

**DISCIPLINE
and
ATTENDANCE CODE**

MEADE COUNTY SCHOOLS

2019-2020

**MEADE COUNTY
BOARD OF EDUCATION**
1155 Old Ekron Road
Brandenburg, Kentucky
40108

REVISED 5/31/2019

CONTACT INFORMATION

Questions or comments concerning the Discipline and Behavior Code should be addressed to the principal of your child's school. This information can also be found online at www.meade.kyschools.us.

Brandenburg Primary	422-7545
David T. Wilson Elementary	422-7540
Ekron Elementary	422-7570
Flaherty Elementary	422-7565
Flaherty Primary	422-7575
Meade County High School	422-7515
MCHS Freshman Academy	422-7520
Payneville Elementary	422-7550
Stuart Pepper Middle School	422-7530

MEADE COUNTY BOARD OF EDUCATION

John D Millay, Ph.D., Superintendent
1155 Old Ekron Road
Brandenburg, Kentucky 40108
422-7500

www.meade.kyschools.us

ASSURANCE OF NON-DISCRIMINATION

The Meade County Discipline and Behavior Code will be administered fairly and equitably to all students without regard to race, color, national origin, age, religion, sex, or genetic information.

There are certainly other acts of misbehavior or violation of criminal laws or school regulations that are not included in this list. In such instances, disciplinary action will be at the discretion of the Principal, or of the Principal and/or Superintendent.

DISCIPLINE AND BEHAVIOR CODE COMMITTEE FOR 2019-2020

Bill Adams	Associate Superintendent of Personnel and Support Services
Marc Adams	Associate Superintendent of Curriculum, Instruction & Assessment
Melinda Banks	Counselor MCHS
Marie Barr	Principal PES
Gloria Bertrand	Director of Student Improvement & Federal Programs
Scott Bogard	Assistant Principal MCHS
Chad Butler	Principal SPMS
Aaron Cottrell	Behavior Interventionist DTW
Kim Cottrell	Counselor FPS
Ryan Dixon	Assistant Principal BPS
Amy English	Counselor DTW
Annette Fackler	Principal DTW
Donna Foushee	Director of Transportation
Garrett Frank	Assistant Principal MCHS
Rikki Hanger	Principal FPS
Mark Martin	Director of Pupil Personnel, Special Education & Preschool
Emily Matthews	Counselor EES
Roxanne Miles	Counselor MCHS
Julie Millay	Superintendent
John Parker	Parent
David Phillips	Assistant Principal SPMS
Dana Pickering	Assistant Principal MCHS
Leslie Redmon	Parent
Jennifer Saylor	Assistant Principal SPMS
Janette Schmidt	Principal MCHS
Travis Scott	Principal EES
Georgia Taylor	Principal FES

A STATEMENT OF PHILOSOPHY

The Meade County Board of Education has the responsibility to provide public education for students until they graduate or reach the age of 21. The mission of our school system is to educate young people so that they may successfully function in a global setting and to instill within them a desire for lifelong learning that fosters personal satisfaction and promotes positive contributions to our society. To accomplish these goals, there must be support and cooperation among the school, home, and community.

Every student in Meade County should have access to a safe, secure, and orderly school. Because discipline affects attendance, school climate, and most of all student learning, students, teachers, administrators, and parents recognize the importance of developing rules and guidelines which promote positive discipline.

Positive discipline results from the way that students and adults think about themselves and others; it is also the way they treat one another each day. Training will be provided for school staff in classroom management, student learning styles, and other programs to enhance teachers' capacity to engage students in learning and thus minimize disruptive behavior. Students will receive training in anger reduction, conflict resolution, and peer mediation in order to improve inter-personal relationships. Parents will be engaged at the earliest stages of problem behavior to work cooperatively with the schools, and appropriate training, programs, and activities to support parents will be provided through school and district resources.

It is the responsibility of the Meade County Board of Education to develop a Discipline and Behavior Code which reflects the community's standards and expectations for student behavior. This code should be consistent and reasonable and should help facilitate the development of students' self-control and self-discipline both at school and school-related activities. In this regard, the code becomes an essential part of the educational process and a symbol of the commitment of students, parents, and educators to maintaining an effective learning environment.

The Discipline and Behavior Code outlines the rights, behavior expectations, and responsibilities of students, parents or guardians, teachers, and principals. An appeal of any disciplinary action must be made within five calendar days of the disciplinary action the complaint concerns. Any request for a higher level of appeal must be made within five calendar days of notice of the decision on the previous appeal.

STANDARDS

A. STUDENTS

1. RIGHTS OF STUDENTS:

- a. A system of public education which meets the needs of the individual students.
- b. Reasonable and timely notice of all rules, regulations, policies, and penalties to which they may be subject.
- c. Physical safety and protection of their personal property.
- d. Consultation with teachers, counselors, administrators, and other school personnel.
- e. Free election of their peers in student organizations in which students have the right to seek and hold office.
- f. Examination of their own personal school records, by eligible students (eighteen or older), their parents/guardians, or their authorized representatives.
- g. Involvement in school activities without being subject to discrimination on the basis of race, sex, or religion.
- h. Respect from other students and school personnel.
- i. Presentation of complaints, grievances or code violations to school staff and receipt of replies from school officials regarding such matters.
- j. Receipt of academic grades based only on academic performance.
- k. A guaranteed right to freedom of expression as related to speech, assembly, appearance, publication, and the circulation of petitions and literature, recognizing, however, that no right is absolute, including freedom of expression and assembly, which cannot be exercised to interfere with the orderly educational process.

2. BEHAVIOR EXPECTATIONS AND RESPONSIBILITIES OF STUDENTS:

- a. Be accountable for their own conduct and show consideration for the rights and property of others.
- b. Respect the human dignity and worth of every other individual.
- c. Exhibit neatness and cleanliness of personal dress and hygiene.
- d. Refrain from fighting, creating disturbances, excessive noise, abusive language, denying others the use of school facilities or buildings, using or carrying any weapon on school premises or at school activities, intentionally injuring another person or exposing others to harm, or using threats or intimidation against any other person.
- e. Refrain from gambling, extortion, theft, or any other unlawful activity.
- f. Refrain from using tobacco products, vapor products, e-cigarettes or using, possessing, or transmitting any alcoholic beverage or illegal or controlled substance.
- g. Show respect for the educational process by taking advantage of every opportunity to further their education.
- h. Respect the reasonable exercise of authority by school administrators and teachers in maintaining discipline in the school and at school-sponsored activities.
- i. Practice self-control at all times.
- j. Care for the equipment and physical facilities of the school by refraining from willful destruction and damage.
- k. Become informed of and adhere to these and other rules and regulations established by the local board of education and implemented by school administrators and teachers.

7. If the Superintendent did not serve as the KPSD Representative, within 3 days of the ARC's determination that the behavior is not related to the disability of the student, the KPSD Representative informs the Superintendent of the ARC's decision.

8. If this determination is made, the Superintendent may recommend expulsion to the MCSD Board of Education according to the MCSD's regular policies and procedures for expulsion.

9. Educational services must be provided to the extent necessary to enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP during any removals that exceed ten (10) school days in any school year irrespective of whether the behavior is determined to be a manifestation of the student's disability.

10. School personnel may remove a child with a disability to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is a manifestation of the child's disability if the child:

- (a) Carries a weapon to or possesses a weapon at school, on school premises, or to Education or the LEA;
- (b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the Kentucky Department of Education or the LEA; or
- (c) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the Kentucky Department of Education or the LEA.

11. The ARC of the child shall determine the interim alternative educational setting and the services for any child removed under Discipline Procedures section 4, 12 and Manifestation Determination section 9.

The code of student conduct shall include the guidelines for suspension and expulsion of children and youth with disabilities as outlined in the Meade County Special Education Policies and Procedures.

PROCEDURES FOR ANNUAL REVIEW

The Discipline and Behavior Code Advisory Committee will convene near the beginning of school and entertain suggestions for changes to be made in the Code. A summary of any changes will be presented to the local board and, if approved, sent to the State Department for approval there. These approved revisions will then become a part of the Meade County Discipline Code and Behavior.

A record of all Committee meetings will be on file in the Superintendent's office.

ORIENTATION PROCEDURE

Each Meade County student will receive a copy of the Discipline and Behavior Code at the beginning of each school year to be taken home and shared with parents or guardians.

All new students will receive orientation upon entering the school system.

Annual orientations will be held in following years, with students and parents receiving any revisions in the Code.

has been placed in an interim alternative educational setting the MCSD shall invite staff from that alternative setting to the ARC meeting.

Manifestation Determination

1. Within ten (10) school days of any decision to change the placement (including an IAES) of a child with a disability because of a violation of a code of student conduct, the relevant members of the child's ARC, as determined by the MCSD and the parent, must convene a meeting to review all relevant information in the child's file, including the child's IEP, any teacher observations, teacher-collected data, and any relevant information provided by the parents to determine:
 - (a) If the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or
 - (b) If the conduct in question was the direct result of the MCSD's failure to implement the IEP.
2. The conduct shall be determined to be a manifestation of the child's disability if the ARC determines that either condition in (1) (a) or (b) above was met.
3. If the ARC determines that the condition described in (1) (b) above was met, the MCSD shall take immediate steps to remedy those deficiencies.
4. If the ARC determines that the conduct was a manifestation of the child's disability, the ARC shall:
 - (a) Conduct a functional behavioral assessment, unless the MCSD had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred and had implemented a behavioral intervention plan for the child; or
 - (b) Review the behavioral intervention plan, (if one had already been developed) and modify it, as necessary, to address the behavior; and
 - (c) Return the child to the placement from which the child was removed unless the MCSD and the parent agree to a change of placement as part of the modification of the behavioral intervention plan or because of the special circumstances explained in subsection (10) below.
5. If the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities for removals that would exceed ten (10) consecutive school days.
6. If the ARC determines the behavior is not related to the disability of the student, the summary recorder documents the ARC's decision on the district form including:
 - (a) The decision of the ARC;
 - (b) A description of any evaluation procedure, test, record, or report the ARC used to reach its decision; and
 - (c) Any other factors relevant to the ARC's decision.

1. Be punctual and present in the regular school program to the best of their ability.

3. HARASSMENT/DISCRIMINATION POLICY:

Definition

Harassment/Discrimination is unlawful behavior based on race, color, national origin, age, religion, sex or disability that is sufficiently severe, pervasive, or objectively offensive that it adversely affects a student's education or creates a hostile or abusive educational environment.

The provisions of this policy shall not be interpreted as applying to speech otherwise protected under the state or federal constitutions where the speech does not otherwise materially or substantially disrupt the educational process, as defined by policy 09.426, or where it does not violate provisions of policy 09.422.

Prohibition

Harassment/Discrimination is prohibited at all times on school property and off school grounds during school-sponsored activities. This prohibition also applies to visitors to the school who may come into contact with employees and students. (Acts of harassment/discrimination based on sex may be committed by persons of the same or the opposite sex.)

District staff shall provide for a prompt and equitable resolution of complaints concerning harassment/discrimination.

Disciplinary Action

Students who engage in harassment/discrimination of an employee or another student on the basis of any of the areas mentioned above shall be subject to disciplinary action, including but not limited to suspension and expulsion.

Guidelines

Students who believe they have been a victim of an act of harassment/discrimination or who have observed incidents involving other students that they believe to be an act of harassment/discrimination shall, as soon as reasonably practicable, report it. In each school building, the Principal is the person responsible for receiving reports of harassment/discrimination at the building level. Otherwise, reports of harassment/discrimination may be made directly to the Superintendent. Additionally, if sexual harassment or harassment is being alleged, reports may be made directly to the District Title IX Coordinator. Without a report being made to the Principal, Superintendent or Title IX/Equity Coordinator, the District shall not be deemed to have received a complaint of harassment/discrimination.

Employees who observe prohibited behaviors or with whom students share a complaint shall notify the Principal or their immediate supervisor, who shall immediately forward the information to the Superintendent.

The Superintendent shall provide for the following:

1. Investigation of allegations of harassment/discrimination to commence as soon as circumstances allow, but not later than three (3) school days of submission of the original written complaint. A written report of all findings of the investigation shall be completed within thirty (30) calendar days, unless additional time is necessary due to the matter being investigated by a law

enforcement or governmental agency. The Superintendent/designee may take interim measures to protect complainants during the investigation.

2. A process to identify and implement, within three (3) school days of the submission of the written investigative report, methods to correct and prevent recurrence of the harassment/discrimination. If corrective action is not required, an explanation shall be included in the report.
3. A process to be developed and implemented to communicate requirements of this policy to all students, which may include, but not be limited to, the following:
 - written notice provided in publications such as handbooks, codes, and/or pamphlets; and/or
 - such other measures as determined by the Superintendent/designee.

Method(s) used shall provide a summary of this policy, along with information concerning how individuals can access the District's complete policy/procedures and obtain assistance in reporting and responding to alleged incidents. Students, parents or guardians, as appropriate will be directed to sign an acknowledgement form verifying receipt of information concerning this policy as part of the Board-approved code of acceptable behavior and discipline.

4. Age appropriate training during the first month of school to include an explanation of prohibited behavior and the necessity for prompt reporting of alleged harassment/discrimination; and
5. Development of alternate methods of filing complaints for individuals with disabilities and others who may need accommodation.

When sexual harassment is alleged, the District's Title IX Coordinator, as designated in the student handbook/code, shall be notified.

Notification

Within twenty-four (24) hours of receiving a serious allegation of harassment/discrimination, District personnel shall attempt to notify parents of both student victims and students who have been accused of harassment/discrimination.

In circumstances also involving suspected child abuse, additional notification shall be required by law.

Prohibited Conduct

Depending on the circumstances and facts of the situation, and within the definition of harassment/discrimination contained in this policy, examples of conduct and/or actions that could be considered a violation of this policy include, but are not limited to:

1. Any nicknames, slurs, stories, jokes, written materials or pictures that are lewd, vulgar, or profane and relate to any of the protected categories listed in the definition of harassment/discrimination contained in this policy;
2. Unwanted touching, sexual advances, requests for sexual favors, and spreading sexual rumors;
3. Causing a student to believe that he or she must submit to unwelcome sexual conduct in order to participate in a school program or activity or that an educational

4. After a child with a disability has been removed from the child's current placement for ten (10) school days in the same school year, educational services as described in paragraph (5) (a) and (b) below shall be provided beginning the 11th day and any subsequent days of removal.
5. A child with a disability that is removed from child's current placement for more than ten (10) consecutive school days shall:
 - (a) Continue to receive a free, appropriate public education so as to enable the child to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
 - (b) Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services, and modifications that are designed to address the behavior violation so that it does not recur.
6. The services described in subsection (5) above may be provided in an interim alternative educational setting.
7. The MCSDD shall be required to provide educational services to a child with a disability during periods of removal of ten (10) or less school days in the same school year if it provides services to children without disabilities who are similarly removed.
8. After a child with a disability has been removed from the child's current placement for ten (10) school days in the same school year, and the current removal is for not more than ten (10) consecutive school days and is not a change in placement because of disciplinary removals, school personnel, in consultation with at least one of the child's teachers, shall determine the extent to which educational services explained in subsection (5) are needed.
9. Before the student is removed for the 11th day in any school year and before any subsequent removals during the same school year, the building principal, and the DoSE, or designee, determine if the removal constitutes a change in educational placement. They must be in agreement that the removal is not an educational change in placement. If they do not so agree, the removal is treated as a change in educational placement.
10. On the date on which a decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of the code of student conduct, the MCSDD shall notify the parents of the decision and provide the parents with a copy of the procedural safeguards including parent's rights in accordance with Section 4 of 707 KAR 1:340.
11. The appropriate MCSDD representative shall provide written notice to the parents of a student with a disability at least twenty-four (24) hours before an ARC meeting concerning a safety issue or a change in placement due to a violation of a code of student conduct.
12. If a removal is a change in placement because of disciplinary removals, the child's ARC shall convene within ten (10) school days after the change of placement is made and shall determine the appropriate educational services for the child. If the student

- decision will be based on whether or not the student submits to unwelcome sexual conduct;
4. Implied or overt threats of physical violence or acts of aggression or assault based on any of the protected categories;
 5. Seeking to involve students with disabilities in antisocial, dangerous or criminal activity where the students, because of disability, are unable to comprehend fully or consent to the activity; and
 6. Destroying or damaging an individual's property based on any of the protected categories.

Confidentiality

District employees involved in the investigation of complaints shall respect, as much as possible, the privacy and anonymity of both victims and persons accused of violations.

Appeal

Upon the completion of the investigation and correction of the conditions leading to the harassment/discrimination, any party may appeal in writing any part of the findings and corrective actions to the Superintendent.

If a supervisor is an alleged party in the harassment/discrimination complaint, procedures shall also provide for addressing the complaint to a higher level of authority.

Failure by an employee, immediate supervisor, Principal, and/or Superintendent to report, notify, and/or initiate an investigation of alleged harassment/discrimination as required by this policy, or to take corrective action shall be cause for disciplinary action.

Retaliation Prohibited

No one shall retaliate against an employee or student because s/he files a written grievance, assists or participates in an investigation, proceeding, or hearing regarding the charge of harassment/discrimination of an individual or because s/he has opposed language or conduct that violates this policy.

Upon the resolution of allegations, the Superintendent shall take steps to protect employees and students against retaliation.

False Complaints

Deliberately false or malicious complaints of harassment/discrimination may result in disciplinary action taken against the complainant.

Other Claims

When a complaint is received that does not appear to be covered by this policy, administrators shall review other policies that may govern the allegations, including but not limited to, 09.422 and/or 09.426.

4. BULLYING/HAZING POLICY:

In order to effectively participate in the democratic process as adults, students must learn to respect the rights of others and to interact with them in a civil manner. Therefore, students are required to speak and behave in a civil manner toward students, staff and visitors to the schools.

3. When students violated 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 be returned per school policy.
4. Students are responsible for keeping up with devices they bring to school. The District shall not be responsible for loss, theft, or destruction of devices brought onto school property.
5. Students shall comply with any additional rules developed by the school concerning appropriate use of telecommunication or other electronic devices.
6. 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 of Discipline.

APPEAL AND DUE PROCESS

The courts have ruled that due process is a right of all citizens in matters of discipline resulting in suspension. The student who allegedly committed a breach of rules is entitled to due process. In general, due process rights include:

1. Being informed of charges and evidence.
2. Being given the opportunity to present one's case.
3. Having the right of review concerning major disciplinary action.

The Appeal Process shall be to the principal, superintendent, or superintendent designee.

SPECIAL EDUCATION

The MCSD shall ensure that appropriate procedures are followed in the suspension and expulsion of children or youth with disabilities.

Discipline Procedures

1. The ARC may consider any circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.
2. School personnel may remove a student with a disability who violates a code of student conduct from the student's placement to an appropriate interim alternative education setting, another setting, or suspension, for not more than ten (10) consecutive school days (to the extent those alternatives are applied to children without disabilities).
3. School personnel may remove a student with a disability from the student's current placement for additional periods of time of not more than the (10) consecutive school days in the same school year for separate incidents of misconduct as long as those removals do not constitute a change in placement because of disciplinary removals.

Actions Not Tolerated

The use of lewd, profane or vulgar language is prohibited. In addition, students shall not engage in behaviors such as hazing, bullying, menacing, taunting, intimidating, verbal or physical abuse of others, or other threatening behavior. This policy extends to any/all student language or behavior including, but not limited to, the use of electronic or online methods. Such behavior is disruptive of the educational process and interferes with the ability of other students to take advantage of the educational opportunities offered.

These provisions shall not be interpreted to prohibit civil exchange of opinions or debate protected under the state or federal constitutions where the opinion expressed does not otherwise materially or substantially disrupt the education process or intrude upon the rights of others.

Disciplinary Action

Students who engage in harassment/discrimination of an employee or another student on the basis of any of the areas mentioned above shall be subject to disciplinary action, including but not limited to suspension and expulsion.

Bullying Defined

Bullying means any unwanted verbal, physical, or social behavior among students that involves a real or perceived power imbalance and is repeated or has the potential to be repeated:

1. That occurs on school premises, on school-sponsored transportation, or at a school-sponsored event; or
2. That disrupts the education process.

This definition shall not be interpreted to prohibit civil exchange of opinions or debate or cultural practices protected under the state or federal Constitution where the opinion expressed does not otherwise materially or substantially disrupt the education process.

Reports

As provided in the District Code of Acceptable Behavior and Discipline, students that believe they are victims of bullying/hazing shall be provided with a process to enable them to report such incidents to District personnel for appropriate action.

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

Students who believe they have been a victim of bullying or who have observed other students being bullied shall, as soon as reasonably practicable, report it.

The District Code shall specify to whom reports of alleged instances of bullying or hazing shall be made. In serious instances of peer-to-peer bullying/hazing/harassment, employees must report to the alleged victim's Principal, as directed by Board policy 09.42811. The Principal/designee shall investigate and address alleged incidents of such misbehavior.

6. Penalties for Truancy

As determined by the SBDM council, middle school and high school students that are truants or habitual truants may be subject to certain consequences. A council may choose to implement one (1) or more of the following penalties:

1. Assignment to after school detention to complete make-up work.
2. Students with ten (10) unexcused absences may experience a loss of privileges to participate in extracurricular activities, including but not limited to dances, field trips, Prom, Project Graduation, athletics, and parking privileges.

SEARCH AND SEIZURE

School officials have the right to search students or their property if the officials have reasonable suspicion that the student may be in possession of something that violates school rules or endangers others. The school reserves the right to search any of its property at any time; this would include lockers. The purpose of searching students, their belongings, lockers, desks, or automobiles is to protect the property and safety of others and/or to maintain the on-going educational process of the school. Students have the protection, as do all citizens, against unreasonable search and seizure of their property. Whenever a student's person is being searched, either the person who conducts the search or the witness must be of the same sex as the student being searched.

TELECOMMUNICATION DEVICES

Possession and Use

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

1. Devices shall not be used in a manner that disrupts the educational process, including, but not limited to, use that:
 - a. Poses a threat to academic integrity, such as cheating.
 - b. Violates confidentiality or privacy rights of another individual.
 - 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.

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. Unless an emergency situation exists that involves imminent physical danger or a certified employee authorizes the student to do otherwise, devices shall be turned on and operated per school policy.

In certain cases, employees must do the following:

1. Report bullying and hazing to appropriate law enforcement authorities as required by policy 09.2211; and
2. Investigate and complete documentation as required by policy 09.42811 covering federally protected areas.

Other Claims

When a complaint is received that does not appear to be covered by this policy, administrators shall review other policies that may govern the allegations, including but not limited to, 09.426 and/or 09.42811. Harassment/discrimination allegations shall be governed by Policy 09.42811.

B. PARENTS AND GUARDIANS

1. RIGHTS OF PARENTS/GUARDIANS:

- a. Send their child to a school with an environment where learning is valued.
- b. Expect that classroom disruptions will be dealt with fairly, firmly, and quickly.
- c. Enroll students in the Meade County School District where they shall attend classes regularly and promptly with minimal interruptions.
- d. Expect the school to maintain high academic standards.
- e. Review the student's academic progress and other pertinent information which may be contained in the student's personal records.
- f. Presentation of complaints, grievances or code violations to school staff and receipt of replies from school officials regarding such matters.

2. EXPECTATIONS AND RESPONSIBILITIES OF PARENTS/GUARDIANS:

- a. Instill in their children the value of an education.
- b. Instill in their children a sense of responsibility.
- c. Instill in their children a sense of respect.
- d. Understand that unnecessary interruptions in the school are detrimental to the educational program for all students.
- e. Be familiar with the educational program and the procedures.
- f. Inform children about the disciplinary procedures of the school and emphasize the importance of following same.
- g. See that children attend school regularly and promptly.
- h. Check with the proper officials regarding the facts of any situation that they might question.
- i. Support the efforts of the school personnel.
- j. Demonstrate respect for the teachers, administrators, school personnel at school and all school-related activities.
- k. See that students exhibit neatness and cleanliness in their personal attire and hygiene.

C. TEACHERS

1. RIGHTS OF TEACHERS:

- a. Receive the support of co-workers, administrators, and parents.
- b. Work in an educational environment with a minimum of disruptions.
- c. Expect all assignments, including homework, to be completed and turned in as assigned.

Early dismissal (leaving before normal release time) will be treated just as a tardy with the same consequences.

Each student, upon returning to school from an absence or tardy, shall present all notes to the Office. Six (6) parent notes per school year – one note per absence or tardy - can be written, signed, and dated by the parent or guardian. Legitimate statements from physicians/dentists and orders of the court must also be presented to the Office.

All notes for absences should be presented immediately upon returning to school. A student without a note will receive an "unexcused" absence. Any note received past 30 days after the date of absence will be marked "Absent Unexcused Late Note".

NOTE: If the note does not designate a full day, notes will only be excused per the time on the note.

NOTE: The principal/designee shall determine the validity of each note presented.

3. Excused Absences:

- A. Illness that is verified by a doctor or medical agency.
- B. Orders of the court, including a summons or subpoena.
- C. Parent notes – six parent notes per school year – one note per absence or tardy.
- D. Death or severe illness in the immediate family verified by a written statement. Immediate family shall mean "father, mother, brother, sister, grandfather, grandmother, blood-related aunt, uncle, niece, nephew, or anyone living under the same household roof with the student."
- E. School activities or circumstances if approved by the principal/designee.
- F. Two days for eligible students for an on-campus visit to a post-secondary institution to which the student has applied; with prior approval; with letter of verification upon return.

4. Unexcused Absences

- A. Any absence without a valid parent, medical, or legal note
- B. Any absence not listed under "excused absences"
- C. Any absence for illness exceeding six days of parent notes per school year and not verified by a medical statement
- D. Extended absences for death and severe illness in the immediate family when the school is not notified.

5. Possible Loss of Drivers License

KRS 159.051 – When a student age sixteen or seventeen drops out of school or is declared to be academically deficient, the school administrator shall notify the superintendent at the end of each semester or earlier in the semester for accumulated absences. A student shall be deemed to have dropped out of school when they have nine or more unexcused absences. A student shall be deemed to be academically deficient when they have not received passing grades in at least four courses in the preceding semester. The superintendent shall report student name and SSN to the Transportation Cabinet. Then the Transportation Cabinet shall notify student as soon as possible thereafter, that their operator's license has been revoked and shall inform student of right to a hearing before the District Court.

- d. Expect student compliance with established classroom rules and objectives.
- e. Experience safety from physical harm and freedom from verbal abuse.
- f. Provide input to aid in the formulation of policies that relate to their relationships with students and school personnel.
- g. Take action necessary in emergencies to protect their own person or property or the persons or property of those in their care.
- h. Discipline any student whose conduct disrupts the educational process or violates the discipline code.
- i. Presentation of complaints, grievances or code violations to school staff and receipt of replies from school officials regarding such matters.

2. EXPECTATIONS AND RESPONSIBILITIES OF TEACHERS:

- a. Present subject matter and experience to students and inform students and parents/guardians of achievement and/or problems.
- b. Aid in planning a flexible curriculum which meets the needs of all students and which maintains high standards of academic achievements.
- c. Assist in the administration of such discipline as is necessary to maintain order both throughout the school day and at school-related functions without discrimination on any basis.
- d. Evaluate students' assignments and return them as soon as possible.
- e. Exhibit exemplary behavior in action and speech.
- f. Exhibit neatness and cleanliness in personal dress and hygiene.
- g. Reward exemplary behavior or work of students.
- h. Maintain an atmosphere conducive to good behavior and exhibit an attitude of respect for students.
- i. Maintain necessary records of student progress and attendance as accurately as possible.
- j. Follow and enforce rules and regulations of the Board of Education and/or school administration.
- k. Care for the equipment and physical facilities of the school.

D. PRINCIPALS

1. RIGHTS OF PRINCIPALS/DESIGNATED ADMINISTRATORS:

- a. Receive the support of students, parents, and teachers in carrying out the educational programs and policies established by the school system.
- b. Provide input for the establishment of procedures and regulations that relate to the school.
- c. Experience safety from physical harm and verbal abuse.
- d. Take necessary action in emergencies to protect their own person or property, or the persons or property of those in their care.
- e. Suspend or otherwise discipline any student whose conduct disrupts the educational process, or violates discipline and behavior code.
- f. Administer the school environment to provide the proper learning atmosphere.

2. EXPECTATIONS AND RESPONSIBILITIES OF PRINCIPALS/DESIGNATED ADMINISTRATORS:

- a. Create and foster an atmosphere of mutual respect and consideration among pupils and staff members.
- b. Administer discipline fairly and equally, following the guidelines set forth herein, but in doing so use his/her own best judgment.

11. Pupils shall not engage in any activity which might divert the driver's attention away from driving the bus and cause an accident, such as:
 - (a) Loud or excessive talking or laughing.
 - (b) Unnecessary conversation with the driver.
 - (c) No horseplay.
 - (d) Extending any part of the body out of the bus window or door.
12. The following activities are prohibited:
 - (a) improper behavior to include: disrespect, disobedience, vulgarity, foul language, fighting, shoving, threatening behavior, and similar offensive acts.
 - (b) use or possession of tobacco products, vapor products, e-cigarettes, lighters, or matches.
 - (c) vandalism or damage to the bus.
 - (d) bringing animals on the bus.
 - (e) throwing articles or objects in or from the bus.
 - (f) tampering with mechanical equipment, accessories or controls of the bus.
 - (g) obstructing the aisle in any manner.
 - (h) obstructing the emergency exit in any manner
 - (i) occupying more space in a seat than required.
 - (j) littering the bus (gum).

ATTENDANCE POLICY – Grades K - 12

The Meade County School District encourages all students to attend school regularly. Parents must assume a major role in fostering good attendance habits. They must help ensure that absences occur only when they cannot be avoided. A reasonable effort will be made by the school to contact the parents of students having attendance-related problems. Kentucky Compulsory Attendance Law KRS 159.150: Any student who has been absent from school without valid excuse for three (3) or more days, or tardy on three (3) or more days, is a truant. Any child who has been reported as a truant two (2) or more times is a habitual truant. Students 18 – 21 years old may be charged as adults after six (6) unexcused absences and/or six (6) unexcused tardies. Any habitually truant students, under 18, may be turned over to the County Attorney and/or the Court Designated Worker.

1. Statement of Policy:

An "unexcused" absence may prevent the student from receiving credit for work missed during that absence. When a student accumulates three (3) "unexcused" absences, the school shall notify the parent by letter. Once the student has six (6) or more unexcused absences, the school district may file truancy charges with the court system.

HB 145 – Establishes that the attendance record of a student is cumulative during a school year. Requires that when a student transfers to a new school, his or her attendance records from the previous school shall be used in the determination of the student's status as a truant.

2. Procedure for Administering the Attendance Policy:

Each classroom teacher shall keep an accurate daily attendance record for each class. All reports concerning attendance will be completed and forwarded to the proper persons as indicated and required by the school and/or district.

School personnel, in cooperation with parents or guardians, may devise alternative consequences in lieu of those specifically designated. Discipline procedures may not follow the exact sequence shown by the placement of "X's" in block areas. **The principal may exercise discretion in selecting the level of intervention.**

Repetition of the same offense or multiple defenses of the above Behavior Violations could result in a referral to the Court Designated Worker for filing a petition of Beyond Control.

DISCIPLINARY ACCOUNTING

A record shall be maintained by each principal or head teacher for all students assigned to that school. Rules' infractions of serious enough nature to warrant principal intervention shall be recorded for each student according to district guidelines. These records will be maintained for the student's tenure in that school.

REGULATIONS FOR PUPILS RIDING SCHOOL BUSES

The privilege of any pupil to ride a school bus is conditioned upon his/her good behavior and observance of the following rules and regulations. Any pupil in violation of these rules and regulations may be denied the privilege of riding the bus by the driver or principal for an indefinite period of time. This privilege will be restored only after evidence has been presented that the student's behavior will improve.

1. The driver is in charge of the bus and pupils. Pupils should obey the driver promptly and respectfully.
2. Pupils must be on time. The bus cannot wait beyond its regular schedule for those who are tardy. Students should be at the bus stop five minutes before the bus is scheduled to arrive.
3. Pupils shall report promptly to the driver any damage done to the bus. Persons causing damage shall be expected to defray the full cost of repairs before riding privileges are restored.
4. Pupils shall always cross in front of the bus and at a safe distance in front of the bus in order to be seen by the bus driver. (minimum 10-12 feet)
5. Pupils shall not run toward the bus or run across the street in front of the school bus while it is in motion. Pupils shall wait for the driver to signal before crossing in front of the bus.
6. Pupils must never stand in the road while waiting for the school bus. Students shall wait in an orderly line off the highway or street.
7. Pupils shall board the bus and immediately take a seat without disturbing other passengers; pupils shall ride three in a seat and not exchange seats unless given permission by the driver. If all seats are taken, pupils shall stand to the rear of the bus and not in the doorway.
8. Pupils shall remain seated except when loading and unloading.
9. In order for a pupil to get off their regular bus at a stop other than their assigned stop, the pupil must present a note to the driver from the parents/guardians that has been stamped by the principal's office.
10. In order for a pupil to ride a bus other than the one regularly assigned, the pupil must present a note to the driver from the parents/guardians that has been stamped by the principal's office.

- c. Exhibit exemplary behavior in action, dress, and speech.
- d. Implement and evaluate all aspects of the educational program to improve learning and comply with the policies, regulations, procedures, or laws of the district, state, and nation.
- e. Direct a program of dissemination of information explaining the Code of Conduct to the school community.
- f. Assist in the administration of such discipline as is necessary to maintain order both throughout the school day and at school-related functions without discrimination on any basis.
- g. Carry out the directives of the Superintendent and the Meade County Board of Education.

CONSEQUENCES FOR FAILURE TO OBEY THE STANDARDS

A. In-School

1. Reprimand or verbal warning
2. Individual conference
3. Behavioral techniques (i.e. behavioral contracting, positive reinforcement, contingency contracts)
4. Constructive assignments
5. Notification of parents (telephone, letter or conference)
6. Referral to principal or counselor
7. Temporary withdrawal of privileges
8. In-school suspension or detention
Students will be provided an opportunity to make up or continue regular class work.
9. After-school detention
Student will be given prior notice before he/she serves detention time.

Corporal punishment - "Corporal punishment" is defined as the deliberate infliction of physical pain by any means upon the whole or any part of a student's body as a penalty or punishment for student behavior. Effective July 1, 1991, no person employed or engaged by any public elementary or secondary educational system within this school district shall inflict or cause to be inflicted corporal punishment or bodily pain upon a pupil attending any school or institution within such educational system; provided, however, that any such person may, within the scope of his employment, use and apply such amounts of physical restraint as may be reasonable and necessary to protect oneself, the pupil, or others from physical injury, to obtain possession of a weapon or other dangerous objects within control of the pupil, or to protect property from serious harm.

B. Parent Conference

1. Conference may be requested by the teacher, principal, or parent.
2. School personnel, in cooperation with parents or guardians, may devise alternative disciplinary actions in lieu of those specifically designated.

C. James R. Allen High School (JRAHS)

The James R. Allen High School is designed to address the needs of students who are struggling in one or more of the following areas: academics, behavior, and

POSSIBLE CONSEQUENCES

attendance. It is also an educational setting which may be used as an alternative to out-of-school suspensions designed to provide educational services to students who are involved in serious policy violations or students who are in violation of applicable state laws. Students in alternative setting are strictly prohibited from entering school or school grounds at any time except to attend the alternative classroom. Therefore, students in the alternative placement are also prohibited from attending school functions before, during, and after school hours, both on or off Meade County School Property (i.e. local, district, regional, or state competitions – both academic or athletic, dances, concerts, etc.). The James R. Allen High School is for students in the 6th grade (or 12 years old) through the 12th grade.

D. Suspension

1. A student placed on suspension is prohibited from entering any Meade County school property (except for a pre-arranged conference with an administrator), including any day or night, school functions of any Meade County Public Schools, whether on or off MCHS property, or riding a school bus during the term of the suspension. Violations of the conditions of suspension shall cause further disciplinary action to be taken.

A. Hearing Procedure

- A hearing is required and will be conducted by the principal/designee before a student is suspended. The process will include the following steps:
1. The student shall be informed of the charges for the proposed suspension and provided an explanation of the evidence supporting the charges.
 2. The student will be provided a reasonable opportunity to present his/her case.
 3. The principal/designee shall report the decision to suspend, by telephone or by mail, to the student's parents/guardians within one school day of the hearing.
- B. In cases involving clear and present danger to the safety of persons or property, a student may be suspended before an informal hearing is held. In these cases, an informal hearing shall be held as soon as possible, not to exceed three (3) days.
2. A parent/guardian conference may be requested before the suspended student may return to classes.

E. Law Enforcement or Social Agencies

1. Felony violations may be referred to the appropriate law enforcement agency deemed to have jurisdiction.
 2. Parents of students with continued or severe behavior problems may be encouraged to seek professional help from appropriate community or private social agencies.
 3. House Bill 330 requires courts to notify principals within five (5) days when students are convicted of specific offenses (assault, sexual offenses, firearms/weapons, and drugs.)
 4. House Bill 330 requires principals to share court information with student's classroom teachers and bus driver(s).
- F. Should expulsion be the recommendation** by the principal or designated administrator, procedures outlined in KRS 158.150 and HB 330 shall be followed.

Meade County Schools	In-School Discipline Measures	Parent/Guardian Conference	Saturday School/ ALC-7 Suspension	Referral to Law Enforcement/Social Agencies	Expulsion Procedures Initiated
Behavior Violations					
Dress Code	X	X	X		
Deliberate classroom disruption	X	X	X		
Failure to follow directives	X	X	X		
Disrespectful behavior	X	X	X		
Profanity/vulgarity	X	X	X		
Violation of Bus Regulations	X	X	X		
Unexcused tardiness to/from school or class	X	X	X	X	
Skipping school/class	X	X	X	X	
Failure to sign in or out of school/Leaving school grounds w/o permission	X	X	X	X	
Fighting	X	X	X	X	
Use/possession of tobacco products, vapor products, e-cigarettes, lighters, matches, etc.	X	X	X	X	
Repetition of Offenses	X	X	X	X	X
Violation of Electronic Resources Acceptable Use Procedures/inappropriate use of personal electronic devices	X	X	X	X	X
Threats/Harassment/Bullying	X	X	X	X	X
Interference of staff/student	X	X	X	X	X
Forgery	X	X	X	X	X
Gambling	X	X	X	X	X
Theft/Vandalism - Less than \$100	X	X	X	X	X
Physical Assault	X	X	X	X	X
Fighting with or striking faculty members	X	X	X	X	X
Sexual assault/abuse	X	X	X	X	X
Violating conditions of or repetition of suspension	X	X	X	X	X
Use/possession of drugs/inhalants/alcohol/fireworks	X	X	X	X	X
Use/possession of Weapons	X	X	X	X	X
Theft/Vandalism - More than \$100	X	X	X	X	X
Arson	X	X	X	X	X
Extortion/robbery	X	X	X	X	X

*The James R. Allen High School is for students in the 6th grade (or 12 years old) through the 12th grade. For more information see page 10, section C.