

# **RUSSELLVILLE INDEPENDENT SCHOOL DISTRICT**

## **CODE OF ACCEPTABLE BEHAVIOR AND DISCIPLINE**

2026-2027

*The Russellville Independent School District  
provides equal opportunities and  
employment opportunities.*



Russellville Independent Board of Education  
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Russellville, Kentucky 42276  
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Kyle Estes, Superintendent

# Code of Acceptable Behavior and Discipline

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# **Code of Acceptable Behavior and Discipline**

## **INTRODUCTION**

The Board of Education requires high standards of personal conduct from each student to promote respect for the rights of others and to accomplish the purposes of the schools. The Board also requires compliance with established standards and rules of the district and the laws of the community, state, and nation.

The central purpose of the school system is to educate each student to the highest level possible. To support the success of the educational program, the Board directs employees to hold each student accountable to Code standards in a fair manner.

Compliance with the standards is necessary to provide:

- Orderly operation of the schools
- A safe environment for students, district employees and visitors to the schools
- Opportunities for students to achieve at a high academic level in a productive learning environment
- Assistance for students at risk of failure or of engaging in disruptive behavior
- Regular attendance of students
- Protection of property

This code applies to all students in the District while at school, on their way to and from school, while on the bus or other District vehicle, and while they are participating in school-sponsored trips and activities or when they engage in activities that affect the educational process and disrupt the learning environment. The Superintendent/designee is responsible for its implementation and application throughout the District. The Principal is responsible for administration and implementation of this Code within his/her school in a uniform and fair manner without partiality or discrimination.

Each school/council must select and implement appropriate discipline and classroom management techniques necessary to carry out this Code and shall provide a list of the school's rules and discipline procedures in the school handbook.

Teachers and other instructional personnel are responsible for administering Code standards in the classroom, halls, and other duty assignment locations. Under the Kentucky Guidelines for School Based Decision-Making Councils, schools have the authority to establish additional policies and discipline procedures within the framework of Board established rules and regulations. Please check with your child's school for specific rules and regulations.

This Code establishes minimum behavior standards. Recognizing that each school, grade, or class may require special provisions, school councils, administrators, and teachers have full authority to make rules to enforce these standards in keeping with their areas of responsibility. EXAMPLES:

- Other Board of Education policies
- The District's Safety Plan

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- Student records information (FERPA)
- The District's Special Education policy and procedures manual
- Kentucky Revised Statutes and Administrative Regulations
- Council policies
- School handbooks

Each school shall develop an effective distribution and orientation process by which students, parents, teachers, and administrators may become fully familiar with the code.

**This code is a supplement to broad discretionary powers already in place to maintain safety, order and discipline in the schools.** Schools distribute copies (either paper or electronic) of the Code to all students and employees of the district and to parents of students, including those who enroll after the beginning of the school year. The Superintendent has directed that the Code be made readily available in each school, with the Principal being responsible for guidance counselors and other personnel to discuss its contents with students in a timely and age-appropriate manner the first week of the school year. In addition, each school will reference the Code in the school's handbook. On request, the Principal shall provide help for non-English speaking, blind, deaf, or non-reading students and parents so that they can have access to the information contained in this Code.

Any person who enters school property is under the authority of the school during such time as he or she remains on school property and shall abide by all rules and regulations as set by the state, district, and school officials. Legal reference: KRS161.180

### RUSSELLVILLE INDEPENDENT SCHOOLS VISION STATEMENT

Prioritizing all Panthers in an inclusive learning environment that is overflowing with pride and possibilities.

### RUSSELLVILLE INDEPENDENT SCHOOLS MISSION STATEMENT

At Russellville Independent Schools, we are United in Trust, Guided by Compassion, Committed to Respect, Driven by Opportunity, and have Pride in Who We 'R'.

### RUSSELLVILLE INDEPENDENT SCHOOLS STANDARDS OF EXCELLENCE

#### United in Trust

*Guiding Principle:* We build trust through reliable, respectful, and honest collaboration to strengthen our school community.

- **Supporting collaboratively:** We actively assist one another, stepping in to help whenever needed.
- **Listening inclusively:** We value every voice, ensuring all are heard and respected.
- **Speaking honestly:** We communicate with truthfulness and kindness to maintain open, respectful dialogue.

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- **Honoring commitments:** We follow through on promises to build confidence and reliability.

### Guided by Compassion

*Guiding Principle:* We prioritize the well-being of our school community by fostering empathy and kindness in all we do.

- **Prioritizing people:** We place the needs of students, families, and colleagues at the heart of our actions.
- **Caring genuinely:** We show sincere concern for the emotional and physical well-being of others.
- **Encouraging empathy:** We promote kindness and understanding to create a supportive environment.

### Committed to Respect

*Guiding Principle:* We demonstrate respect in every interaction with students, families, colleagues, and our community to create a welcoming and supportive school environment for all.

- **Greeting warmly:** We welcome everyone with a friendly, approachable attitude to foster a sense of belonging.
- **Listening empathetically:** We actively listen to understand others' perspectives, showing care and validation.
- **Communicating clearly:** We share information openly and concisely to ensure mutual understanding.
- **Modeling professionalism:** We exhibit kindness, patience, and integrity in all interactions to set a positive example.

### Driven by Opportunity

*Guiding Principle:* We empower our community by creating equitable, innovative pathways for growth and success.

- **Building connections:** We foster relationships that open doors to new possibilities for all.
- **Innovating practices:** We explore creative approaches to enhance teaching and learning.
- **Ensuring equity:** We provide fair access to resources and opportunities for every individual.
- **Preparing for success:** We equip students and staff to confidently pursue their chosen paths.

### Proud of Who We "R"

*Guiding Principle:* We embody our district's values with purpose, striving for excellence in all we do to honor our shared identity.

- **Acting with purpose:** We represent our district with pride, showing dedication in every task.

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- **Balancing tradition and vision:** We honor our heritage while embracing forward-thinking goals.
- **Supporting growth:** We champion one another's aspirations and achievements.
- **Pursuing excellence:** We commit daily to high standards in learning, teaching, and service.

Parents and students should also be aware that all District policies and procedures can be found online at

<http://policy.ksba.org/Chapter.aspx?distid=119>

## RUSSELLVILLE INDEPENDENT SCHOOL DISTRICT STRATEGIC PLAN

### STRATEGIC PILLARS

*In alignment with the voices of our students, parents, staff, and community members, the pillars to our success:*

# R

**Rooted in  
Community**

Strengthen and  
celebrate the connection  
to our heritage

# I

**Innovative  
Mindset**

Create a culture that  
encourages authentic  
learning in a safe  
environment

# S

**Student  
Centered  
Experiences**

Prioritized in all aspects  
of education

# D

**District of  
Choice**

Distinguish our district  
as the preferred  
destination for students,  
staff, and families

### KEY INITIATIVES 2024 - 2028

Foster vibrant relationships  
among students, families,  
and partners

Tell our story of honoring  
our past while building our  
future

Enhance pride and safety  
among our campuses

Equip all staff with the  
necessary tools to be  
successful through training  
and support

Create diverse and  
enriching opportunities for  
all students to overcome  
barriers

Prepare all students to  
become resilient learners by  
meeting academic  
standards

Provide opportunities for  
students to take an active  
role in their education

Tailor teaching methods to  
meet individual needs

Support a culture of  
belonging and connection

Create a culture of shared  
responsibility that values  
high expectations for  
learning and achievement

Cultivate a consistently  
positive working and  
learning environment that  
strengthens community  
relations

Communicate in a targeted  
and specific manner

## **RISD STUDENT, PARENT AND EDUCATOR RIGHTS AND RESPONSIBILITIES**

Schools must prepare students for their responsibilities as adults in a democratic society. Rules that establish discipline guidelines for students are necessary and basic to their growth and development. To accomplish this goal there must be respect and mutual trust among student, parent and teacher. It is the responsibility of the local school district to have a discipline code, which reflects the community's standards and expectations for student behavior. Therefore, the discipline code should be consistent and reasonable and should strive to facilitate the development of students' self-control and self-discipline. In this regard, the student discipline code becomes an integral component of the education process and a symbol of the commitment of parents, students, and educators to the maintenance of an effective learning environment. The code will be enforced fairly and equitably without discrimination. Students are responsible for following the code from the time they leave home for school until they return home after school, whenever they are on school property or on the school bus, or at any school-sponsored event. Under the United States Constitution, certain individual rights are provided for the protection and safeguard of all people. Individual responsibilities are inherent in all rights.

### **Students Have The Right:**

- 1 To a free and appropriate public education preparing the Student, within the limit of abilities, to reach maximum potential for contributing to the individual's welfare and that of society.
- 2 To a reasonable and timely notice of all rules, regulations, policies and penalties to which they may be subject as cited in the RISD Code of Acceptable Behavior and Discipline
- 3 To request a conference, present complaints or grievances of disciplinary action or other matters to school authorities and receive replies from such matters in a reasonable length of time.
- 4 To freedom of speech and expression.
- 5 To protection of person and property (personal, board-owned technology).
- 6 To the respect of other students, personnel, and property (faculty, staff, students and adults).
- 7 To participate in any school-related program and activity with the limits of capabilities without regard to race, creed or sex.
- 8 To confidentiality of all personal school records.
- 9 To academic integrity with respect to spoken or written assignments.
- 10 To "due process" in regard to disciplinary action including the right to hear charges and state his/ her side and appeal decisions to higher authority.
- 11 To be secure from unreasonable searches of personal property and from unreasonable seizure of property and adhere to due process and other constitutional standards.
- 12 To receive academic evaluation solely on academic performance.

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- 13 To be represented by students in the decision-making process on matters, which relate to standards of achievement, conduct, elections and participation where system-wide committees are appointed to address those matters.

### **Students Have The Responsibility:**

- 1 To show respect for the educational process by attending school regularly and taking advantage of every opportunity offered to further his/her education and not to interfere with the rights of fellow students to an education.
- 2 To obey the rules and regulations of the Board of Education and/or school.
- 3 To exercise courtesy and reason at all times, to accept just punishment, to avoid unreasonable appeals and to refrain from making false accusations.
- 4 To refrain from libel, slanderous remarks, and obscenity in verbal and written expressions including but not limited to bullying, harassment, and cyberbullying.
- 5 To establish and maintain a culture of positivity where care and concern for others and their property is a priority.
- 6 To respect the human dignity and worth of every individual.
- 7 To make the best contribution possible, within individual abilities, to support the school in all phases of the program or activity; and to behave in such a way that participation will be a contribution and not a detriment, to be punctual and present regularly in the program or the activity.
- 8 To follow established procedures in requesting release of personal records.
- 9 To represent the truth in all school matters, to complete all assignments in accordance with teachers' instructions and to refrain from cheating and plagiarism on all school activities.

### **Parent/Guardian Has The Right:**

- 1 To send their child to a school with a positive educational climate.
- 2 To expect that disruptions will be dealt with fairly, firmly and quickly.
- 3 To enroll their child in regularly scheduled classes based on individual needs and with minimal interruption.
- 4 To expect the school to maintain high academic Standards.
- 5 To be informed of and to review the student's academic progress and other pertinent information which may or may not be contained in the student's personal records.

### **Parent/Guardian Has The Responsibility:**

- 1 To prepare their child both physically and mentally to be receptive to a quality education. This includes informing the child of the value of an education and a sense of respect for educators.
- 2 To familiarize themselves and their child about the rules and disciplinary procedures of the school and emphasize the importance of following the same as cited in the RISD Code of Acceptable Behavior and Discipline.
- 3 To acknowledge and understand unnecessary interruptions in the school are

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detrimental to the educational process for all

- 4 students and to ensure that their child attends regularly and promptly.
- 5 To familiarize themselves with the educational process and school procedures.
- 6 To initiate requests for a conference with the teacher, counselor, or principal to review academic progress or other matters.

### **Educators Have The Right:**

- 1 To work in an environment free from excessive disruptions.
- 2 To implement appropriate disciplinary procedures within administrative guidelines.
- 3 To expect all assignments to be completed and turned in within acceptable time limits.
- 4 To take disciplinary and/or legal action against physical harm or verbal abuse on school property or in attendance at school functions.
- 5 To provide input in the formulation of policies related to students and school personnel.
- 6 To expect and exhibit professionalism in the workplace and community.
- 7 To expect the support and respect of fellow educators, students and parents.

### **Educators Have The Responsibility:**

- 1 To maintain a positive learning atmosphere.
- 2 To assist in the administration of such discipline as necessary to maintain order throughout the school and to be aware of disciplinary policies and laws.
- 3 To make the assignments clearly understood by the students and to evaluate and return student assignments within reasonable time limits.
- 4 To practice appropriate de-escalation strategies in a confrontation.
- 5 To support and administer the district, school, and school-based decision policies.
- 6 To show a good example of conduct, neatness, cleanliness, personal dress and hygiene.
- 7 To exhibit an attitude of respect for students and to develop and demonstrate professional competency.

## **GRIEVANCES**

Any student who wishes to express an educational concern or grievance shall observe the following order of appeal:

1. Teacher;
2. Principal;
3. School council, where appropriate;
4. Superintendent;
5. Board.

The order of appeal shall not be construed to mean that students are not free to confer with the Superintendent or Board whenever they so wish. However, if the grievance

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concerns the discipline of an individual student, the Board may, on a case-by-case basis, determine if it will hear the grievance based on whether the facts presented in the written grievance fall within its discretion or authority. If there is a question as to whether the grievance is within the Board's discretion or authority, the Board will consult with legal counsel.

Grievance procedures shall address, but not be limited to, the conditions for filing a grievance, time limitations for the filing and the appeal of a grievance, and a process for the orderly review and appeal of each individual grievance.

Harassment/Discrimination allegations shall be governed by Policy 09.42811.

Federal law requires the District to implement separate and specific processes for responding to complaints/grievances about Title I programs and to those alleging discrimination in the delivery of benefits or services in the District's school nutrition program.

### **POSITIVE BEHAVIOR INTERVENTION & SUPPORT (PBIS) AND MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)**

Russellville Independent School District has embraced Positive Behavioral Intervention & Support (PBIS) 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. Successful PBIS implementation will help us: In addition, our schools use the multi-tiered system of support (MTSS) framework using a multi-tiered level of interventions based on student behavior, and academic and mental health needs. We recognize that a school's learning climate and student behaviors improve when students:

- Know what is expected of them at school;
- Believe they have the academic and social skills to achieve;
- Receive recognition and praise for doing good work and behaving appropriately;
- Feel there is someone at school who cares about them and encourages their development.
- Have more engaging, responsive, preventative, and productive learning environments;
- Improve classroom management and address disciplinary issues based on data analysis;
- Improve support for students whose behaviors require more specialized assistance; and
- Maximize academic engagement and achievement for all students.

PBIS is the behavior component of a Multi-Tiered System of Support (MTSS) that

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provides schools with a framework for utilizing high-quality, evidence-based instruction, intervention, and assessment practices to provide all students with a level of instruction and support that is matched to their academic and behavioral needs.

### **THREE LEVELS OF INTERVENTION**

#### **Level 1 – All Students (Primary Prevention)**

- Includes prevention in the general curriculum enhanced by acknowledgments of positive behaviors, and clearly stated expectations that are applied to all students

#### **Level 2 – Selected Interventions (Secondary Prevention)**

Focuses on:

- Specific Interventions for students who do not respond to universal efforts
- Targeted groups of students who require more support
- Interventions that are part of a continuum of behavior supports needed in schools

#### **Level 3 – Individualized Interventions (Tertiary Prevention)**

Focuses on:

- The needs of individual students who exhibit a pattern of problem behaviors
- Diminishing problem behavior assessments and increasing the student's social skill and/or functioning

### **TRAUMA-INFORMED APPROACH PLAN**

"Trauma-Informed Approach" means incorporating principles of trauma awareness and trauma-informed practices, as recommended by the federal Substance Abuse and Mental Health Services Administration, in a school in order to foster a safe, stable, and understanding learning environment for all students and staff and ensuring that all students are know

well by at least one (1) adult in the school setting.

The Board shall develop a plan for implementing a trauma-informed approach in the District. The plan shall be based on the Trauma-Informed Toolkit from KDE and include but not be limited to:

- a. Strategies for enhancing trauma awareness throughout the school community;
- b. Conducting an assessment of the school climate including but not limited to inclusiveness and respect for diversity;
- c. Develop trauma-informed discipline policies;
- d. Collaborating with the Department of Kentucky State Police, the local sheriff, and the local chief of police to create procedures for notification of trauma-exposed students; and
- e. Providing services and programs designed to reduce the negative impact of trauma, support critical learning, and foster a positive a safe school environment

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for every student.

### REQUIRED STANDARDS

A professionally planned and positive school atmosphere is necessary for academic progress and a safe environment. Therefore, students shall not interfere with the orderly environment of the school or school activity. The following are examples of student misconduct and responses thereto. However, in a document of this nature it is impossible to list all examples. **Therefore, student misconduct and responses thereto are not limited to only those examples and responses that are listed herein.**

### ATTENDANCE

Regular and punctual school attendance is both a privilege and a responsibility of the student. Good attendance is necessary for satisfactory progress and high academic achievement. Refer to RISD Policy 09.123. Examples of attendance violations include, but are not limited to:

- Absence from school without valid excuse
- Tardy without valid excuse
- Truancy will not be tolerated. Truancy will result in appropriate action including court appearance

An excused absence or tardiness is one for which work may be made up. Valid reasons include personal illness, including mental or behavioral health; medical or dental appointments; severe illness in the immediate family; death in the family; court summons or citation; religious holidays and practices; documented military leave; qualifying educational enhancement opportunities; and other valid reasons as determined by the Principal. Policy 09.123

A student may present a parent note for up to five (5) excused absences per school year. After five (5) excused absences/parent notes, medical documentation or other documentation required by Policy 09.123 may be required.

### SELF-CONTROL

Students shall exercise self-control as required by the particular situation in keeping with school and district rules or be subject to removal from the regular classroom setting, transportation system, or participating in extracurricular activities, pending investigation that she/he has violated either the district behavior standards or the school council's criteria for participation. Examples of prohibited behaviors include, but are not limited to:

- Insubordination (disobedient or defiant behaviors)
- Fighting and physical attacks
- Possession of a weapon
- Threats by verbal or written statements, including via social media, or gestures with intent to harm or demean others or any act of bullying
- Use of alcohol or prohibited drugs

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- Use of prohibited tobacco products

### **SCHOOL PROPERTY**

School property belongs to the community and the state. It must be protected and preserved for educational and community use. Therefore, students shall respect school property and the property of others. Examples of prohibited behaviors include, but are not limited to:

- Theft of school property or personal property of employees or other students
- Abuse of school or personal property to include intentional or careless damage or destruction
- Extortion of money or property
- Prohibited use of electronic media and other District technological resources
- Littering

Schools shall work cooperatively and productively with each other and with school personnel in a manner that is consistent with standards of respect and courtesy. Examples of prohibited behaviors that would detract from a safe and orderly learning environment include, but are not limited to:

- Making abusive and harassing statements regarding race, gender, disability, religion, or nationality;
- Use of profanity;
- Lying;
- Cheating;
- Ignoring or breaking rules and procedures established to maintain order;
- Otherwise behaving in a manner disrespectful of others including bullying

**The Board has included samples of prohibited behaviors to help the reader understand how the behavior standards will be enforced. Other behaviors not included in the examples may also be prohibited.**

### **CONSEQUENCES OF VIOLATIONS**

Behavioral violations of a minor nature should be handled by the classroom teacher who may choose from a variety of response options to include, but not be limited to:

- |                               |                                     |
|-------------------------------|-------------------------------------|
| • Verbal warning              | • Behavior contract                 |
| • Teacher-student conferences | • Loss of privileges                |
| • Classroom Isolation         | • Referral for counseling/mediation |
| • Parental notification       | • Other techniques established by   |
| • Detention                   | SBDM policy                         |
| • Alternative Assignment      |                                     |

## Code of Acceptable Behavior and Discipline

### BEHAVIORAL CONSEQUENCES CHART

|                       | Level 1                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Level 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Level 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Level 4                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Description           | Minor misbehavior on the part of the student that impedes orderly classroom procedures or interferes with the orderly operations of the school. These behaviors can usually be handled by the teacher or other individual staff members but sometimes require the intervention of other school support personnel. Behavior impedes or prevents a safe and orderly learning environment from occurring or the orderly running of the school cannot occur. | Misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school. These infractions, which may result from the continuation of Level 1 behaviors, require intervention of personnel on the administrative level because the imposition of Level 1 disciplinary options has failed to correct the situation. Also included in this level are misbehaviors that do not represent a direct threat to the health and safety of others but whose educational consequences are serious enough to require corrective action on the part of administrative personnel. | Acts are directed against persons or property whose consequences do not seriously endanger the health or safety of others in the school. These acts may result from continuation of Levels 1 and 2 behavior and/or might be considered criminal but most frequently can be handled by the disciplinary mechanism in the school. Corrective measures that the school should undertake, however, depend on the extent of the school's resources for remediating the situation in the best interest of all students. | Behaviors that result in violent actions toward another person or property, or which pose a direct threat to the safety of others. These acts are so serious that they always require administrative actions which result in the immediate removal of the student from school, the intervention of law enforcement authorities and action by the Board of Education. |
| Examples of Behaviors | <p>Tardy to class</p> <p>Dress Code</p> <p>Failure to complete work</p> <p>Class disruptions</p> <p>Failure to follow directions</p> <p>Cell phone/electronic devices</p> <p>PDA</p>                                                                                                                                                                                                                                                                     | <p>Continuation of modified Level 1 misbehavior</p> <p>Bus violations</p> <p>Bullying</p> <p>Cyberbullying</p> <p>Harassment/Intimidation</p> <p>Cheating</p> <p>Disruptive behaviors</p> <p>Lack of cooperation</p> <p>Failure to follow staff directions</p> <p>Repeated cell/electronic infractions</p> <p>Gambling</p>                                                                                                                                                                                                                                                                  | <p>Fighting (1<sup>st</sup> offense)</p> <p>Vandalism (less than \$100)</p> <p>Theft (less than \$100)</p> <p>Profanity/vulgarity</p> <p>Insubordination/defiance</p> <p>Drug possession (prescription, narcotics, controlled substances, inhalants)</p> <p>Look-alike drug possession</p> <p>Tobacco possession or use (repeated offense)</p>                                                                                                                                                                    | <p>Fighting (2<sup>nd</sup> offense +)</p> <p>Assault-felony</p> <p>Assault-misdemeanor</p> <p>Terroristic threatening (bomb threats, arson, false alarms)</p> <p>Vandalism (\$100 +)</p> <p>Theft (\$100 +)</p> <p>Arson</p> <p>Weapons</p> <p>Drug possession or distribution</p>                                                                                  |

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|                    |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                      |                                                                                                       |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
|                    |                                                                                                                                                                                                                                                                                                                                                | Leaving campus<br><br>Skipping class/school<br><br>Tobacco possession or use (1 <sup>st</sup> offense)                                                                                                                                                                                                                                                                                              |                                                                                                                                                                      |                                                                                                       |
| <b>Resolutions</b> | Verbal redirection<br><br>Behavioral Contract<br><br>Counseling<br><br>Privileges withheld<br><br>Special seating<br><br>Behavior charts<br><br>Conference with student<br><br>Parent contact/conference<br><br>Lunch detention<br><br>After-school detention<br><br>Other Actions at the discretion of the individual school's administration | Any level 1 resolution in addition to:<br><br>Loss of bus privilege<br><br>Verbal reprimands<br><br>Team conferences<br><br>Parent contact/conference<br><br>Counseling<br><br>Schedule change<br><br>Referral to an outside agency<br><br>Referral to the student assistance team<br><br>Restricted activity<br><br>Behavior contracts<br><br>In-school suspension<br><br>Out-of-school suspension | Any level 1 or level 2 resolution in addition to:<br><br>Out-of-school suspension<br><br>Alternative placement<br><br>Law enforcement involvement<br><br>Restitution | Any level 1, level 2, or level 3 resolution in addition to :<br><br>Expulsion from the school setting |

**For repeated or more serious violations, administrators may also use these options:**

- In-school suspension (ISS)
- Suspension (up to 10 days)
- Alternative school placement (ACE)
- Expulsion
- Petition to Juvenile Court
- Referral to police
- Referral to court-designated worker (CDW)

## **Code of Acceptable Behavior and Discipline**

### **SEARCH AND SEIZURE**

Students have the right to be secure from unreasonable searches of their persons and property. However, school authorities are authorized to search a student if they have reasonable suspicion that the search will reveal evidence that the student has violated or is violating this Code or a school rule or law. Also, school authorities may conduct general inspections of jointly held property on a regular basis. All searches will be conducted in accordance with Board policy.

### **PHYSICAL RESTRAINT/CORPORAL PUNISHMENT**

Employees are authorized by law to physically restrain students as necessary for the following reasons: to protect themselves, students, or others from physical injury; to get possession of a weapon or other dangerous object, or to protect property from serious harm. The Board does not permit the use of corporal punishment as a disciplinary technique for student misbehavior. Corporal punishment shall refer to the deliberate infliction of physical pain on a student by any means.

### **REPORT TO LAW ENFORCEMENT OFFICIALS**

Any employee of the Russellville Independent Board of Education who knows or has reasonable cause to believe that a student has been a victim of a violation of any felony offense, specified in KRS Chapter 508, committed by another student while on school premises, on school-sponsored transportation, or at a school-sponsored event, shall immediately make an oral or written report to the Principal of the school attended by the student victim. If, after investigation, the Principal determines the offense did, in fact, rise to the level of a felony offense under KRS Chapter 508, he/she shall, within forty-eight (48) hours of the original report, file a written report with the Superintendent and one of the following: local law enforcement, or the Kentucky State Police, or the County Attorney. The Principal shall also notify the parents, legal guardians, or other persons exercising custodial control or supervision of the student when the student is involved in an incident reportable under KRS Chapter 508. If the principal determines that the reported incident is not a violation of KRS Chapter 508, no reporting is required; however, the Principal may still take appropriate disciplinary actions.

Per KRS 158.155, any school employee who knows or has reasonable cause to believe that a person has made threats or plans of violence which are intended to target a school or students or who knows that a firearm is present on school property in violation of KRS 527.070, shall immediately cause a report to be made to the District's law enforcement agency and either to the local law enforcement agency or to the Kentucky State Police.

Any school employee shall immediately report to the District's law enforcement agency and to either the local law enforcement agency or to the Kentucky State Police any act which the employee has a reasonable cause to believe has occurred on school property or at a school-sponsored or sanctioned event involving:

Violations on school property or at a school-sponsored function requiring a report to law enforcement officials include:

1. Assault resulting in serious physical injury
2. A Sexual Offense;

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## **Code of Acceptable Behavior and Discipline**

3. Kidnapping
4. Assault involving the use of a weapon;
5. Possession of a firearm or deadly weapon in violation of the law;
6. The use, possession, or sale of a controlled substance in violation of the law; or
7. Damage to property

In addition to violations of this Code, students may also be charged with criminal violations.

### **WEAPONS**

Students are NEVER allowed to bring a weapon to school. The board urges parents and other citizens to make sure that students do not have inappropriate access to weapons.

Both Board policy and the law prohibit the carrying, bringing, using, or possessing of any weapon or dangerous instrument in any school building or school grounds, in any school vehicle or at any school-sponsored activity. Except for authorized law enforcement officials, the Board specifically prohibits the carrying of concealed weapons on school property.

When a student violates the prohibition on weapons, the Principal shall immediately make a report to the Superintendent, who shall determine if charges for expulsion are to be brought before the Board. Unless the Board chooses to consider charges on a case-by-case basis, the penalty for students bringing a firearm or other deadly weapon, destructive device, or booby trap device to school or onto the school campus/property under the jurisdiction of the District shall be expulsion for a minimum of twelve (12) months. *Gun-Free Schools Act of 1994 and KRS 158.150.*

Any school employee who receives information from a student or other person of conduct which is required to be reported, shall report the conduct to the District's law enforcement agency and to either the local law enforcement agency or to the Kentucky State Police..

### **SUSPENSION, EXPULSION, AND DUE PROCESS**

For certain violations, administrators, such as the Superintendent and Principal, may remove (suspend) a student from school for up to ten (10) days per incident. Unless immediate suspension is necessary to protect persons or property or to avoid disruption of the educational process, students shall not be suspended until they have been given due process (required by law). Due process must be given before educational benefits are taken away and shall include:

1. Oral or written notice of the charge(s) against them;
2. An explanation of the evidence, if the student denies the charge(s);
3. An opportunity to present their own version of the facts concerning the charge(s).

A report of the suspension shall be made in writing to the Superintendent and to the parent/guardian of the student being suspended.

Suspension of primary school students shall be considered only in exceptional cases where there are safety issues for the child or others.

## **Code of Acceptable Behavior and Discipline**

Following legally required due process, the Board may expel any pupil from the regular school setting for misconduct as defined by law for periods longer than ten (10) days. In cases of expulsion, provision of educational services will be required unless the Board determines, on the record and supported by clear and convincing evidence that the expelled student poses a threat to the safety of other students or school staff and cannot be placed in a state-funded agency program. Action to expel a pupil shall not be taken until the parent/guardian of the pupil has had an opportunity for a hearing before the Board.

A student expelled from school shall not participate in school-sponsored extracurricular or interscholastic activities during the period of expulsion, as required by law and Board policy.

For students in grades six (6) through twelve (12), the Board shall require expulsion for at least twelve (12) months when required by KRS 158.150, including qualifying physical assault, battery, or abuse of school personnel on school property or at a school function, subject to legally required due process and applicable exceptions.

Regulations for exceptional children (special education) will be followed by school personnel.

### **HARASSMENT, INTIMIDATION, AND BULLYING**

"Harassment or intimidation" means any intentional written, verbal, or physical act, when the intentional written, verbal, or physical act physically harms a student, damages the student's property; has the effect of substantially interfering with a student's education, or has the effect of substantially disrupting the orderly operation of the school.

Bullying is also a form of harassment that refers to 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. This includes actions that occur on school premises, on school-sponsored transportation, at a school-sponsored event, or that disrupts the education process.

Nothing in this policy requires the affected student to possess a characteristic that is a perceived basis for harassment, intimidation, bullying, or other distinguishing characteristics.

Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendos, demeaning comments, drawing cartoons or symbols, pranks, gestures, physical attacks, threats, or other written, oral, or physical actions. "Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

This policy is not intended to prohibit the expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the education environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other district policies or building, classroom, or program rules.

Counseling, corrective discipline at the discretion of the administration, and/or referral to law enforcement will be used to change the behavior of the perpetrator and remediate the impact on the victim. This includes appropriate intervention(s), restoration of a positive climate, and

## **Code of Acceptable Behavior and Discipline**

support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation, or bullying also constitute violations of this policy.

Repeat offenders may be recommended to the Board of Education for expulsion from school, or assigned to an alternative school.

Students are encouraged to report such activity to teachers or administrators as soon as it occurs.

### **TELECOMMUNICATION DEVICES**

#### **Definition of Personal Telecommunications Device**

A device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor, including but not limited to a paging device or a cellular telephone.<sup>1</sup>

Telecommunication device does not include any device a student is authorized to use pursuant to the Individuals with Disabilities Education Act, the Americans with Disabilities Act, or the Rehabilitation Act of 1973.

#### **Possession and Use**

While on school property or while attending school-sponsored or school-related activities, whether on or off school property, students shall be permitted to possess personal telecommunications devices and other related electronic devices. Devices must be powered off during instructional time. Students are prohibited from using a personal telecommunication device during instructional time.

Students shall observe the following conditions:

1. The communication of telecommunication and other related electronic devices shall not be used in a manner that disrupts the educational process, including, but not limited to, use that:
  - a. Poses a threat to academic integrity , such as cheating;
  - b. Violates confidentiality or privacy rights of another individual or school-related activities. This includes, but is not limited to, taking photographs, video, or audio recordings of others without the permission of the Principal/designee and the affected individual(s). An exception may be made for events considered to be in the public arena (e.g. sporting events, academic competitions, or performances to which the general public is admitted) where the activity does not materially disrupt the event, prevent others from observing the event, or otherwise violate legal rights. School social events for students, activities sponsored by student clubs, and activities during the school day that are not open to the public are not considered to be in the public arena;
  - c. Is profane, indecent, or obscene;
  - d. Constitutes or promotes illegal activity or activity in violation of school rules; or
  - e. Constitutes or promotes sending, sharing, or possessing sexually explicit messages, photographs, or images using any electronic device.

## **Code of Acceptable Behavior and Discipline**

These restrictions shall not be interpreted to prohibit material protected under the state or federal constitutions where such material does not otherwise materially or substantially disrupt the education process or intrude upon the rights of others.

2. When students violate prohibitions of this policy, they shall be subject to disciplinary action, including losing the privilege of bringing the device onto school property and being reported to their parent/guardian. A violation also may result in a report being made to law enforcement. In addition, an administrator may confiscate the device, which shall only be returned to the student's parent/guardian.
3. The District/school shall not be responsible for loss, theft, or destruction of devices brought onto school property.
4. Students shall comply with all rules developed by the school concerning appropriate use of telecommunication or other electronic devices. Rules shall be published in the student handbook of each school.
5. Students shall not utilize a telecommunication or similar electronic device in a manner that would violate the District's Acceptable Use policy or procedures or its Code of Acceptable Behavior and Discipline.

### **TRACEABLE COMMUNICATIONS**

The Board shall designate a traceable communication system for District employees and volunteers to communicate electronically with students. The Principal of each school shall provide parents written or electronic notification within the first ten (10) days of the school year of each electronic school notification and communication program designated within the traceable communication system. The notification shall include instructions for parents to access and review communications sent through each electronic school notification and communication program.

A District employee or volunteer, unless authorized, shall not communicate electronically with a student:

1. Outside of the traceable communication system designated by the Board; or
2. Through an unauthorized electronic communication program or application.

This shall not restrict any electronic communications between a student and his or her family member who is a District employee or volunteer.

### **Definitions**

Family

"Family member" means parent, brother, sister, son, daughter, aunt, uncle, or grandparent.

Parent

"Parent" means parent, legal guardian, or other person or agency responsible for a student.

District Employee or Volunteer

## **Code of Acceptable Behavior and Discipline**

"District employee or volunteer" means a school administrator, classified or certified employee, volunteer, nonfaculty coach or assistant coach, student teacher, or sponsor of an extracurricular program or activity.

### **Traceable Communication System**

"Traceable communication system" means one (1) or more electronic school notification and communication programs or applications that:

- a. Are designated by a Board of Education;
- b. Trace all communications sent to or by a student; and
- c. Provide parents an opportunity to access and review those communications.

### **Unauthorized Electronic Communication**

"Unauthorized electronic communication" means electronic communication with a student by a District employee or volunteer who is not the student's family member that occurs outside of a designated traceable communication system and is not otherwise authorized by law, Board policy, or written parent consent.

### **Consent to Authorize**

A parent may submit written consent to authorize a designated District employee or volunteer who is not a family member to communicate electronically with his or her child outside of the traceable communication system.

### **Reporting**

A District employee or volunteer that receives a report alleging that another District employee or volunteer participated in unauthorized electronic communication shall immediately notify the Principal.

If the subject of the report is the Principal, the employee or volunteer shall immediately notify the Superintendent.

If the subject of the report is the Superintendent, the employee or volunteer shall immediately notify the Commissioner of Education and the Chair of the local Board.

Upon receipt of a report alleging that a District employee or volunteer participated in unauthorized electronic communication, the Commissioner of Education, a Principal, or the Superintendent shall immediately:

1. Notify the parent of each student that is an alleged party to the unauthorized electronic communications; and
2. If the individual that is the subject of the report is a certified employee:
  - a. Notify the Education Professional Standards Board, which shall promptly investigate all allegations received under this subsection and proceed with appropriate disciplinary actions in accordance with KRS 160.145; and
  - b. Investigate the underlying allegations and proceed with appropriate disciplinary actions in accordance with KRS 161.790;

## **Code of Acceptable Behavior and Discipline**

3. If the individual that is the subject of the report is a classified employee, investigate the underlying allegations and proceed with appropriate disciplinary actions in accordance with KRS 161.011(7); and
4. If the individual that is the subject of the report is a District volunteer, the school or District shall investigate the underlying allegations and, if substantiated, the volunteer shall be prohibited from future school and District volunteer opportunities.

A Principal or Superintendent who violates shall be subject to disciplinary action in accordance with KRS 161.120 and KRS 156.132.

### **CONDUCT AND DISCIPLINE ON BUS**

The privilege of students to ride school buses is contingent on their good behavior and observance of the following rules and regulations.

#### **Parent Responsibility**

Each parent has the ultimate responsibility for ensuring the good deportment of his/her child who rides on the school bus to and from school.

#### **Principal Responsibility**

Each principal has the chief responsibility for enforcing consequences that will promote the safe transportation of all students.

#### **Reporting or Violations**

The bus driver shall promptly report violations of district transportation guidelines to the principal.

#### **Withholding of Riding Privileges**

The principal and/or transportation director is authorized to withhold riding privileges in the case of habitual or serious conduct violations. The principal shall notify the parents in cases where bus riding privileges have been withheld.

#### **Restitution of Damages**

The parent or guardians may be held responsible for restitution of any damages, beyond normal usage, inflicted by their child.

#### **Student's Responsibilities**

Students shall conform to transportation rules and regulations prescribed under state statutes and under state and local regulations. Students shall obey the driver respectfully and promptly.

#### **Students to Wait At Assigned Bus Stop**

Students shall wait at their assigned bus stop at least 10 feet off the traveled roadway and shall remain there until the driver has stopped the bus, opened the entrance door, and signaled the students to enter the bus. Students shall be on time (5 minutes prior to arrival); the bus cannot

## **Code of Acceptable Behavior and Discipline**

wait for those who are not on time. If a student must walk to meet the bus, he/she should walk facing the traffic.

### **Crossing on Driver's Signal**

When students must cross the roadway to enter the bus or cross the roadway when leaving the bus, they shall not cross until signaled to do so by the bus driver. For safety reasons, students must cross in front of the bus approximately ten (10) feet in front of the bus so that the bus driver may see them.

### **Seating**

When students enter the bus, they shall proceed directly to their assigned seat and shall remain seated until the bus has come to a complete stop before leaving their seats to get off the bus. Students shall change from their assigned seat unless authorized by the bus driver. For safety reasons, students shall not extend their arms, legs, or heads out of the bus window at any time.

### **Student Noise**

Students shall not create noise on the bus to the extent that it might interfere with the driver's ability to communicate with other passengers on the bus.

### **Littering/Spitting**

Students shall not throw paper or rubbish on the bus floor. A student shall clean their feet before entering the bus. Students shall not spit on the bus.

### **Alcohol/Tobacco/Drugs**

Students are not permitted to use or possess any type of alcohol, tobacco products, or illegal drugs on the bus.

### **Profane/Indecent Language**

Students shall refrain from using profane or indecent language on the bus.

### **Bringing Items on the Bus**

Students are not permitted to bring items on the bus that may frighten other students. No live animals are permitted. Items required for class projects must have prior approval from the driver and be in a closed, covered container. Explosives, firearms, weapons of any type are not allowed on school property. This includes the school bus.

Balloons (any type or size) are not allowed on the bus. Also, students shall not bring item(s) on the bus that may block any of the exits including the aisles. Items must be small enough to be held in the lap of the student.

### **Riding**

A student shall ride the bus to which he/she is assigned to and from school each day. A student shall only be let off at their designated spot unless written permission is granted by the school principal.

### **Retaliation**

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## **Code of Acceptable Behavior and Discipline**

Retaliation against a person reporting a violation of the Russellville Independent Schools Code of Conduct is strictly prohibited.

### **STUDENT RECORDS**

Records containing student information shall be made available to the parent of the student, guardian, or eligible student on written request. Eligible students include those 18 years of age or older or those enrolled in a post-secondary school program.

For information concerning access or corrections to student records, contact the Principal or the Director of Pupil Personnel at the Central Office address and the telephone number listed on the front cover.

## Code of Acceptable Behavior and Discipline

### NOTIFICATION OF PPRA RIGHTS

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

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

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

- *Inspect*, upon request and before administration or use –

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

The Russellville Independent School District has adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Russellville Independent Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Russellville Independent Schools will also directly notify, such as through

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## **Code of Acceptable Behavior and Discipline**

U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The Russellville Independent School District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

*Parents who believe their rights have been violated may file a complaint with:*

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

## **Code of Acceptable Behavior and Discipline**

### **NOTIFICATION OF FERPA RIGHTS**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- (1.) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- (2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend a record should write the School principal [or appropriate school official], clearly identify the part of the record they want to be changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their 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.

- (3) The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School 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 person or company with whom the School has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer

## **Code of Acceptable Behavior and Discipline**

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

## **Code of Acceptable Behavior and Discipline**

### **DIRECTORY INFORMATION**

In accordance with KRS160.725, an educational institution may publish and release the general public directory information relating to a student. An educational institution shall give public notice of the categories of directory information that it has designated as directory information with respect to each student in attendance and shall allow a reasonable time (30 days) after the notice has been given for a parent of an eligible student to inform the institution that any or all of the information designated should not be released without prior consent. The directory information for Russellville Independent Schools will be as follows:

- Name
- Address
- Educational Program
- Grade or Year in School
- Information necessary for participation in Athletic Events or other Extracurricular Events

No other information will be given without the consent of the student and/or the parent/guardian.

### **PROFESSIONAL QUALIFICATIONS**

If a school receives Title I funds, the District shall notify parents of students attending the school annually that they may request the District to provide information regarding the professional qualifications of their child's classroom teachers. In complying with such requests, the District shall provide the information designated by federal law.

Schools receiving Title I funds shall notify parents when their child has been assigned to or has been taught for four (4) or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Any further information, please contact Kelly Jones by phone at 270-726-8405 or by email at [Kelly.Jones@russellville.kyschools.us](mailto:Kelly.Jones@russellville.kyschools.us). Please include the child's name, the name of the school the student attends, the names of the student's teacher(s) and an address or email address where the information may be sent.

## **Code of Acceptable Behavior and Discipline**

### **STATEMENT OF NONDISCRIMINATION**

As required by law, students, their families, employees, and potential employees of Russellville Independent Schools are notified that the District does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex, sexual orientation, gender identity, genetic information, disability, or limitations related to pregnancy, childbirth, or related medical conditions in its programs, activities, or employment. Inquiries regarding nondiscrimination, Title IX, or Section 504 may be referred to the District Title IX Coordinator, the Section 504 Coordinator, the Superintendent, or the appropriate state or federal agency.

Title IX Coordinator (TIXC): William Griffin  
Russellville Independent Schools  
355 S. Summer Street, Russellville, KY 42276  
(270) 726-8405

## Code of Acceptable Behavior and Discipline

### RUSSELLVILLE INDEPENDENT SCHOOL DISTRICT SCHOOL PERSONNEL

| Person/Address                                                                                                                                                   | Telephone/E-mail                                                                                                                                                                                                               | Fax            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>Superintendent</b><br>Kyle Estes<br>Russellville Independent Schools<br>355 S. Summer Street<br>Russellville, KY 42276                                        | (270) 726-8405<br><a href="mailto:Kyle.Estes@russellville.kyschools.us">Kyle.Estes@russellville.kyschools.us</a>                                                                                                               | (270) 726-4036 |
| <b>Chief Operations Officer</b><br>William Griffin<br>Russellville Independent Schools<br>355 S. Summer Street<br>Russellville, KY 42276                         | (270) 726-8405<br><a href="mailto:William.Griffin@russellville.kyschools.us">William.Griffin@russellville.kyschools.us</a>                                                                                                     | (270) 726-4036 |
| <b>Chief Finance Officer</b><br>Macy Epley<br>Russellville Independent Schools<br>355 S. Summer Street<br>Russellville, KY 42276                                 | (270) 726-8405<br><a href="mailto:Macy.Epley@russellville.kyschools.us">Macy.Epley@russellville.kyschools.us</a>                                                                                                               | (270) 726-4036 |
| <b>Director of Pupil Personnel &amp; Student Services</b><br>Jennifer Pope<br>Russellville Independent Schools<br>355 S. Summer Street<br>Russellville, KY 42276 | (270) 726-8405<br><a href="mailto:Jennifer.Pope@russellville.kyschools.us">Jennifer.Pope@russellville.kyschools.us</a>                                                                                                         | (270) 726-4036 |
| <b>Director of Special Education &amp; Special Programs</b><br>Kelly Davis<br>Russellville Independent Schools<br>355 S. Summer Street<br>Russellville, KY 42276 | (270) 726-8405<br><a href="mailto:Kelly.Davis@russellville.kyschools.us">Kelly.Davis@russellville.kyschools.us</a>                                                                                                             | (270) 726-4036 |
| <b>District Instructional Facilitator</b><br>Kelly Jones<br>Russellville Independent Schools<br>355 S. Summer Street<br>Russellville, KY 42276                   | (270) 726-8405<br><a href="mailto:Kelly.Jones@russellville.kyschools.us">Kelly.Jones@russellville.kyschools.us</a>                                                                                                             | (270) 726-4036 |
| <b>Personnel/Benefits Coordinator</b><br>Abby Nash<br>Russellville Independent Schools<br>355 S. Summer Street<br>Russellville, KY 42276                         | (270) 726-8405<br><a href="mailto:Abby.Nash@russellville.kyschools.us">Abby.Nash@russellville.kyschools.us</a>                                                                                                                 | (270) 726-4036 |
| <b>Principal, R.E. Stevenson Elementary</b><br>Amanda Collins<br>1000 N. Main Street<br>Russellville, KY 42276                                                   | (270) 726-8425<br><a href="mailto:Amanda.Collins@russellville.kyschools.us">Amanda.Collins@russellville.kyschools.us</a>                                                                                                       | (270) 726-1109 |
| <b>Principal, Russellville High</b><br>Drew Teel<br>1101 W. 9th Street<br>Russellville, KY 42276                                                                 | (270) 726-8421<br><a href="mailto:Drew.Teel@russellville.kyschools.us">Drew.Teel@russellville.kyschools.us</a>                                                                                                                 | (270) 726-3685 |
| <b>Principal, Russellville Middle</b><br>Conrad Reding<br>1101 W. 9th Street<br>Russellville, KY 42276                                                           | (270) 726-8428<br><a href="mailto:Conrad.Reding@russellville.kyschools.us">Conrad.Reding@russellville.kyschools.us</a>                                                                                                         | (270) 726-8888 |
| <b>Title IX/Equity Coordinator</b><br>William Griffin<br>Trent Milby<br>Russellville Independent Schools<br>355 S. Summer Street<br>Russellville, KY 42276       | (270) 726-8405<br><a href="mailto:William.Griffin@russellville.kyschools.us">William.Griffin@russellville.kyschools.us</a><br><a href="mailto:Trent.Milby@russellville.kyschools.us">Trent.Milby@russellville.kyschools.us</a> | (270) 726-4036 |

## Code of Acceptable Behavior and Discipline

### VERIFICATION FORM

Review of the RISD Code of Acceptable Behavior and Discipline  
by Parents/Guardians and Students

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

Grade \_\_\_\_\_ Teacher \_\_\_\_\_

I VERIFY that I have reviewed and discussed the Russellville Independent School District's Student Code of Acceptable Behavior and Discipline with my child.

*If you would like a printed copy of the entire handbook or a version in your native language, please sign below and return to your school.*

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