school disciplinary action may be taken. Furthermore, if needed, appropriate legal action may be taken. I understand that I may engage in unauthorized conduct that results in liability. I will assume full responsibility for that liability and release and hold the district harmless for any consequences that result from my conduct.

I understand that this access is designed for educational purposes, and Covington Independent Public Schools has taken available precautions to eliminate access to controversial material. However, I also recognize it is impossible for Covington Independent Public Schools to restrict access to all controversial materials, and I will not hold them responsible for materials this student may acquire on the Network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give my permission for the student named below to have access to the Network, including Internet and email access.

I understand that my student may engage in unauthorized conduct that results in liability. I/we will assume full responsibility for that liability and release and hold the district harmless for any consequences that result from my child's conduct.

GRIEVANCE REGARDING ADMINISTRATIVE BEHAVIOR DECISIONS

The following procedures are to be followed when submitting student/parent/guardian grievances regarding administrative decisions. Prior to submitting a grievance, a student/parent shall express their concern to the school level administrator for resolution.

Level 1: If the student/parent/guardian deems the resolution unsatisfactory, the student/parent/ guardian shall submit his or her initial written grievance/complaint to the student's Principal. In the event that the grievance is alleged against a school administrator other than the Principal, the Principal shall investigate allegations as soon as circumstances allow, but not later than three (3) workdays of submission of the original written grievance. The Principal shall discuss with the student/parent/guardian the nature of the grievance and any action that the Principal believes should be taken to resolve the concern of the student/parent/guardian. The Principal shall provide a written response to the student/parent/guardian no later than ten (10) workdays after receipt of the student/parent/guardian's original written grievance. In the event that the grievance is alleged against the Principal or he/she deems the matters outside the scope of their authority he/she refers the matters to the appropriate district level administrator. When referring to the student/parent/guardian grievance to a district level administrator, the Principal shall forward the written grievance/complaint to the district level administrator within five (5) workdays. The administrator (Principal or district level administrator) acting to resolve the grievance shall provide a written response to the student/parent/guardian postmarked no later than ten (10) workdays after receipt of the grievance/complaint. This administrator shall also forward a copy of the written grievance along with the written response to the Superintendent. If there is no administrative response to the student/parent/guardian grievance within the ten (10) workdays, the grievance is elevated to Level 2.

Level 2: If the student/parent/guardian desires further review of his or her grievance, then the student/parent/guardian must submit a copy of the Student/Parent/Guardian Written Grievance Regarding Administrative Decisions to the Superintendent. The Superintendent shall designate a district level administrator to investigate the matters. The Superintendent's designee shall investigate the allegations, review the information and the administrator's original written response. The Superintendent's designee may conduct further investigation of the grievance if necessary. After review, the superintendent's designee shall provide a written response to the student/parent/ guardian postmarked no later than ten (10) workdays following receipt of the written grievance. If there is no response by the Superintendent's designee to the student/parent/guardian grievance within the ten (10) workdays, the grievance is elevated to Level 3.

A written report on all findings of the investigation shall be completed within thirty (30) workdays, unless additional time is necessary due to the matter being investigated by a law enforcement or governmental agency.

Level 3: The student/parent/guardian, after reviewing the written response, may appeal that response to the Superintendent no later than ten (10) workdays after receipt of the written communication at Level 2. The Superintendent shall review the grievance and shall provide the student/parent/guardian with a written response postmarked within ten (10) workdays following the receipt of the appeal. The decision of the Superintendent shall be final.

HARASSMENT/DISCRIMINATION, HARASSING COMMUNICATION GRIEVANCE PROCEDURES

A student or parent who believes he/she has been a victim of an act of harassment, discrimination, harassing communication, or who has observed other students being victimized shall, as soon as reasonably practicable, inform his/her Principal in writing and then immediately notify the Superintendent and or the Title IX/Equity Coordinator, as appropriate.

Employees who observe prohibited behaviors or with whom students share a complaint shall notify the

Principal or their immediate supervisor. The supervisor shall immediately forward information to the Superintendent/designee. The Superintendent/designee may take interim measures to protect complainants during the investigation.

09.428111 Ap.1

Notice to Individuals Regarding Title IX Sexual Harassment/Discrimination

This notice shall be provided to applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements.

The District's Title IX Coordinators (TIXC): Ken Ellis, Title IX Coordinator, Jessica Duty, DPP/Deputy Title IX Coordinator – 25 E 7th St, Covington, KY 41011...Phone: 859-392-1000.

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the TIXC, or by any other means that results in the TIXC receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the TIXC.

The District must prominently display the contact information required to be listed for the TIXC and Policies 03.113, 03.212 Equal Employment Opportunity, 09.13 Equal Educational Opportunity, 03.1621, 03.2621, 09.428111 Title IX Sexual Harassment and 09.428111 AP.11 Title IX Grievance Procedures on its website, if any, and in each handbook or catalog that it makes available to persons entitled to a notification listed above.

The District must ensure that the TIXC(s), Investigators, Decision Makers, and any person who facilitates an informal resolution process, receive training on the regulatory definition of sexual harassment; the scope of the District's educational program or activities; how to conduct an investigation; the grievance process (including informal resolutions and appeals); and impartial service, conflict of interest, and bias standards.

The District must make these training materials publicly available on its website, or if the District does not maintain a website the District must make these materials available upon request for inspection by members of the public.

REFERENCES:

Title IX of the Education Amendments of 1972 (20 USC § 1681, et seq.); 34 C.F.R. Part 106

RELATED POLICIES:

03.113; 03.1621; 03.212; 03.2621; 09.313; 09.428111

RELATED PROCEDURES:

03.1621; 03.2621; (all procedures)
09.428111 (all procedures)

Child Find Notice

Covington Independent Schools is committed to locating, identify and evaluate any child age 3-21 who resides in the District and who may have a disability and need special education services. This includes children attending public, private or home schools as well as those not attending school at all, migrant or homeless children, and children unable to access or progress in the general course of study as well as those advancing from grade to grade but who may need special education services.

Parents, relatives, public and private agency employees, and concerned citizens are urged to help the District find any child who may need special education services. If you know a child who lives within the District boundaries who may have a disability and need special education services, please contact the Director of Special Education for further information: (859) 392-3170. The information provided is confidential and will only be used

to contact the child's parent or guardian to find out if the child needs to be referred for an evaluation to access special education.

Notice of Non-Discrimination

Students, their families, and employees/potential employees of Covington Independent Public Schools, are hereby notified that Covington Independent Public Schools does not discriminate on the basis of race, color, national origin, age, religion, marital status, gender, sexual orientation, gender identity, gender expression, disability or genetic information, in employment programs, vocational programs, or activities set forth in compliance with federal and state statutes and regulations. The lack of English language skills is not a barrier to admission and participation in programs and activities including career and technical education.

Any person having inquiries concerning Covington Independent Public Schools' compliance with Title II, Title IV, Title VI, Title IX, Americans with Disabilities Act and/or Section 504 may contact Covington Independent Public Schools, 25 E 7th Street, Covington, KY 41011, 859-392-1000, Monday- Friday 8:00 a.m. and 4:00 p.m.

To obtain this notice in another language other than English, please call: Ken Ellis, Title IX Coordinator, Jessica Duty, DPP/Deputy Title IX Coordinator – 25 E 7th St, Covington, KY 41011...Phone: 859-392-1000.

Annual Notification Family Educational Rights and Privacy Act (FERPA) Rights

The Family Educational Rights and Privacy Act (FERPA) affords parents and "eligible students" [students eighteen (18) years of age or older or students who are attending a postsecondary institution] certain rights with respect to the student's education records. They are:

- The right to inspect and review the student's education records within forty-five (45) days of the day Covington Independent Public Schools receives a request for access.
- Parents or eligible students should submit to the school Principal/designee a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent or eligible student of the time and place where the record(s) may be inspected.
- The right to inspect and review logs documenting disclosures of the student's education records.
- Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoena, disclosures of directory information, and disclosures to the parent or eligible student, FERPA regulations require the District to record all disclosures.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or in violation of the student's privacy or other rights.
- Parents or eligible students may ask Covington Independent Public Schools to amend a record that they believe is inaccurate, misleading, or in violation of privacy or other rights. They should write the school Principal, clearly identify the part of the record they want to change, and specify why it is inaccurate, misleading, or in violation of their privacy or other rights.
- If Covington Independent Public Schools decide not to amend the record as requested by the parent or eligible student, Covington Independent Public Schools will notify the parent or eligible student of the decision and advise him/her of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- The right to provide written consent prior to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Exception that permits disclosure without consent includes:

- Disclosure to school officials with legitimate educational interests. A "school official" is a person employed by Covington Independent Public Schools as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a volunteer, or an outside person or company with whom Covington Independent Public Schools has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.
- A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.
- This may include contractors, consultants, volunteers, and other parties to whom the District has outsourced services or functions.
- Upon request, Covington Independent Public Schools shall disclose education records without parent/eligible student notice or consent to officials of any private or public elementary or post-secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full or part-time basis in the school. As amended by the No Child Left Behind Act (NCLB), FERPA allows Covington Independent Public Schools to disclose appropriate information regarding specific discipline.
- Actions to teachers and school officials, including those to other schools, who have legitimate education interest in the behavior of the student.
- Disclosure of information to those whose knowledge of such information is necessary to respond to an actual, impending, or imminent articulable and significant health/safety threat.
- Disclosure to state and local educational authorities and accrediting organizations, subject to requirements of FERPA regulations.
- Designated Kentucky State agencies may be permitted access to student record information, which will depend on the authority granted to their particular agency.
- The right to notify Covington Independent Public Schools in writing to withhold information, the Board has designated as directory information as listed in the annual directory information notice Covington Independent Public Schools provides to parents/eligible students.
- To exercise this right, parent/eligible student shall notify Covington Independent Public Schools by the deadline designated by Covington Independent Public Schools.
- The right to prohibit the disclosure of personally identifiable information concerning a student to recruiting representatives of the U.S. Armed Forces and its service academies, the Kentucky Air National Guard, and the Kentucky Army National Guard.
- Unless the parent or secondary school student requests in writing that Covington Independent Public Schools not release information, the student's name, address, and telephone number (if listed) shall be released to Armed Forces recruiters upon their request. (See Student Directory Information Notification)
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Covington Independent Public Schools to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue
SW Washington, DC 20202-4605

Appeals

A challenge to the contents of student records may be made in writing to the Principal or Director of Pupil Personnel.

The Director of Pupil Personnel, shall within thirty (30) days of receipt of the request for a hearing, arrange for the hearing and notify the challenger in writing, giving the time, place and date for the hearing. The hearing shall be before the Director of Pupil Personnel or his or her designees and the findings of the hearing shall be disclosed within thirty (30) days.

The decision and findings from the hearing may appeal to the Superintendent. The decision of the Superintendent shall be final.

Parents of a child who has graduated or otherwise left the district and who was formerly enrolled in a program for students with disabilities may request the destruction of any personally identifiable information in the education record of their child which was collected, maintained, or used for the identification, evaluation, or placement of the student with disabilities on the Student Written Education Records Request.

Family Educational Rights and Privacy Act (FERPA) Notice for Directory Information

The *Family Educational Rights and Privacy Act (FERPA)*, a federal law, requires that Covington Independent Public Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's educational records. However, Covington Independent Public Schools may disclose appropriately designated "directory information" without written consent unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow Covington Independent Public Schools to include this type of information from your child's educational records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production.
- The annual yearbook.
- Honor roll or other recognition lists.
- Graduation programs.
- Sports activity sheets, such as for wrestling, showing weight and height of team members.
- Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture classrings or publish yearbooks.

In addition, two federal laws require Local Educational Agencies (LEA's) receiving assistance under the *Elementary and Secondary Education Act of 1965 (ESEA)* to provide military recruiters, upon request, with the following student information: names, addresses, and telephone listings. This information will be provided to military recruiters unless parents advise the District they do not want their child's information disclosed without their prior written consent. If a parent does not want Covington Independent Public Schools to disclose directory information from their child's educational record without their prior written consent, the parent must notify the district in writing.

If you do not want Covington Independent Public Schools to disclose directory information from your child's education records without your prior consent, you must notify the District in writing within thirty (30) days of the date on the notification letter. Covington Independent Public Schools has designated the following information as directory information:

- Student's name, address, telephone number, school email address, photograph/picture, date and place of birth, major field of study, dates of attendance, grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received, and the most recent educational agency or institution attended.

Annual PPRA Notice and Consent/Opt-out For Specific Activities

The Protection of Pupil Rights Amendment (PPRA) requires Covington Independent Public Schools to notify parents and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

- Political affiliations or beliefs of the student or student's parent.
- Mental or psychological problems of the student or student's family.
- Sex behavior or attitudes.
- Illegal, anti-social, self-incriminating, or demeaning behavior.
- Critical appraisals of others with whom respondents have close family relationships.
- Legally recognized privileged relationships such as with lawyers, physicians, or ministers. Religious practices, affiliations, or beliefs of the student or the student's parents.
- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes ("marketing surveys"), and certain physical exams and screenings.

Covington Independent Public Schools shall annually provide parents and eligible student's notice of these rights under law in the Code of Acceptable Behavior and Discipline, Covington Independent Public Schools Code of Acceptable Behavior and Discipline; A Guide to Student Rights & Responsibilities and Code of Student Conduct or another avenue designated by the Superintendent/designee.

Covington Independent Public Schools shall also notify parents and eligible students at least annually at the start of each school year of the specific or approximate dates of the activities listed above.

A new or supplemental notice shall be given as necessary to provide the opportunity to consent or opt out under the standards set forth above. Parents/eligible students who believe their rights have been violated may file a complaint with: Family Policy Compliance Office, U.S. Department of Education 400 Maryland Ave., SW Washington, D. C. 20202-4605.



ALVIN L. GARRISON
Superintendent of Schools

COVINGTON INDEPENDENT PUBLIC SCHOOLS

25 East Seventh Street ★ Covington, Kentucky 41011 ★ 859.392.1000 ★ 859.292.5801 TTY ★ 859.292.5916 fax
Chartered 1850 ★ An Equal Opportunity Employer M/F/D

Dear Parent or Guardian:

The educators in Covington Independent Public Schools are committed to providing a quality instructional program for your child. This letter is just one of the ways of keeping you informed of the educational commitment of our schools and our district.

Our district receives federal funds for Title I programs as a part of Every Student Succeeds Act (ESSA). Under ESSA, you have the right to request information regarding the professional qualifications of your child's teacher(s). If you request this information, the district will provide you with the following:

1. Whether the teacher has met the state requirements for licensure and certification for the grade levels and subject matters in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether your child is provided with services by para educators, and if so, their qualifications.

If you would like to request this information, please contact the personnel director by phone at 392-1000. Thank you for your interest and involvement in your child's education.

Sincerely,

Cortnei Flucas ~~Alvin L. Garrison~~
Superintendent
Covington Independent Public Schools

GLOSSARY OF GENERAL TERMS

Alternative Education - The Placement of a student in the Transformational Learning Center (TLC) or other appropriate educational setting.

Alternative to Suspension Projects/Programs - At the discretion of the principal and as an alternative to suspension measure, students may be required to complete a project and/or coursework.

Chronically Disruptive – A student who is removed from the same classroom three (3) times within a thirty (30) day period shall be considered “chronically disruptive” and may be suspended from school and no other basis for suspension shall be deemed necessary. (See KRS 158.150)

Discriminatory Behavior - An offense, verbal, written or symbolic in nature, committed against a person or property which is motivated by the offender’s bias, a negative opinion or attitude toward a group of people based on their race, religion, disability, sexual orientation or ethnicity/national origin. (See Harassment and Intimidation).

Disrupting the Educational Process – Behavior that materially or substantially disrupts the educational process, whether on or off school property or at a school sponsored events/activities, shall not be and the offending student shall be subject to appropriate disciplinary action. (See Board Policy 09.426)

Dress and Appearance - The wearing of any attire, cosmetics, presentation of extraordinary personal appearance, or any unsanitary body conditions or gang-related apparel which, in the judgment of the principal, may significantly disrupt the education process or threaten the health or well-being of that student or other students is prohibited. Principals shall enforce the dress code in their schools. Students whose appearance does not conform to these rules will be asked to change clothing to meet this code. Repeated violations may result in administrative behavioral resolution. NOTE: SBDM Councils may draft dress codes that are more restrictive.

Due Process - A student facing disciplinary action must be given oral or written notice of the allegations, an opportunity to hear the evidence, and to respond if the student denies the allegations. Note: a student that poses a danger to people or property may be removed immediately with the notice and hearing following as soon as possible. (See Board Policy 09.431).

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

Expulsion - The Board of Education may remove any student for misconduct as defined by the law. Action to expel a student shall not be taken until the student has had an opportunity for a hearing before the Board. The Board’s decision shall be final. In cases that involve students with disabilities, the procedures mandated by Federal and State law for students with disabilities shall be followed. (See Board Policy 09.435).

Fighting - Involves 2 or more people using aggressive physical actions toward each other, involving serious physical contact where some injury may occur (i.e., Hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).

Gang – 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.

Hazing – Endure any other activity that creates a reasonable likelihood or mental harm or physical injury to the minor or student. (See Board Policy 09.422)

Physical Restraint - A personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely because of physical contact by another individual. The term includes holding or grabbing a student's arm, or wrist to escort, compel, or coerce the student to move to another location within the school. It does not include a: Temporary touching of the hand, wrist, arm, shoulder, or back for the purpose of guiding or directing a student to move voluntarily to a safe location; A behavioral intervention such as proximity control or verbal soothing, used as a response to calm and comfort an upset student; Less restrictive physical contact or redirection to promote student safety; Physical guidance or prompting when teaching a skill or redirecting the student's attention (See Board Policy 09.2212).

Positive Behavioral Intervention and Supports (PBIS) - A school-wide systematic approach to embed evidence-based practices and data-driven decision-making to: Improve school climate and culture in order to achieve improved academic and social outcomes; Increase learning for all students, including those with the most complex and intensive behavior needs; Encompass a range of systemic and individualized positive strategies to reinforce desired behaviors; Diminish reoccurrence of inappropriate or dangerous behaviors, and teach appropriate behaviors to students.

School Activities - Students who attend school sponsored off-campus events shall be governed by the rules and regulations of Covington Independent Public Schools Board of Education and are subject to the authority of school officials. No student shall, before, during or after any school event, on or off school premises, violate the rules and regulations of Covington Independent Public Schools Board of Education and are subject to the authority of school officials. Violation of this regulation constitutes cause for administrative behavioral resolution and the possible elimination of the students involved from all participation in interscholastic athletics and activities.

Search and Seizure - Lockers, desks, cabinets, closets, classrooms and other school facilities are the exclusive property of the Board of Education and may be searched from time to time to prevent violation of the Code of Acceptable Behavior and Discipline. Searches of a pupil's person or his/her personal effects shall only be conducted by a certified person directly responsible for the conduct of the pupil or the Principal/designee of the school which the student attends. However, when an immediate threat to the health or safety of others occurs off site with no certified personnel that is responsible for a student is authorized to conduct the search of or his/her personal effects. No strip searches of students shall be permitted. Additionally, student vehicles located on school property may be the subject of a lawful search.

Seclusion - The involuntary confinement of a student alone in a room or area from which the student is prevented from leaving but does not mean classroom timeouts, supervised in-school detentions, or out of school suspensions (See Board policy 09.2212).

Self-Defense - The 1st action taken by a person to retreat or remove himself from an aggressor. The use of physical force by a person toward an aggressive physical action is when the person uses such force that is necessary to protect himself. A person using force in self-defense should use only so much force as is required to repel the assault.

Suspension - The exclusion of a student from school for a specific period of time, not to exceed ten (10) days.

Telecommunication Devices - Telecommunication devices are devices that emit an audible signal, vibrate, display a message or otherwise summon or deliver a communication to the processor. This includes any and all forms of wireless devices.

Truant - Students are required to attend school regularly and punctually. Any student who has attained the age of six (6), or has been enrolled in kindergarten for at least two (2) months of school, but has not reached his/her eighteenth (18th) birthday, who has been absent from school without valid excuse for three (3) events or more, or tardy without a valid excuse on three (3) events or more, is a truant. Any student enrolled in a public school who has attained the age of eighteen (18) years, but has not reached his/her twenty-first (21st) birthday, who has been absent from school without valid excuse for three (3) or more events, or tardy without valid excuse on three (3) or more events, is a truant. Any student who has been reported as a truant two (2) or more times is a habitual truant. Truants shall be reported to the Principal and then the Director of Pupil Personnel both of whom shall take appropriate action up to and including referral to the court in accordance with Covington Independent Public Schools Attendance Guidelines.

Vandalism - Willfully defacing or damaging school property. Consequences shall be full restitution within two (2) weeks or within these two (2) weeks make necessary arrangements for such restitution. This provision applies to all school properties, including school buses.

ASSAULT AND VIOLENCE LAW VIOLATIONS

Degree of Assaults – (See pages 40 & 41)

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

Forcible Rape - A person is guilty of forcible rape when he/she engages in sexual intercourse or deviate sexual intercourse with another person by forcible compulsion; or he/she engages in sexual intercourse/deviate sexual intercourse with another person who is incapable of consent because they are physically helpless; or are less than twelve (12) years old. "Deviate sexual intercourse" means any act of sexual gratification involving the sex organs of one person and the mouth or anus of another; or penetration of the anus of one person by a foreign object manipulated by another person (other than generally recognized health- care practices). Sexual intercourse means sexual intercourse in its ordinary sense and includes penetration of the sex organs of one person by a foreign object manipulated by another person.

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

Stealing/Theft - Unlawfully taking, carrying, leaving, or riding away with property of another person without threat, violence, or bodily harm. This also includes the unauthorized possession, sale, or attempted sale of another's property. The school is not responsible for personal property brought onto school campuses. Any personal property or materials brought onto campus for classroom use is at risk of the owner. Personal property

could include, but is not limited to: wallets, purses, backpacks, clothing, collectibles, electronic devices such as cell phones, iPod, MP3 players, CD players, tablets, readers, laptops, etc.

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

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

Statutory Rape - A person is guilty of statutory rape (in KY, rape in the second degree) when:

Being eighteen (18) years old or more, engages in sexual intercourse with another person less than fourteen (14) years old; He/she engages in sexual intercourse with another person who is mentally incapacitated; Being twenty-one (21) years old or more, engages in sexual intercourse with another person less than sixteen (16) years old.

Sexual Assault (Unwanted touching in a sexual manner) - A person is guilty of sexual assault when: He/she subjects another person to sexual contact (touching intimate parts) by forcible compulsion; He/she subjects sexual contact on another person who is incapable of consent because he/she is physically helpless; less than twelve (12) years old; or is mentally incapacitated.

Sexual Offense - Non-rape, non-touch sexual offenses, which could include but are not limited to lewd behavior, obscene behavior, indecent exposure, etc....

1st Degree Assault - A person is guilty of assault in the first degree when: He/she intentionally causes serious physical injury to another person by means of a deadly weapon or a dangerous instrument; Under circumstances manifesting extreme indifference to the value of human life, wantonly engages in conduct which creates a grave risk of death to another and thereby causes serious physical injury to another person. Assault in the first degree is a Class B Felony.

2nd Degree Assault - A person is guilty of assault in the second degree when he/she: Intentionally causes serious physical injury to another person; Intentionally causes physical injury to another person by means of a deadly weapon or a dangerous instrument; c) Wantonly causes serious physical injury to another person by means of a deadly weapon or a dangerous instrument.

3rd Degree Assault - A person is guilty of assault in the third degree when he/she: Recklessly, with a deadly weapon or dangerous instrument, or intentionally causes or attempts to cause physical injury to: A state, county, city, or federal peace officer; An employee of a detention facility, or state residential treatment facility or state staff secure facility for residential treatment which provides for the care, treatment, or detention of a juvenile charged with or adjudicated delinquent because of a public offense; An employee of the Department for Community-Based Services employed as a social worker to provide direct client services, if the event occurs while the worker is performing job-related duties; A probation and parole officer; A transportation officer appointed by a county fiscal court or legislative body of a consolidated local government, urban- county government, or figurative government to transport inmates when the county jail or county correctional facility is closed while the

transportation officer is performing job-related duties; A public or private elementary or secondary school or school district classified or certified employee, school bus driver, or other school employee acting in the course and scope of the employee's employment; A public or private elementary or secondary school or school district volunteer acting in the course and scope of that person's volunteer service for the school or school district; or b) Being a person confined in a detention facility, or state residential treatment facility or state staff secure facility for residential treatment which provides for the care, treatment, or detention of a juvenile charged with or adjudicated delinquent because of a public offense, inflicts physical injury upon or throws or causes feces, or urine, or other bodily fluid to be thrown upon an employee of the facility.

4th Degree Assault - A person is guilty of assault in the fourth degree when he/she: Intentionally or wantonly causes physical injury to another person; with recklessness, causes physical injury to another person by means of a deadly weapon or dangerous instrument. Assault in the fourth degree is a Class A misdemeanor.

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

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

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

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

Misdemeanor Criminal Abuse - A person is guilty of criminal abuse in the third degree when he/she recklessly abuses another person or permits another person of whom he/she has actual custody to be abused and thereby: Causes torture, cruel confinement or cruel punishment to a person twelve years of age or less, or who is physically helpless or mentally helpless. Criminal abuse in the third degree is a Class A misdemeanor.

Terroristic Threat – He/she threatens to commit any crime likely to result in death or serious physical injury to another person or likely to result in substantial property damage to another person; or intentionally makes false statements for the purpose of causing evacuation of a building, place of assembly, or facility of public transportation. This is to include Chemical, biological and/or nuclear threats. **Bomb Threats/Activating Fire Alarms will NOT be tolerated.**

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

Abuse of a Teacher - ~~Intentional verbal, mental or physical abuse of a teacher or administrator~~ Abuse of teacher, classified employee, or school administrator prohibited. Whenever a teacher, classified employee, or school administrator is functioning in his capacity as an employee of a board of education of a public school system, it shall be unlawful for any person to direct speech or conduct toward the teacher, classified employee, or school administrator when such person knows or should know that the speech or conduct will disrupt or interfere with normal school activities or will nullify or undermine the good order and discipline of the school. KRS 161.190

WEAPON LAW VIOLATIONS

Dangerous Instruments - Any implement or substance used as a weapon to inflict bodily harm, including any object or implement capable of causing harm or used in such a way as to cause harm to another, this includes, but is not limited to, laser pointers, pencils and scissors. Any student who brings to school a dangerous instrument is subject to disciplinary measures and the instrument will be confiscated. (See Weapons).

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

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

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

Weapon – Other - Any object capable of being readily used by one person to inflict severe bodily injury upon another person. Examples include, but are not limited to; knives, artificial knuckles, club, baton and nunchaku karate sticks. This offense encompasses manufacture, sale, or possession of these types of weapons on school

property or at a school function. *(By KRS 527.070, this excludes students 18 years of age and over who have these weapons in their automobile on school property.)*

DRUG AND ALCOHOL LAW VIOLATIONS

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

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

Other Drug Possession and Use - Includes possession and use of controlled substances or unauthorized possession of over-the-counter drugs not specifically listed elsewhere in the 1800 violation codes. (e.g., bath salts, cold medicines).

Other Drug Distribution - Includes sale and/or distribution of controlled substances or unauthorized possession of over-the-counter drugs not specifically listed elsewhere in the 1800 violation codes.

Alcohol Possession and Use - Includes possession and use of a liquor, brew, or mixture containing alcohol. (e.g., beer, whiskey, and wine).

Alcohol Distribution - Includes sale and/or distribution of a liquor, brew, or mixture containing alcohol. (e.g., beer, whiskey, and wine).

Marijuana/hashish Possession and Use - Includes possession and use of marijuana or hashish.

Marijuana Distribution - Includes sale and/or distribution of marijuana.

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

Hallucinogenic Distribution - Includes sale and/or distribution of a psychoactive drug that induces hallucinations or altered sensory experiences. (e.g., LSD, PCP).

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

Amphetamines Distribution - Includes sale and/or distribution of amphetamine or methamphetamine.

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

Barbiturates Distribution - Includes sale and/or distribution of amphetamine or methamphetamine.

Heroin Possession and Use - Includes possession and use of heroin.

Heroin Distribution - Includes sale and/or distribution of heroin.

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

Cocaine/crack Distribution - Includes sale and/or distribution of cocaine or crack.

Prescription Drug Possession and Use - Includes unauthorized possession and use of medications that are available only with prescriptions from a doctor or dentist to a pharmacist.

Prescription Drug Distribution - Includes unauthorized sale and/or distribution of medications that are available only with prescriptions from a doctor or dentist to a pharmacist.

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

Inhalant Distribution – Includes sale and/or distribution of Inhalants.

Synthetic Drugs Possession and Use - Includes possession and use of synthetic drugs. Synthetic drugs are created using man-made chemicals rather than natural ingredients. (e.g., methamphetamine, LSD, Ecstasy, etc.).

Synthetic Drug Distribution – Includes sale and/or distribution of synthetic drugs. Synthetic drugs are created using man-made chemicals rather than natural ingredients. (e.g., methamphetamine, LSD, Ecstasy, etc.).

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

TOBACCO BOARD VIOLATIONS

Smoking - The use or possession by students of tobacco products that require lighting and smoking is prohibited inside school buildings, school buses, vans, or other vehicles that are owned by, leased by, or under the control of a school district; also tobacco use or possession on property owned by, leased by, or under the control of a school district. This code specifically includes cigarettes and cigar products.

Chewing - The use or possession by students of tobacco products that don't involve smoking is prohibited in school buildings, school buses or buses, vans or other vehicles that are owned by, leased by, or under the control of a school district; tobacco use or possession on school property owned by, leased by, or under the control of a school district. This code specifically includes chewing tobacco.

Tobacco – Other - The use or possession by students of tobacco products that don't involve smoking is prohibited in school buildings, school buses or buses, vans or other vehicles that are owned by, leased by or under the control of a school district; tobacco use or possession on school property owned by, leased by or under the control of a school district. This code specifically includes snuff, or any kind of smokeless tobacco.

Alternative Nicotine Product - The use or possession of an alternative nicotine product, which means noncombustible product containing nicotine that is intended for human consumption, whether chewed, absorbed, dissolved, or ingested by other means.

Vapor/Tobacco Product - The use or possession of a vapor product, which includes but is not limited to any electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe, or similar product or device.

BULLYING AND HARASSMENT LAW VIOLATIONS

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

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

Harassment - Intent to intimidate, harass, annoy or alarm another person, he/she: Strikes, shoves, kicks, or otherwise subjects him/her to physical contact; Attempts or threatens to strike, shove, kick, or otherwise subject the person to physical contact; In a public place, makes an offensively coarse utterance, gesture, display, or addresses abusive language to any person present; Follows a person in or about a public place or places; 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 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: Damages or commits a theft of the property of another student; Substantially disrupts the operation of the school; or 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.

Bullying - KRS 158.148 defines bullying as “any unwanted verbal, physical, or social behavior among students that involves a real or perceived power imbalance and is repeated or has the potential to be repeated: That occurs on school premises, on school-sponsored transportation, or at a school-sponsored event; or That disrupts the education process.

Hazing - A direct action which substantially endangers the physical health of a minor or student for the purpose of recruitment, initiation into affiliation with or enhancing or maintaining membership or status within any organization including but not limited to actions which coerce or force a minor or student. For more information, please see Board Policy 09.422.

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

Verbal Abuse - 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.

Threatening another Student - Any statement, communication, conduct or gesture, including those in written form, directed toward another student that causes reasonable apprehension of physical harm to person or property.

COVINGTON INDEPENDENT PUBLIC SCHOOLS CONTACT INFORMATION

James E. Biggs Early Childhood

Education Center

Elizabeth Miller, Principal
1124 Scott Boulevard
Covington, Kentucky 41011
859-292-5895

Glenn O. Swing Elementary

Ellen Peach, Principal
501 West 19th Street
Covington, Kentucky 41014
859-292-5821

John G. Carlisle Elementary

Tara Bell, Principal
910 Holman
Covington, Kentucky 41011
859-292-5812

Latonia Elementary

Kevin Noll, Principal
3901 Huntington Avenue
Covington, Kentucky 41015
859-292-5825

Ninth District Elementary

Rachel Jenkins, Principal
28th and Indiana
Covington, Kentucky 41015
859-292-5823

Sixth District Elementary

Joe Moran, Principal
1901 Maryland
Covington, Kentucky 41014
859-292-5819

Transformational Learning Center

Paula Capano, Principal
200 Home Road
Covington, Kentucky 41011
859-581-7512

Holmes High School

Angela Turnick, Interim Principal
2500 Madison Avenue
Covington, Kentucky 41014
859-655-9545 ext. 6209

Holmes Middle School

Lee Turner, Principal
2500 Madison Avenue
Covington, Kentucky 41014
859-392-1100

Chapman Childcare Program

Kimberly Terry
25th and Madison Avenue
Covington, Kentucky 41014
859-655-9545 ext. 6505

Covington Adult High School

Eric Neff, Administrator
212 Levassor Place
Covington, Kentucky 41014
859-292-5864

Federal Programs, Title I, II, IV, ESS, DAC

Tony Magner, Director
25 East 7th Street
Covington, Kentucky 41011
859-392-1042

Behavior/Attendance/Court/ /Infinite Campus/Alt Programs/District Enrollment Center

Jessica Duty, Director Pupil Personnel
25 East 7th Street
Covington, Kentucky 41011
859-392-1006

Facility Services

Ken Mastin
401 W. Southern
Covington, Kentucky 41015
859-669-1100 ext. 21101

Project Home

~~Lori Knoechelmann~~
25 East 7th Street
Covington, Kentucky 41011
859-392-1017

Professional Development Federal Programs/Curriculum/Gifted and Talented

Scott Alter, Asst. Superintendent
25 East 7th Street
Covington, Kentucky 41011
859-392-1033

Human Resources/Operations/ SBDM/Transportation/Safety/Security

~~Ken Kippenbroek~~, Executive Director
25 East 7th Street
Covington, Kentucky 41011
859-392-1015

Exceptional Children Services

~~Misti Carr~~, Special Education
859-392-3170
Susan Pastor-Richard, English Learners,
Special Education, Interpreters
859-669-1109
212 Levassor Place
Covington, Kentucky 41011

Student Support Services

Dr. Jaren Finney, Asst. Superintendent
25 East 7th Street
Covington, Kentucky 41011
859-392-3175

Transportation Services

Shawn Stein
3306 Eugenia Avenue
Covington, Kentucky 41015
859-292-5912

Athletic Services

Ken Ellis
25th and Madison Avenue
Covington, Kentucky 41014
859-655-9545 ext. 6360

Community Relations/ Communications/Equity

Debra Vance
25 East 7th Street
Covington, Kentucky 41011
859-392-3180

Nutrition Services

Taryn Stewart
25 East 7th Street
Covington, Kentucky 41011
859-392-1028

Health Services

Jennifer Fowee
25th and Madison Avenue
Covington, Kentucky 41014
859-392-1131

Family/Community Engagement/After School Programs

Sherry Lindberg
257 Pike Street – Title I Bldg.
Covington, Kentucky 41011
859-392-3179

COMMUNITY RESOURCES AND AGENCIES

Alcoholics Anonymous (NKY Central Office)	859-491-7181
• https://www.nkyaa.info/	
Alcoholism Council Cincinnati	513-281-7880
• https://addictionservicescouncil.org/	
CHNK	859-261-8768
• https://www.chnk.org/	
Cincinnati Counseling Services	513-922-1660
• https://cincinnati-counseling.org/	
Department of Social Services (Cabinet for Families and Children)	859-292-6340
• https://chfs.ky.gov/Pages/index.aspx	
Family Nurturing Center	859-525-3200
• https://familynurture.org/	
4C's	859-781-351
• https://www.4cforchildren.org/	
Mental Health Association of Northern Kentucky	859-431-1077
• https://www.mhankyswoh.org/Home	
National Family Partnership	800-705-8997
• http://nfp.org/	
North Key Community Care	859-331-3292
• https://www.northkey.org/	
North Key Regional Prevention Center Education of Adolescents and Adults	800-331-3292
• https://www.northkey.org/services/prevention-services/	
St. Elizabeth Medical Center, Edgewood Kentucky	859-301-2000
• https://www.stelizabeth.com/	
St. Elizabeth Medical Behavior Health, Edgewood Kentucky	859-301-5901
• https://www.stelizabethphysicians.com/location/details/behavioral-health-crestview-hills	
St. Elizabeth Medical Center, Covington Kentucky	859-655-8800
• https://www.stelizabeth.com/location/details/st-elizabeth-covington	
Sun Behavioral Health.....	513-880-8217
• https://sunbehavioral.com/kentucky/?utm_campaign=gmb	
United Way of Kentucky	502-589-6897
• https://www.uwky.org/	
The Ion Center for Violence Prevention	859-491-3335
• https://web.nkychamber.com/Community-Government-NonProfit/The-Ion-Center-for-Violence-Prevention-previously-Women%27s-Crisis-Center-4437	



100% NICOTINE/E-CIG/VAPE DEVICE FREE

In the interest of our students and families, Covington Independent Public School is 100% tobacco/e-cig/vape device free. Our tobacco/e-cig/vape device free policy prohibits tobacco/e-cig/vape device use by staff, students, and visitors twenty-four (24) hours a day, seven (7) days a week, inside board owned buildings or vehicles, on school owned property, and during school-related trips. Tobacco/e-cig/vape device is defined to include cigarettes, cigars, blunts, bidis, pipes, chewing tobacco/e-cig/vape devices, snuff, electronic cigarettes, and any other items containing or reasonably resembling tobacco/e-cig/vape devices or tobacco/e-cig/vape devices products. "Tobacco/e-cig/vape device use" includes smoking, chewing, dipping, or vaping, any other use of tobacco/e-cig/vape device products.

SUPPORT FOR A HEALTHIER LIFESTYLE

Kicking any kind of addiction is tough. The good news is there's plenty of support available for students and adults who want assistance. For information and support to quit, call the statewide tobacco/e-cig/vape device-use cessation line at 1-800-QUIT-NOW.

Evidence-based, age-appropriate nicotine/E-Cig/Vape Device prevention and cessation material shall be distributed to all students at the beginning of each school year, and students shall have access to the material throughout the school year.