



2021-2022 PBIS Expectations of Conduct

Home of the Raiders



PBIS Vision: A safe, supportive, structured school environment, designed to maximize growth in learning and character development.

PBIS Mission: McCreary Central High School will utilize positive behavior interventions and supports to construct a school-wide culture that utilizes data to drive action and provides appropriate tiered interventions to support the character development in our students.



★ Respectful ★ + Attitude ★ Integrity ★ Determined ★ Excellence ★ Responsible ★



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Check out the links below to our student-generated videos, demonstrating MCHS school-wide expectations

Location	Demonstration Video Links
Cafeteria	
Bathrooms	
Assembly	
NTI-Learning	
Bus	
Hallway	

Click the image for a link to our school-wide expectations

McCreary Central High School's School-Wide Expectations							
	Raider Character	Cafeteria	Bathroom	Assembly	NTI Virtual Learning Days	Bus	Hallway
R	Respectful	Speak Quietly Speak Professionally	Respect Privacy	Demonstrate Respect for Guests, Staff and Peers	Demonstrate Respect for Teachers and Peers	Speak Quietly and Professionally	Speak Quietly and Professionally
A	+Attitude	Wait Your Turn Keep Electronic Devices at a Zero Noise Level	Promptly Return to Class Adhere to School Policy on Electronic Devices	Keep Electronic Devices Put Away During Presentations	Motivate and Advocate for Yourself and Others	Keep Electronic Devices at a Zero Noise Level	Respect Personal Space Keep Electronic Devices at a Zero Noise Level
I	Integrity	See Something, Say Something!	See Something, Say Something!	Give Your Undivided Attention and Sit Quietly During Presentations	Maintain Academic Integrity in Your Work	See Something, Say Something!	See Something, Say Something!
D	Determined	Line Up When Your Teacher Arrives	Use, Flush, Wash and Leave	Participate and Ask Questions	Participate and Ask Questions	Line Up for Release Once Your Bus Load has Been Announced	Get To and From Locations in a Safe and Timely Manner
E	Excellence	Maintain Cleanliness	Report Vandalism Maintain Cleanliness	Maintain Cleanliness Report Vandalism	Report/Complete Activities On Time Be prepared	Maintain Cleanliness on the Bus and in the Gym Holding Area	Maintain Cleanliness
R	Responsible	Remain in Your Chosen Seat Until Lunch is Over Use the Enter and Exit Doors Accordingly	Resist Peer Pressure One Person Per Stall	Seat Yourself from Front to Back Wait for Cue to Be Released	Use Student Portal to Monitor Progress	Report to Bus/Gym Holding Area Immediately After the End of the Day Bell Rings Hall/Restroom Passes Will be Provided One at a Time	Stay in Authorized Locations (Stairwells and Doorways are for Moving Traffic Only) Be in the Classroom Before the Tardy Bell Rings
S	Staff Expectation	Take Students to and from Lunch Circulate & Monitor Be On Time	Be On Time for Duty Be Present in the Restroom Keep Students Moving	Scatter Supervise Seat Students up Front Be Visible	Post/Assign Consistently Be Virtually Present	Be On Time for Duty Report to Upper Level of the Gym for Supervision Allow One Restroom Pass at a Time	Be On Time for Duty Be Visible Monitor Students Consistently

Raider PRIDE

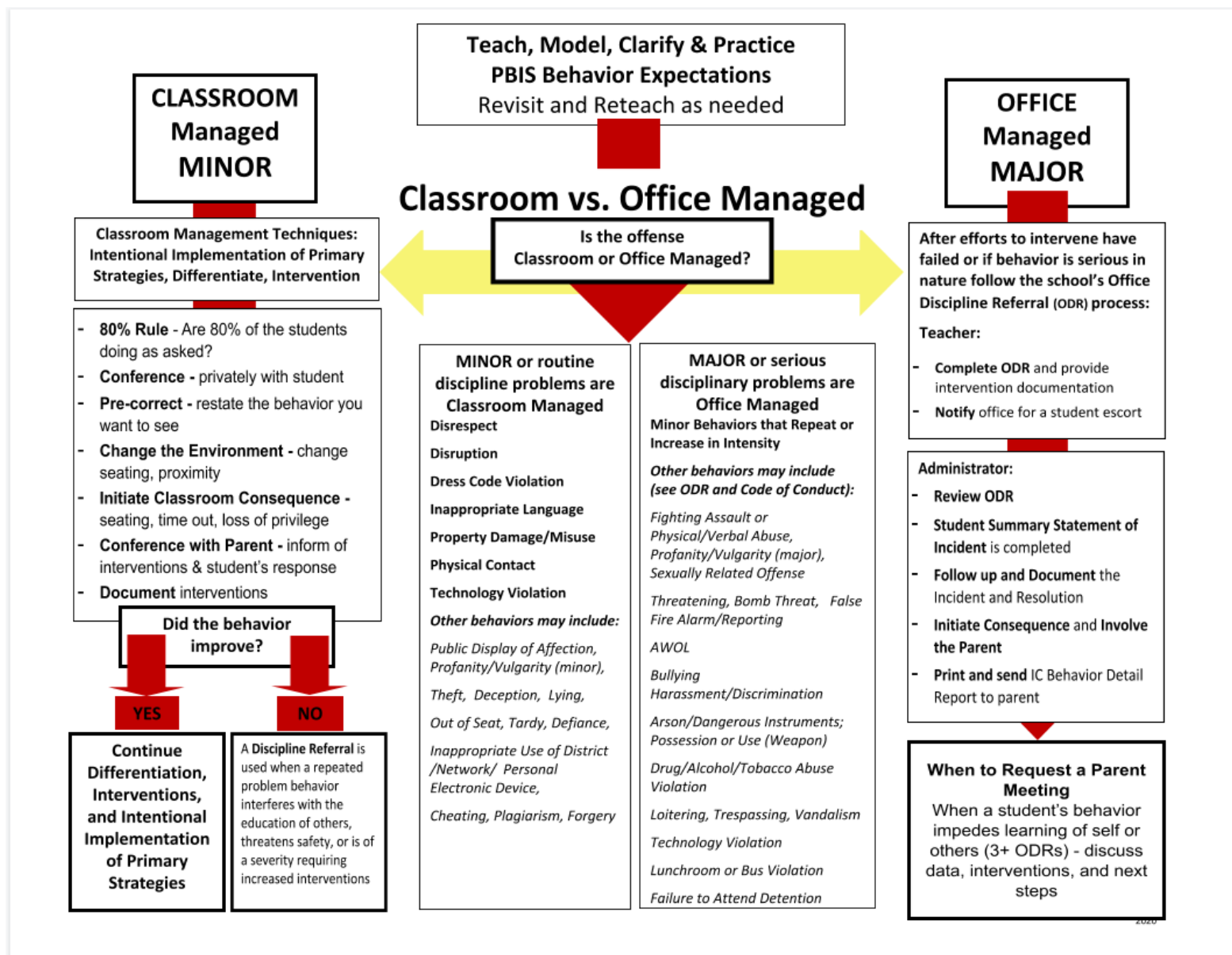
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Classroom vs. Office Managed Behavior Flow Chart

Click on the image below to view a full size description of the Classroom vs. Office managed behavior flow chart. Staff members will use this guide when determining the correct procedure for handling behavior incidents.





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SWIS™ Office Referral Definitions

Minor Problem Behavior	Definition
Defiance/ Insubordination/ Non-compliance (M-Defiance)	Student engages in brief or low-intensity failure to follow directions or talks back.
Disrespect (M-Disrespect)	Student delivers low-intensity, socially rude or dismissive messages to adults or students.
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.
Dress Code Violation (M-Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instances of inappropriate language.
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.
Physical Contact/ Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact.
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property.
Tardy (M-Tardy)	Student arrives at class after the bell (or signal that class has started).
Technology Violation (M-Tech)	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.

Major Problem Behavior	Definition
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name-calling or use of words in an inappropriate way.
Arson (Arson)	Student plans and/or participates in malicious burning of property.
Bomb Threat/ False Alarm (Bomb)	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
Bullying (Bullying)	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name-calling.
Defiance/ Insubordination/ Non-Compliance (Defiance)	Student engages in refusal to follow directions or talks back.
Disrespect (Disrespct)	Student delivers socially rude or dismissive messages to adults or students.



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Disruption (Disruption)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code Violation (Dress)	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence.
Forgery/ Theft/Plagiarism (Theft)	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.
Gang Affiliation Display (Gang Display)	Student uses gesture, dress, and/or speech to display affiliation with a gang.
Harassment (Harass)	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.
Inappropriate Display of Affection (Inapp affection)	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.
Inappropriate Location/ Out of Bounds Area (Out Bounds)	Student is in an area that is outside of school boundaries (as defined by school).
Lying/Cheating (Lying)	Student delivers message that is untrue and/or deliberately violates rules.
Other Behavior (Other)	Student engages in problem behavior not listed.
Physical Aggression (PAGg)	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Property Damage/Vandalism (Prop dam)	Student participates in an activity that results in destruction or disfigurement of property.
Skip class (Skip)	Student leaves or misses class without permission.
Tardy (Tardy)	Student is late (as defined by the school) to class or the start of the school day (and Tardy is not considered a minor problem behavior in the school).
Technology Violation (Tech)	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Truancy (Truan)	Student receives an 'unexcused absence' for ½ day or more.
Use/Possession of Alcohol (Alcohol)	Student is in possession of or is using alcohol.
Use/Possession of Combustibles (Combust)	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, and lighter fluid).
Use/Possession of Drugs (Drugs)	Student is in possession of or is using illegal drugs/substances or imitations.
Use/Possession of Tobacco (Tobacco)	Student is in possession of or is using tobacco.
Use/Possession of Weapons (Weapons)	Student is in possession of knives (>6 in., <6 in.) and guns (real or look alike), or other objects readily capable of causing bodily harm.



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McCreary Central High School Minor vs. Major Clarifications Form

Behavior	Minor (Teacher Managed)	Major (Office Managed)
Disrespect	<ul style="list-style-type: none"> • Not working/Unfinished work • Not participating in Group Work • Making faces/ Rolling eyes • Huffing, signing, etc. • Arguing/defiance – Inappropriate Response to Teacher Request • Uncooperative behavior • Talking back • Cheating/Lying • Leaving assigned area • Minor object stealing 	<ul style="list-style-type: none"> • Blatant or excessive non-compliance or defiance • “F-you”, flipping off, etc. • Repetitive minor incidents that normal classroom consequences are not addressing • Leaving campus/hiding from staff • Forgery • Theft of major objects or pattern of minor stealing that is ongoing
Disruption	<ul style="list-style-type: none"> • Making noises • Constant talking • Yelling Out or Blurting • Disruption during instruction • Crying • Throwing objects • Out of seat • Not listening • Not following directions • Tardy to class or leave early 	<ul style="list-style-type: none"> • Screaming/Yelling excessively • Teacher cannot teach • Students cannot learn • Out of control behavior in the extreme • Throwing objects with the intent to cause harm • Excessive pattern of absence, tardy or truancy
Dress Code	<ul style="list-style-type: none"> • Spaghetti Straps • Short Skirts or shorts • LeLow-cut top • Exposed midriff • Holes in jeans/shirts • Overly suggestive or violent clothing 	<ul style="list-style-type: none"> • Gang related apparel • Ongoing pattern of Dress Code violations
Inappropriate Language	<ul style="list-style-type: none"> • Negative talk • Name calling • Teasing • Swearing • Verbal argument/disagreement • Impolite talk • Talking back • Dishonesty/ Lying • Peer Conflict (balance of power) • Mean comments that hurt feelings 	<ul style="list-style-type: none"> • Blatant or excessive swearing • Offensive/ harassing language • Excessively vulgar language • Severe verbal threats against anyone • Gang harassment • Harassment (racial, sexual, religious, gender, ability) • Intimidation • Bullying (imbalance of power)



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<p>Property Damage/Misuse</p>	<ul style="list-style-type: none"> • Defacing books, pencils, pens, crayons, classroom supplies, PE equipment • Minor vandalism (such as writing on desk or other's property) • Stealing minor items • Graffiti 	<ul style="list-style-type: none"> • Excessive defacing of peer/teacher/school property • Vandalism (breakage, spray paint or permanent damage) • Use of combustibles (firecrackers, snaps, etc.) • Stealing major items from peers/adults • Pushing over furniture • Setting fires
<p>Physical Contact</p>	<ul style="list-style-type: none"> • Bumping into another person • Play hitting/ horseplay • Touching someone else • Pushing/ Shoving • Poking • Tripping • Reckless Physical Behavior such as: play hitting/ horseplay/ flicking/ pinching/ teasing-messing around intent 	<ul style="list-style-type: none"> • Fighting • Loss of Control out of Anger • Hitting with intent to harm • Punching with intent to harm • Physical intimidation • Spitting/Scratching/Biting with intent to harm- anger related • Sexual misconduct • Physical aggression/ Assault • Repeated minor physical contact/ aggression
<p>Technology Violation</p>	<ul style="list-style-type: none"> • Texting at inappropriate times • Cell phone on during class/ringtone • Earbuds in at inappropriate times • Off-task computer behavior • On a website without permission 	<ul style="list-style-type: none"> • Refuses to give tech equipment to the staff member • Accessing "off limit" and inappropriate websites on school computer • Bullying/ Harassment type messages on school tech equipment or during school hours
<p>Other <i>*Specify in brief note</i></p>		<ul style="list-style-type: none"> • Bomb Threat • Alcohol/drug/tobacco possession • Possession of weapons • Repeated "minor offenses" in any category listed.



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Classroom Practice #5

Continuum of Responses to Inappropriate Behavior

DRAFT 7-28-19

What is it?

A teacher's toolkit of practices organized by resource intensity, for responding to inappropriate behavior. Use the least intensive educational approach to support student learning and achieve demonstration of the appropriate skill.

Practices are chosen by the Tier 1 team, added to the school's discipline flowchart, and installed and supported through professional development (PD).

What does it look like?

Sample Practices Team May Install	Definition
Planned Ignoring	Ignore student behaviors when their motivation is attention, and continue instruction without stopping
Physical Proximity	Using teacher proximity to communicate teacher awareness, caring, and concern
Direct Eye Contact	The "teacher look" to get attention and non-verbally prompt a student
Signal/Non-Verbal Cue	Teacher gestures to prompt a desired behavior or adherence to a procedure and routine.
Praise the Appropriate Behavior in Others	Use Behavior Specific Praise with a different student or group to remind all students of the expected rule/expectation.
Redirect	Restate the desired behavior as described on the teaching matrix
Praise Approximations (Differential Reinforcement)	Reinforcing one behavior and not another. For example, praise the positive behavior while ignoring the student's inappropriate behavior.
Re-teach	State and demonstrate the matrix behavior. Have the student demonstrate. Provide immediate feedback.
Specific Error Correction	Specific feedback that informs the student to stop the undesired behavior, and to engage in the desired behavior connected to the school-wide expectation. <ol style="list-style-type: none"> 1. Respectfully address the student 2. Describe inappropriate behavior 3. Describe expected behavior/rule 4. Link to school-wide expectation on matrix 5. End with encouragement
Regulate, Relate, Reason	Strategies helping a student regulate, or "quiet" their stress response, relate to an empathetic adult, and reason to think logically.
Provide Choice	Give appropriate alternative choices to lead to the same target outcome. Examples: accomplish the task in another location, change the order of task completion, use alternate supplies to complete the task, or offer a different type of activity.
Conference with Student	Ask the five restorative questions. Understand the problem and the alternative behavior. Provide rationale. Practice and give feedback. Develop a plan.
Restorative Circle	Inclusive circle format and processes to address specific incidents that have occurred, and connect learning to school-wide expectations (Costello et. al., 2010)

Why?
Educators need a tool kit of behavioral teaching strategies to meet different functions, intensity, and rates of inappropriate behavior. No single strategy will work for all youth or in all situations. Punishing problem behavior, instead of correcting through a positive, proactive, educative approach, is linked to increased aggressions, vandalism, truancy, and dropouts (Mayer & Sulzer-Zazoff, 1990; Skiba, Peterson, & Williams, 1997).

Trauma-Lens? The continuum of response provides opportunity to use trauma informed strategies to help the student regulate, connect (relate) with the adult, and allows the student to access their problem-solving skills (reason).

How?
A formal toolkit of practices should be selected by the Tier 1 Team, and installed through ongoing PD. The toolkit should include 1) practices to address **skill deficit** (lack of a skill to perform a desired behavior), 2) practices to address **performance deficit** (lack of a motivation to perform the desired behavior), and 3) **Error Correction** as a universal corrective feedback process.
Provide opportunities for self-assessment, peer-observation, and coaching to improve fidelity of the strategies.

Tips?

- Use the least resource intense practice possible to achieve the objective. Focus on consistency and patience in responding to behavior.
- Document the school-wide list of recommended practices in a discipline flow-chart.
- Response practices should communicate support, caring, and relationship building.
- Provide teachers PD on function of behavior to support selection of practice
- It is not: A list of punishments, nor a process for teachers to follow in order to reach a punishment; A public shaming response cost system (clip-charts, names on board, etc.) A privilege level system

Costello, Bob, Joshua Wachtel, and Ted Wachtel. *The in Schools: Building Community and Enhancing Learning*. Bethlehem, PA: International Institute for Restorative Practices, 2010.

Developed through the ongoing research and shared knowledge of many partners, including the National TA Center on PBIS, Midwest PBIS Network, Mid-Atlantic PBIS Network, Missouri PBIS, Lincoln Public Schools, Brandi Simonsen (UConn) & Diane Myers (Texas Women's University).



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Respectful +Attitude, Integrity, Determination, Excellence, Responsible



McCreary Central High School Referral Form

Date: _____ Time: _____ Referring Staff: _____

Student: _____ IEP: _____ 504: _____ Period: _____ Grade: _____

LOCATION:

Class	Gym	Music Room	Special Event	Cafe	Bus Loading Zone	CTE Shop	Art Room	Common Areas	▼
Hall	Office	Off-Campus	Parking Lot	Bus	Media Center	Restroom	Locker Room	Other	

Notes: _____

Behaviors (check most intrusive):	Please refer to the <u>Referral Form Descriptions</u> for clarification on minor vs. major referrals.
Minors (Teacher Managed):	Major (Office Managed):
Disrespect	Disrespect (Blatant or Excessive, Defiance, Leaving Assigned Area, Forgery, Ongoing Pattern)
Disruption	Disruption (Yelling excessively, Pattern of Teacher not being able to teach or children learn, excessive tardy)
Dresscode	Dresscode (Ongoing Pattern, Gang Related)
Inappropriate Language	Inappropriate Language (Blatant or Excessive, Severe Bullying - Verbal, Harassment, Intimidation)
Property Damage/Misuse	Property Damage/Misuse (Excessive, Permanent, Vandalism)
Physical Contact	Physical Contact (Fighting/Repeated Physical Aggression, Loss of Control Out of Anger, Intent to Harm)
Technology Violation	Technology Violation (Accessing "off limit", inappropriate websites, bullying/harassment on school equipment)
Other:	Other:

Notes: _____

Possible Motivation:		Teacher or Staff Member Follow-Up Decisions (check the most serious):	
Avoid Adults	Obtain Adult(s)	Other (RESET Opportunity, Modify Environment/Expectations)	Parent (Contact, Conference)
Avoid Peers	Avoid Task(s)/Activities/Sensory	Student Conference (Problem-Solving, Class Meeting, Mediation)	Time Out (Sensory)
Obtain Peers	Obtain Task(s)/Activities/Sensory	Instruction (Teach Behavior, Reteach, Behavior Plan Implemented w Fidelity)	Other:

Others Directly Involved:

None	Unknown	Peers	Substitute:	Staff:
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Notes: _____

Administrative Decision (if referred to Assistant Principal's office):			
Time Out (Detention, Time in Office)	Loss of Privilege(s)	Conference with Student (Problem-Solving, Mediation)	Restitution (Apology, Community Service)
Parent Contact (Conference)	In-School Suspension:	Instruction (Teach Correct Behavior, Reteach, Restorative Solution)	Out of School Suspension:

Notes: _____



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Click the image for a link to our [Positive Office Referral](#)

MCHS POSITIVE OFFICE REFERRAL

Raider Character Traits

Respectful + **A**ttitude, **I**ntegrity, **D**etermined, **E**xcellence, **R**esponsible

Student: Date:

Referring Faculty:

Faculty Comments:

Raider Character Trait Witnessed:

- Respectful + Attitude
- Integrity
- Determined
- Excellence
- Responsible



Administrator Comments:

Administrator Signature: _____



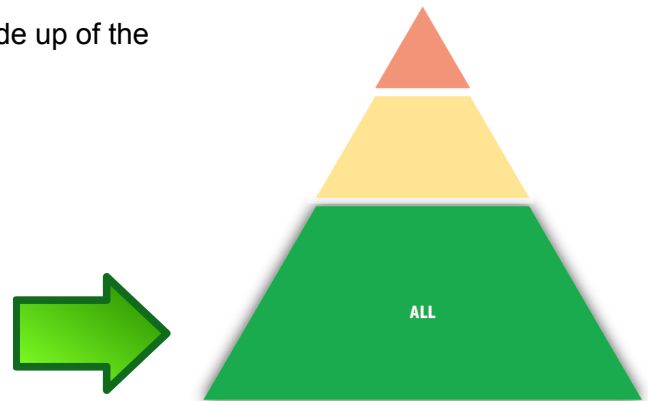
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McCreary Central High School's PBIS Tier I Supports

McCreary Central High School will utilize positive behavior interventions and supports to construct a school-wide culture that utilizes data to drive action and provides appropriate tiered interventions to support the character development in our students. As part of the Tier I supports, MCHS will implement the following:

Leadership Team: The 21-22 PBIS team at McCreary Central is made up of the following:

- Stacey Musgrove- Interventionist and PBIS Coach
- **Charlotte Barnett- Administrator and Tier I Coordinator**
- Sunshine Canada- Counselor
- Corey Berry- Teacher
- Pending- LAB Instructor
- Chelsea Newsom- Teacher
- **Ken Spradlin- Teacher and PBIS Data Specialist**
- Jimmy Stephens- Teacher
- Marlo Sumner- YSC Coordinator
- Creasha Watters- Wellness Counselor



1. **Routine Meetings:** PBIS team meetings are held the last Wednesday of each month in room 206 at 3:45 PM.
2. **Data Monitoring:** Tableau and the Early Warning Tool is used in conjunction with Infinite Campus. Data charts are pulled and discussed at PBIS meetings to monitor policy effectiveness and to identify when tiered supports are needed.
3. **Training and Coaching New Personnel:** Training will take place annually during summer PD days. Teachers will be coached throughout the year on the implementation of restorative practices in the classroom as part of their evaluation process.
4. **Establish and Review School-Wide Expectations:** These will be updated annually by the PBIS team with feedback from staff and students. Current school-wide procedures can be located on page 3 of this document.
5. **Procedures for Establishing Classroom Expectations and Routines Consistent with School-Wide Expectations:** Classroom expectations consistent with school-wide characteristics will be developed annually by each teacher through the "Teacher Google Classroom". These will be reviewed by the PBIS team for congruency with school-wide expectations. Feedback is provided before the first day of school for students.
6. **Continuum of Procedures for Encouraging Expected Behavior:** MCHS will utilize PBIS rewards, positive office referrals and advocacy supports to reinforce positive behaviors in our school.
7. **Continuum of Procedures for Discouraging Problem Behavior:** Clear guidelines of consequences are described in this document. Students will participate in training twice a year by the Assistant Principal in charge of PBIS. Students will receive refresher sessions in their advocacy groups. Discipline data will be reviewed to check for consistency across referrals.
8. **Procedures for Encouraging School-Family Partnerships:** Parents and guardians will participate in the TFI assessment annually. Parents will be given access to the PBIS parent app to monitor positive notes.
9. **Evaluate the effectiveness of the PBIS program annually:** The PBIS team participates in an annual review of the fidelity of the PBIS measures in place by utilizing the TFI assessment.



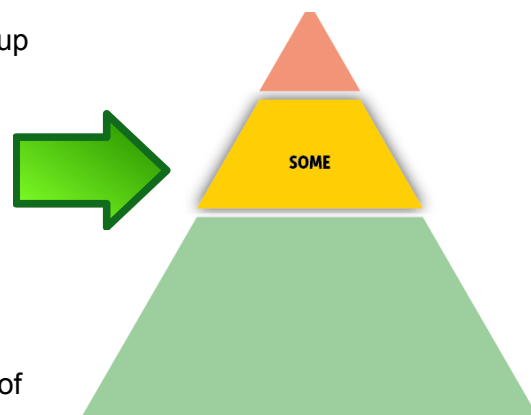
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McCreary Central High School's PBIS Tier II Supports

McCreary Central High School will utilize positive behavior interventions and supports to construct a school-wide culture that utilizes data to drive action and provides appropriate tiered interventions to support the character development in our students. As part of the Tier II supports, MCHS will implement the following:

Multidisciplinary Team: The 21-22 PBIS team at McCreary Central is made up of the following:

- Charlotte Barnett- Administrator
- **Sunshine Canada- Counselor and PBIS Tier II Coordinator**
- Pending- LAB Instructor
- Jimmy Stephens- Teacher



1. **Routine Meetings:** PBIS team meetings are held the last Wednesday of each month in room 206 at 3:45 PM.
2. **Fidelity and Outcome Data:**
3. **Screening Process to Identify Students:** McCreary Central will utilize the SAEBRS screener as the universal screen for behavior.
4. **Access to Training and Technical Assistance:** Under Construction
5. **Increased Instruction and Practice with Self-Regulation and Social Skills:**
6. **Increased Adult Supervision:** Check-in check-out procedures utilized through PBIS Rewards
7. **Increased Opportunity for Positive Reinforcement:**
8. **Increased Pre-Corrections:**
9. **Increased Focus on Possible Function of Problem Behavior:**
10. **Increased access to academic supports:**
11. **Evaluate the effectiveness of the PBIS program annually:** The PBIS team participates in an annual review of the fidelity of the PBIS measures in place by utilizing the TFI assessment.





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McCreary Central High School's PBIS Tier III Supports

McCreary Central High School will utilize positive behavior interventions and supports to construct a school-wide culture that utilizes data to drive action and provides appropriate tiered interventions to support the character development in our students. As part of the Tier II supports, MCHS will implement the following:

Leadership Team: The 21-22 PBIS team at McCreary Central is made up of the following:

- Charlotte Barnett- Administrator
- **Stacey Musgrove- Interventionist and Tier III Coordinator**
- Marlo Sumner- YSC Coordinator

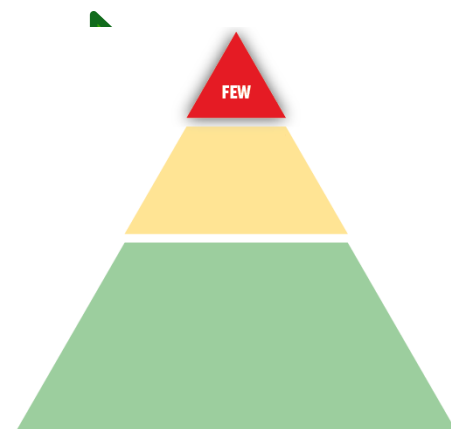
1. **Routine Meetings:** PBIS team meetings are held the last Wednesday of each month in room 206 at 3:45 PM.

2. **Fidelity and Outcome Data:**

3. **Functional Behavior Assessment and Behavior Plans:**

4. **Wraparound Supports:**

5. **Evaluate the effectiveness of the PBIS program annually:** The PBIS team participates in an annual review of the fidelity of the PBIS measures in place by utilizing the TFI assessment.





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Here at McCreary Central, we value a positive and supportive school culture that thrives on building relationships that foster learning. In order to continue our success, our students, faculty and guests use the guiding **RAIDER** principles established by our school community. **Our students, faculty and guests are expected to demonstrate respect for each other, project a positive attitude, act with integrity, perform with a determined spirit, strive for excellence and act responsibly.** The remainder of this document is school policies established to support these guiding principles. These are SBDM policies specific to McCreary Central High School and are in compliance with The Code. A paper copy of The Code may be requested from the district, or is available on the district webpage at the following link: <https://www.mccreary.kyschools.us/docs/district/the%20code%208.13.20.pdf?id=5000>.

Raider Cadre: To provide student support for learning appropriate behavior, a Social Emotional Learning (SEL) curriculum will be implemented. LAB will take place in the self-contained setting for familiarity of student needs and supports.

OTHER DEFINITIONS TO CONSIDER

- PBIS: Positive Behavior Interventions and Supports
- LAB: Learning Appropriate Behavior
- Wellness: Wellness Counselor
- Interventionist: Intervention & Student Support Coordinator
- Raider Cadre/Alternative Placement - Self-Contained Classes
- OSS: Out of School Suspension
- ISS: In-School Suspension
- Expulsion: Board Action

** Note: Student(s) being suspended on ANY given day shall be excluded from ALL school activities and extracurricular activities at the time the suspension is administered (including weekends). Participation in any school-sponsored event shall be revoked during the time of suspension. Students are not allowed on school property from the time the suspension is administered until it is over unless by Administrator permission.

DISCIPLINE REFERRAL PROCEDURES

Teacher Managed Discipline Responsibilities:

Teachers will manage minor classroom behaviors according to the discipline flow chart. Teachers will document minor classroom behaviors on the discipline referral form in the "Teacher Managed" section and file those in their respective classrooms. Teachers will send this documentation when referring a student for office discipline.

Office Managed Discipline Administration Responsibilities:

1. Administrator conferences with student. Documented referral process through Infinite Campus
2. Administrator contacts a parent. Documented referral process through Infinite Campus
3. Referral to the Wellness Counselor. Documented referral process through Infinite Campus
4. Assign 1 day LAB by referral to Principal or designee
5. Assign 2 days LAB and Referral to the Interventionist
6. Assign 3 days LAB by Written referral to Principal or designee and **complete a behavior intervention plan and recommend TIER II PBIS Supports.**
7. Assign 5 days LAB by Written referral to Principal or designee
8. Assign out of school suspension for 2 days
9. Recommend for Self-Contained- **Recommend TIER III PBIS Supports**



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Each referral will be dealt with by administrator discretion according to the individual offense and context. Offenses such as tobacco, aggression, or AWOL, etc. may result in escalated discipline action on first offense due to the nature of the violation.

★ Respectful ★

PHYSICAL CONTACT EXPECTATIONS

Fighting will not be tolerated at any time or any place. This rule applies to any physical aggression whether real or “pretend”. Physical assaults may be reported to law enforcement by administration when deemed appropriate. This rule will also apply to “fighting” words. “Fighting” words will be defined as those words or comments designed to enrage and potentially lead to physical confrontation.

Fighting may result in the following after investigation:

- 1st Offense: 3 days OSS and Wellness Referral and to the SRO
- 2nd offense: 5 days OSS and Interventionist Referral and to the SRO
- 3rd Offense: Recommend Self-Contained. Court action/Out of control charges with referral to the SRO

Any student fighting at a school-sponsored event will be subject to the fighting policy and will not be allowed to attend any school-sponsored extra-curricular event for 9 weeks and reviewed by the administrative team for good standing. Second offense: remainder of year.

PUBLIC DISPLAY OF AFFECTION (PDA) GUIDELINES

Embracing and kissing is prohibited. Disciplinary referral procedures will be followed.

RESPECTFUL BEHAVIOR EXPECTATIONS

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

The following actions will be taken unless the situation is deemed to be extreme in which case the immediate steps will be at the principal’s discretion.

- First Offense: 2 days LAB
- Second Offense: 3 days LAB and Wellness Referral
- Third Offense: 5 days LAB and Intervention Referral
- Fourth Offense: Recommend Self-Contained and/ or Court action



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★+Attitude★

VERBAL/GESTURE COMMUNICATION EXPECTATIONS

Students are not permitted to use profanity in verbal expression or through gestures. The following consequences will occur.

- 1st Offense: 1 day LAB
- 2nd Offense: 2 days LAB and Wellness Referral
- 3rd Offense: 2 days LAB and Intervention Referral

LAB GUIDELINES

Refusal to attend LAB may result in referral to the SRO and/or 1 day suspension. If the student leaves LAB early because of sickness or for any other reason, will result in the student returning to LAB the next day for the entire day. If a doctor's excuse or Parent note is brought in the following day, the student will only have to make up the time missed for that day he/she left early.

★Integrity★

REGULATIONS FOR CONTINUED ENROLLMENT (DISTRICT)

Rules broken under the following categories from the McCreary County Code of Conduct Book and Attendance Policy will automatically go before the Board of Education for expulsion. Law enforcement officers will be called immediately to pick up students.

- Possession and use of weapons
- Extortion
- Use of possession of, or being under the influence of alcoholic beverages or other illegal substances
- Aggressive misbehavior toward any school employee
- Bomb threat
- False Fire Alarm
- Arson (or Attempted Arson)
- Repeated Violations

ACADEMIC INTEGRITY

Cheating means to copy or steal one's work deliberately. Plagiarism means to steal and pass off (the ideas or words of another) as one's own work. In addition, those aiding and abetting the cheating and or plagiarism of another will be punished according to the procedure that follows. The following discipline procedure will be followed:

- First Offense: Student receives a "0" for the assignment. A parent is notified of the cheating incident. Documentation of the incident is put in the cumulative folder. Student participates in a "Writer's Ethics" component administered and monitored for completion by their English teacher.
- Second Offense: Student receives a "0" for assignment and is referred to the Wellness Counselor. A parent is notified of the cheating incident and the students receives three days of LAB



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- Third Offense: Student receives a “0” for assignment Student referred to Interventionist. A parent is notified of the cheating incident and the student receives 5 days of LAB

PREVENTION OF HARRASSMENT/ BULLYING

MCHS recognizes the negative impact that bullying has on student health, welfare and safety as well as the learning environment. This policy is applicable to students during sanctioned school activities as well as outside school. Bullying is prohibited on all MCHS property, at district or school-sanctioned activities or events, when students are being transported in vehicles dispatched by the district or one of its schools, and off school property when such conduct has a nexus to school or any district curricular activity or event.

Bullying is defined as Communicating, while enrolled as a student in McCreary Central High School, with or about another school student, anonymously or otherwise, by telephone, the Internet, telegraph, mail, or any other form of electronic or written communication in a manner which a reasonable person under the circumstances should know would cause the other student to suffer fear of physical harm, intimidation, humiliation, or embarrassment and which serves no purpose of legitimate communication.

- All students who believe they have been victims of bullying in any such circumstance shall immediately report it to an administrator or teacher at their school. Victims are encouraged to provide evidence, i.e. witnesses, or physical proof either written or electronic to validate their claims.
- All students who witness student bullying in any such circumstance shall immediately report it to an administrator or teacher at their school.
- All administrators and teachers who have any incident of bullying reported to them shall promptly forward the report(s) to the principal’s designee for appropriate action.
- The principal’s designee shall ensure that all reports involving student bullying in any such circumstance are promptly and thoroughly investigated, and that appropriate action is taken. In determining the appropriate action to be taken in response to documented incidents of student bullying, the following steps will be at the principal’s or designee’s responsibility.

HARASSMENT

DEFINITION

Harassment 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 in 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

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 unprotected 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. Instances involving sexual violence;



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4. 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 decision will be based on whether or not the student submits to unwelcome sexual conduct;
 5. Implied or overt threats of physical violence or acts of aggression or assault based on any of the protected categories;
 6. Seeking to solicit student involvement in antisocial, dangerous or criminal activity where the students are unable to comprehend fully or consent to the activity; and
 7. Destroying or damaging an individual's property based on any of the protected categories
- FIRST OFFENSE - 3 DAYS LAB
 - SECOND OFFENSE - 3 days OSS and WELLNESS REFERRAL, REFERRAL TO LAW ENFORCEMENT
 - THIRD OFFENSE - RECOMMENDED TO MCCREARY COUNTY BOE FOR EXPULSION.

COMMON AREAS (EXPECTATIONS)

Students are permitted in common areas such as main lobby or media center during passing. For safety and unless supervised by a teacher, students are not permitted in the following areas: Behind vocational wing Behind Cafeteria Maintenance room Gymnasium Lounge/workroom Band and Choral rooms Custodian Closets Athletic Complex Athletic Dressing Room Copy room Parking lot Auditorium Any other area without faculty supervision.

Building doors open at 7:30 AM each morning. Students are to remain in the front office until 7:30 AM. The building will be locked in the afternoon at 4 PM. Students remaining in the building or on campus must be supervised. A student must be under supervision of a staff member to remain in the building after 3:30 PM. Students on the 2nd and 3rd bus load must report to the gym or designated holding area by 3:10 PM.

ASSIGNED AREA: AWOL (On Campus)

Being out of assigned classrooms/areas or leaving the lunchroom without a hall pass, being in an undesignated /restricted areas, being in the parking lot without permission, leaving the school campus without permission or being more than 5 minutes late to class, lunch, or assembly.

- First Offense: 1 day LAB
- Second Offense: 3 days LAB
- Third Offense: Referral to SRO

ASSIGNED AREAS: AWOL (Leaving Campus)

Leaving campus without permission will result in the following:

- 1st Offense: 2 Days LAB and the students driving privileges will be revoked for 4 weeks (parking sticker will be returned to office).
- 2nd Offense: 4 Days LAB and driving privileges revoked for 9 weeks.
- All Subsequent Offenses: Loss of privileges for 18 weeks or remainder of year, whichever is greater. Referral to SRO.

Please Note:

- Drivers who assisted other students in leaving campus without permission will have their driving privileges revoked for a total of 18 weeks also.



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- If a student drives while driving privileges are revoked/suspended, the student's driving privileges will be revoked for an entire year and car is subject to tow.
- The AWOL (leaving campus) discipline procedures apply to any and all students that go AWOL whether they are driving, riding, or walking.

★ **Determined** ★

PROM POLICY

With prior approval from the parent/guardian and/or principal designee the following may be brought as a guest: juniors or seniors in good standing from other high schools within our KHSAA region, MCHS alumni, MCHS freshmen and sophomores as a guest of an MCHS Junior or Senior, or other approved guest. Guests must be enrolled in school, earned a high school diploma or GED. Limit 1 guest per Junior or Senior.

SCHOOL TRIP POLICY

Students on school trips shall be subject to the Code of Conduct of the McCreary County Board of Education. Misbehavior during any school trip will result in exclusion from other off campus trips as well as disciplinary action according to the discipline policy. The policy for attending trips is as follows: Students who may be excluded from trips and provided an alternate educational opportunity at the principal's discretion after consultation with the administrative team.

★ **Excellence** ★

SCHOOL PROPERTY EXPECTATIONS

Destroying or mutilating of objects or materials of the school will result in the following:

- Referral to Law Enforcement to include, but not limited to, Restitution and/or repair to be made by the offender. (For each offense)

PARTICIPATION IN CLASS

All students must come to class prepared to work. Students are not to be released to their lockers for materials. Students participating in classes that require dressing out (P.E. or R.O.T.C.) must do so in order to pass the class. Students that are unable to dress out (broken appendages) shall be given specialized assignments.

DRESS CODE EXPECTATIONS

McCreary Central High School believes that in order to promote academic excellence and maintain proper dress and grooming, our students should DRESS FOR SUCCESS in the high school environment, and as preparation for our workforce. DRESS FOR SUCCESS is an opportunity for the school, parents, students and the community to form a partnership to provide a safe and effective learning environment that is also conducive to preparing students for successful futures. With these concepts in mind, the following modes of dress will be upheld.

Dress code requirements apply to all students and are to be followed during school hours, during school-sponsored events, and during extra-curricular activities. (Extra-curricular Activities sponsors may request a temporary waiver to



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the dress code for activities.) Students participating in physical education classes must also adhere to all dress code requirements before entering the hallways or classrooms. Teachers of the physical education classes will set the dress codes for the physical education classes. CTE instructors will set the dress codes for their classes, which students must adhere to for safety. Dress Code Policy can be waived for special events by principal approval.

1. Shoes must be worn at all times.
2. Shirts/blouses/tops must have some type of sleeves (no sleeveless garments) and cover the shoulders. The overall length of the shirts/ blouses/tops should reach to or extend below the belt loops or waistline of the student's skirt or pants (no bare midribs – abdomens) and be long enough so that the shirts/blouses/tops could be tucked in
3. All shirts/blouses/tops must not be low cut (no cleavage exposed), no tears, holes exposing undergarments, see through clothing that reveals undergarments not be permitted. Tops such as: Spaghetti straps, tank tops, sleeveless t-shirts will not be allowed.
4. No clothing shall be permitted which promotes alcohol or drugs or which bears offensive language, pictures, signs, promotes violence, or offensive insinuations. If it is illegal for you to do, it is banned on clothing in our building.
5. Pants/shorts should be worn in such a way so that one's skin or undergarments cannot be seen. The waist is considered the area ABOVE the tip of the hip bones. Shorts, skirts or dresses must be appropriate length, must be no shorter than three (3) inches from the top of the knee. If the length falls above three (3) inches alternate attire must be chosen. Appropriate length must be maintained even if wearing, tights, or any other leg coverings worn underneath clothing.
6. Garments shall not be worn which contain holes three (3) inches above the knee or higher. A hole constitutes exposed skin or undergarments. Fabricated threaded (concealed) holes are authorized
7. All clothing must be properly buttoned, snapped, or otherwise fastened.
8. Clothing that is excessively baggy are not approved apparel.
9. Any coat or jacket that is considered to be excessively large must be removed and placed in the student's locker or the office. No trench coats are permitted on school property at any time.
10. Standard Baseball (athletic-style) caps and beanies are permitted but must be worn above the brow and are subject to teacher discretion during instruction and assessment. No attached hooks, metal, or other instruments that could present safety issues will be permitted. Hats with brims and hats other than caps or beanies are not permitted.
11. Hoods must be kept down and not cover the head.

Specific Items that are not to be worn at McCreary Central High School include:

- Pajamas and or House Shoes
- Piercings which present safety issues or interfere with identification of the student
- Chains or any other paraphernalia that could be deemed as weapons or a safety hazard (examples: choker chains, wrist chains, wallet chains, spiked collars, spiked wristbands)
- Sunglasses
- Hand covering/gloves are not to be worn in the school building (gloves/mittens worn during cold weather are to be removed once entering the building.)



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Student dress will be reviewed during first (1st) period and monitored throughout the day for dress code violations. The McCreary Central High School step system will be followed for all Dress Code violations.

Absences, Tardies and Excuses

Pupils are required to attend regularly and punctually the school in which they are enrolled. Recording of absences and tardies shall be made in compliance with the requirements of 702 KAR 007:125.1

TRUANCY DEFINED

- Any student who has attained the age of six (6), but has not reached his/her eighteenth (18th) birthday, who has been absent from school without valid excuse for three (3) days or more, or tardy without valid excuse on three (3) days or more, is a truant.
- Any student enrolled in a public school who has attained the age of eighteen (18) years, but has not reached his/her twenty-first (21st) birthday, who has been absent from school without valid excuse for three (3) or more days, or tardy without valid excuse on three (3) or more days, is a truant.
- Any student who has been reported as a truant two (2) or more times is a habitual truant.
- For the purposes of establishing a student's status as a truant, a student's attendance record is cumulative for an entire school year. When students transfer from one Kentucky district to another, attendance information from the previous district shall become part of their official attendance record for that school year.

EXCUSED ABSENCES An excused absence or tardiness is one for which work may be made up, such as:

- Death or severe illness in the pupil's immediate family,
- Illness of the pupil (written verification shall be required),
- Medical and dental appointments (written verification shall be required),
- Order of a court,
- Interview or test for college or vocational school (pre-approval and written verification shall be required),
- Application for driving permit or license,
- Religious holidays and practices,
- Two (2) days for college visits for seniors with prior approval by the Principal and supporting documentation from the post-secondary partner admissions office. Seniors must be on track for graduation.
- One (1) day for attendance at the Kentucky State Fair,
- Documented military leave,
- One (1) day prior to departure of parent/guardian called to active military duty,
- One (1) day upon the return of parent/guardian from active military duty,
- Visitation for up to ten (10) days with the student's parent, de facto custodian, or person with legal custody who, while on active military duty stationed outside of the country, is granted rest and recuperation leave, or
- Other valid reasons as determined by the DPP, including trips qualifying as educational enhancement opportunities.

TARDIES TO CLASS/SCHOOL

Please Note: Unexcused tardy to class should be ongoing for the entire school year. Teacher will document the time of tardy to class. When the fourth tardy has been reached, turn the discipline into the Principal in charge of discipline. Notify parents.



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- 4th Offense: One day LAB
- 5th Offense: Two days LAB
- 6th Offense: Referral to Interventionist and/or DPP

Please Note: Unexcused tardies to class are ongoing for the entire year.

EHO

Students shall be granted an excused absence for up to ten (10) school days to pursue an educational enhancement opportunity determined by the Principal to be of significant educational value. This opportunity may include, but not be limited to, participation in an educational foreign exchange program or an intensive instructional, experiential, or performance program in one (1) of the core curriculum subjects of English, science, mathematics, social studies, foreign language, and the arts.

EXCUSED ABSENCES (CONTINUED)

EHO requests for date(s) falling within State or District testing periods shall not be granted.

The educational enhancement opportunity will not be granted if the student:

- is truant,
- has excessive absences as determined by the Principal, or
- is failing a class

The Principal's determination may be appealed to the Superintendent/designee whose decision may then be appealed to the Board under its grievance policy and procedures.

Students receiving an excused absence under this section shall have the opportunity to make up school work missed and shall not have their class grades adversely affected for lack of class attendance or class participation due to the excused absence.

CONSEQUENCES:

See above Policy 09.123 (Absences and Excuses)

Complete information concerning the District's attendance procedures shall be provided in the Code of Conduct, as approved by the Board annually.

REFERENCES: 1702 KAR 007:125 KRS 36.396, KRS 38.470, KRS 40.366 KRS 158.070, KRS 158.183, KRS 158.293, KRS 158.294 KRS 159.035, KRS 159.140, KRS 159.150, KRS 159.180 OAG 76-566, OAG 79-68, OAG 79-539, OAG 91-79, OAG 96-28

Students have three school days to turn in an excuse after the day they missed.

Students are allowed 6 parent notes per year for all absence events (includes both tardies and absences.)



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★ Responsible ★

ASSIGNED ELECTRONIC DEVICES

Students are responsible for keeping up with devices they bring to school and their assigned devices. The District/McCreary Central High School shall not be responsible for loss, theft, or destruction of devices brought onto school property. Assigned devices are the property of the school district. No stickers, emblems or any other markings are permitted to be placed on those devices. The only ones permitted will be placed by school personnel. Any violation of this will follow consequences listed under "School Property Expectations".

TOBACCO-FREE CAMPUS EXPECTATIONS

The McCreary County Board of Education has declared McCreary County Schools a smoke-free environment. No one is permitted to use any tobacco on school property at any time. It is against the law for minors to have tobacco products in their possession. This includes in the building, on buses, in the parking lot and in/on any other area owned by the Board of Education. Possession of tobacco paraphernalia (ex. E-Cigarettes, Lighters) will be treated the same as use of tobacco products. Violation of the smoking (tobacco) regulations will result in disciplinary actions that include suspension. Distribution and/or sales of tobacco-related or e-cig products include both smoking and controlled substance violations.

1. First Offense: One day LAB and Smoking Cessation Program Completion. A certificate of completion will be mailed home to parents by the LAB teacher.
2. Second Offense: Three days LAB and Wellness Referral
3. Third Offense: 5 Days in LAB
4. Fourth Offense: Refer to SRO

TELECOMMUNICATION DEVICES (CELLULAR PHONES/PAGERS) EXPECTATIONS

Cell phones and other communication devices must be out of sight during the instructional time. Students may access personal cell phones before, after school during lunch and between classes. Students must put their cell phones away during class time. Students using hall passes during instructional time are not to access phones in the hallway. The discipline procedure for violating this policy will be as follows:

1. Device confiscated and turned in to the Assistant Principal. Will be returned to the student at the end of day.
2. Device confiscated and turned in to the Assistant Principal. Device will be returned to the parent/guardian.
3. Device confiscated and turned in to the Assistant Principal. Student will be assigned 1 day of LAB
4. Device confiscated and turned in to the Assistant Principal. Student will be assigned 2 days of LAB

The discipline procedure for violating this policy during testing:

1. There are to be no phones with students during standardized testing. If a student forgot and has a phone on them, they must turn the phone off and turn the phone into teacher/staff before testing begins or as entering the room for testing.



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2. If caught with the device while testing and no infraction of the testing material is on the phone, the student will have 5 days LAB for violation of policy.
3. If caught with the device while testing and if an infraction of the testing material is discovered on the device then the phone shall be confiscated and used as evidence. Students will serve 5 days in LAB and could face additional action by the testing agency.

Testing time is defined as the time the students enter the testing room until they are dismissed from testing and includes breaks.

BUS (TRANSPORTATION) PRIVILEGES

Bus transportation for secondary students is a convenience provided by the McCreary County Board of Education. It is a student's privilege to ride, not a Board's obligation to provide transportation. The driver is in full charge of the bus. The students must obey the transportation rules. Failure to obey the rules could result in the loss of your transportation privilege and/or suspension from school. (Kentucky Revised Statutes 158.110) Students not assigned to a bus must have a bus pass, obtained from the assistant principal's office, before he/she may ride a different bus. A student will not be allowed to get on a different bus without this pass. Immediately following any bus riding violation, the bus driver shall file a written violation report with the assistant principal.

Under normal violation circumstances, a student receiving a second suspension from riding the school bus will be issued a warning, stating that a third suspension will necessitate a hearing before the McCreary County Board of Education. Upon issuance of a third suspension, we will seek, from the Board a bus riding expulsion decree excluding said student from riding any school bus the remainder of the current school year. (The third suspension will remain in effect until the Board renders a decision.

The following is a list of rules/regulations, which shall be obeyed when riding a bus:

1. Observe same conduct as in the class.
2. Be courteous, use no profane language.
3. Do not eat, drink, or smoke on the bus.
4. Keep the bus clean.
5. Cooperate with driver. (Student disrespect will lead to disciplinary action.)
6. Do not be destructive. (Do not deface bus property)
7. Stay seated.
8. Keep head, hands, and feet inside the bus.
9. Bus drivers are authorized to assign seats.

The following are possible disciplinary actions that may be taken by the principal or school board:

1. Assigned to the front seat for a specific period of time.
2. Transfer to another bus.
3. Suspended from riding a particular bus for a specific period of time, five (5) days maximum, by principal/assistant principal; unlimited period by the Board.
4. Suspended from riding any school bus in McCreary County for the remaining of the current school year.
5. Allow a student to board/depart a bus on a specific date. Students should board/depart the bus at a certain stop. This would be in effect for a specific period of time.



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DRIVING PRIVILEGES

Driving to and from school is a privilege for Seniors and Juniors who are fully licensed, insured drivers and is assigned based on availability and participation in random drug screening. Students who have permission to drive must operate their vehicles in a safe manner. Approved Student Drivers must display their parking pass and park in their assigned spot. Vehicles are not permitted to be left on school grounds overnight. There is NO EXCUSE for endangering the safety of others or their property by improperly operating a vehicle. The following infractions could result in loss of driving privileges in the time specified for each infraction.

1. Parking lot violation (Speeding, reckless driving, endangerment of motor vehicle, squealing tires)
 - a. - 1st Offense: One-month suspension of driving.
 - b. - 2nd Offense: Revoke privileges for the entire school year.
2. Unexcused absences for drivers and riders
 - a. - Five unexcused absences - suspended driving privileges for one week. Progress one week for each offense thereafter
3. Parking without school parking permit
 - a. - Conference
 - b. - 2nd offense: 1 day LAB
 - c. - 3rd offense: 2 days LAB
 - d. - Additional offenses towed at owner's expense/Referral to SRO
4. Possession of drugs, verbal abuse of a teacher
 - a. - Suspension from driving per district policy and/or entire school year
 - b. - Notify law enforcement
 - c. - Refer to district for alternate placement
5. Driving is a privilege, a teacher or school administrator may recommend loss of this privilege for safety/disciplinary problems not listed above.

PLEASE NOTE: Driving Permits will not be issued until receipt of documents to the administration of McCreary Central High School. Copies will be given with driving applications. Drivers who are legally signed out of school and assist other students in leaving school will lose their driving privileges for a total of 18 weeks. If a student drives while driving privileges are revoked the students driving privileges will be revoked for an entire year (equaling 36 weeks).