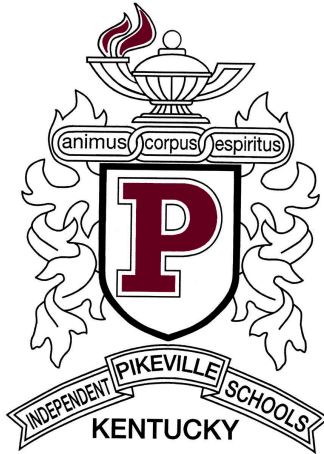


# Pikeville Independent School District

2024-2025



- **Pikeville Elementary School Student/Parent Handbook**
  - **Pikeville Elementary School Code of Conduct**
- **District Code of Acceptable Behavior and Discipline**
  - **District Attendance Policy**
  - **District School Bus Guidelines and Discipline**

**Superintendent, S. David Trimble**  
**148 Second Street**  
**Pikeville, KY 41501**  
**606 432-8161**

**[www.pikeville.kyschools.us](http://www.pikeville.kyschools.us)**

# Pikeville Independent Schools

S. David Trimble, Superintendent

148 Second Street, Pikeville, KY 41501

Phone 606-432-8161

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Joe Ray Thornbury, Board Chairman  
Ashley Brown, Board Member  
Bill Staggs, Board Member

Brittany Ratliff, Vice Chairman  
Dr. Kevin Pugh, Board Member

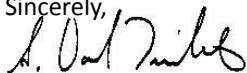
Panther Families:

We are very excited for the start of another great school year in Pikeville Independent Schools. While we know this year will look very different than previous years, we are also confident that we have a great team and great students who will make this year awesome! Building upon the excellence that has always been present in this district is a consistent priority of this team, and will continue to be the case, especially in these difficult times. I am honored to begin this new role with Pikeville Independent, and look forward to seeing the great success that happens within our walls and throughout our district each and every day.

The safety of our students is always a top priority for Pikeville Independent. One of the ways we assure this safety is through our Code of Conduct, which is revisited yearly. We work hard as a district to put in place expectations that are both necessary and obtainable for our students. It is the goal of every member of our team to assure that we are consistent in following these expectations, and that we use each situation as a learning opportunity for all students involved. You will find a copy of the 2024-2025 Code of Conduct on our district website. We thank you for taking the time to review this information to assure that we all have a collective understanding of these expectations and the related consequences.

We are thankful for the opportunity to invest in the kids of Pikeville and the surrounding area by providing them an education that is second to none. If at any time you have questions, please do not hesitate to contact your child's school or my office. We are thankful to live in a community that values education and the success of everyone, and we appreciate the teamwork that goes into the success of every single child in this community. We are confident that the 2024-2025 school year will be an awesome year for our students, our team members and our community!

Sincerely,



S. David Trimble  
Superintendent

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# LEADERSHIP

## Pikeville Independent Board of Education

The Pikeville Independent Board of Education meets the third Tuesday of each month at 6:00 pm in the Board Room of the John Waddell Administration Building.

148 Second Street  
Pikeville, KY 41501  
Phone: (606) 432-8161  
Fax: (606) 432-2119

### Board Members

[Brittany Carter Ratliff](#)

[Joe Ray Thornbury](#)

[Ashley Brown](#)

[Dr. Kevin Pugh](#)

[Bill Staggs](#)

## School-Based Decision Making Council (SBDM)

### 2024-2025 SBDM MEMBERS

Glenda Adkins - Principal/Chair  
Raquel Goodman - Primary Representative  
Markayla Stevens - Primary Representative  
Kim Fields - Intermediate Representative  
Beth Coleman- Intermediate Representative  
Chazzlynn Fleming - Special / Resource Teachers  
Kitty Walters - Parent Representative  
Dr. Arch Courtney Johnson - Parent Representative  
Michael Barry Porter - Parent Representative

### SBDM Committees

1. [School Climate Committee \(PRIDE Committee\)](#) - responsible for reviewing and developing policies relating to discipline, classroom management, and school safety.
2. [Curriculum Committee](#) - responsible for reviewing and developing policies pertaining to improvement planning and instructional practices in the school.
3. [Budget Committee](#) - responsible for assisting the principal in developing school budgets from various perspectives.

## District/School Personnel

PERSON/ADDRESS	TELEPHONE/EMAIL
<b>Superintendent</b> David Trimble 148 2 <sup>nd</sup> Street	606 - 432-8161 <a href="mailto:David.Trimble@pikeville.kyschools.us">David.Trimble@pikeville.kyschools.us</a>
<b>Instructional Supervisors</b> Kim Clevinger Taffie Wells 148 2 <sup>nd</sup> Street	606 - 432-8161 <a href="mailto:Kim.Clevinger@pikeville.kyschools.us">Kim.Clevinger@pikeville.kyschools.us</a> <a href="mailto:Taffie.Wells@pikeville.kyschools.us">Taffie.Wells@pikeville.kyschools.us</a>
<b>Director of Pupil Personnel</b> Frosty Davis 148 2 <sup>nd</sup> Street	606 - 432-8161 <a href="mailto:Frosty.Davis@pikeville.kyschools.us">Frosty.Davis@pikeville.kyschools.us</a>
<b>Special Education Director</b> Ashla VanHoose 120 Championship Drive	606-432-0185 <a href="mailto:Ashla.VanHoose@pikeville.kyschools.us">Ashla.VanHoose@pikeville.kyschools.us</a>
<b>Transportation Director</b> Chris McNamee	606-437-5713 <a href="mailto:chris.mcnamee@pikeville.kyschools.us">chris.mcnamee@pikeville.kyschools.us</a>
<b>Technology Coordinator</b> Neil Arnett	606-432-4196 <a href="mailto:neil.arnett@pikeville.kyschools.us">neil.arnett@pikeville.kyschools.us</a>
<b>PJHS/PHS Principal</b> Brandon K. Blackburn 120 Championship Drive	606-432-0185 <a href="mailto:Brandon.Blackburn@pikeville.kyschools.us">Brandon.Blackburn@pikeville.kyschools.us</a>
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<b>PJHS/PHS Athletic Director</b> Kristy Orem 120 Championship Drive	606-432-0185 <a href="mailto:Kristy.Orem@pikeville.kyschools.us">Kristy.Orem@pikeville.kyschools.us</a>
<b>PHS Guidance Counselor</b> Ginger Mullins 120 Championship Drive	606-432-0185 <a href="mailto:Ginger.Mullins@pikeville.kyschools.us">Ginger.Mullins@pikeville.kyschools.us</a>
<b>PES Principal</b> Glenda Adkins 105 Bailey Boulevard	606-432-4196 <a href="mailto:Glenda.Adkins@pikeville.kyschools.us">Glenda.Adkins@pikeville.kyschools.us</a>
<b>PES Assistant Principal</b> Kristen Potter 105 Bailey Boulevard	606-432-4196 <a href="mailto:Kristen.Potter@pikeville.kyschools.us">Kristen.Potter@pikeville.kyschools.us</a>
<b>PES School Counselor</b> Kelli Thacker 105 Bailey Boulevard	606-432-4196 <a href="mailto:Kelli.Thacker@pikeville.kyschools.us">Kelli.Thacker@pikeville.kyschools.us</a>

<b>FRYSC Director</b> Amanda Hartsock 105 Bailey Boulevard  <b>Youth Advocate</b> Elisha Justice 120 Championship Drive	606-432-4196 <a href="mailto:Amanda.Hartsock@pikeville.kyschools.us">Amanda.Hartsock@pikeville.kyschools.us</a>  606-432-0185 <a href="mailto:Elisha.Justice@pikeville.kyschools.us">Elisha.Justice@pikeville.kyschools.us</a>
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# **DISTRICT CODE OF ACCEPTABLE BEHAVIOR AND DISCIPLINE**

## **Introduction**

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

The central purpose of the school system is to educate each student to the highest level possible. To support the success of the educational program, the Board directs employees to hold each student accountable to the Code of Acceptable Behavior and Discipline standards in a fair manner. Compliance with the standards is necessary to provide:

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

This Code of Acceptable Behavior and Discipline applies to all students in the District while at school, on their way to and from school while on the bus or other District vehicle, and while they are attending school-sponsored trips and activities. The Superintendent or designee is responsible for its implementation and application throughout the District.

The Principal of each school is responsible for administration and implementation of this Code in a uniform and fair manner without partiality or discrimination. Each school/council must select and implement appropriate discipline and classroom management techniques necessary to carry out this Code and shall provide a list of the school's rules and discipline procedures in the school handbook.

Teachers and other instructional personnel are responsible for administering Code standards in the classroom, halls, and other duty assignment locations.

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

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

This Code was developed by a committee representing schools, the Central Office, the Board of Education, students, parents, and the community. The Attorney for the Board of Education has reviewed it, and the Board of Education adopted it in July 2017.

Each year schools shall distribute copies of the Code to all students and employees of the district and to parents/guardians of the students, including those who enroll after the beginning of the school year. The Superintendent has directed that the Code be posted in each school, with the Principal being responsible for seeing that school counselors and other personnel discuss its contents with students in a timely and age-appropriate manner. In addition, each school will reference the Code in the school's handbook(s). On request, the Principal shall provide help for non-English speaking, blind, deaf, or non-reading students and parents so that they can have access to the information contained in the Code.

Each year, the Code Committee will review the Code in preparation for the upcoming school year. It welcomes suggestions as to how to improve this document. Individuals may send written comments to the Superintendent who will forward them to the Code Committee. Information should be submitted by April 1.

## **MISSION, BELIEFS, STATEMENTS**

### **District Mission and Beliefs Statement**

The mission of the Pikeville Independent School District is to provide a meaningful, integrated education in a positive, nurturing environment to develop each student as a lifelong learner and responsible citizen in a global community.

### **District Beliefs**

- The top priority of the Pikeville Independent School District is to provide challenging educational opportunities in a safe environment.
- The Board and the schools will make program decisions based on student needs.
- School success results in future success.
- Schools are responsible for creating an environment in which learners can and do succeed.
- The District will not tolerate incompetent performance, mediocre effort or harmful behavior by students or staff.
- Students, families, educators, and the community share the responsibility for student success and for providing safe schools to facilitate academic achievement.
- Teachers/school officials should involve parents at the earliest stages of students' behavior problems.

### **Statement of Nondiscrimination**

The Board of Education, as required by federal law, does not discriminate on the basis of race, color, national origin, sex, genetic information, disability, age, or limitations related to pregnancy, childbirth, or related medical conditions in its programs and activities and provides equal access to its facilities to the Boy Scouts and other designated youth groups. Individuals



who have questions concerning compliance with this requirement should contact the Superintendent at the Board of Education's Central Office.

## **Rights and Responsibilities**

As citizens of the United States of America, students may participate in activities that do not (1) materially or substantially disrupt the education process, (2) present a clear and present danger to the health and safety of self, others or property, or (3) infringe on the rights of others.

Specifically, students have the right to:

- An orderly educational atmosphere conducive to learning
- Personal safety and security while at school and school sponsored activities
- Academic grades based on academic performance, not on conduct
- be respected as a worthwhile person, regardless of race, creed, national origin, economic status, sex or age;
- attend the public schools from entry through twelfth grade (providing the student is under 21 years of age);
- be kept informed as fully as is reasonably possible of all rules, regulations, policies, and penalties to which they may be subjected and be assured of all due process rights;
- enjoy personal safety, the protection of personal property, and freedom from verbal abuse within the total environment, insofar as it is humanly possible to provide such guarantees;
- be involved in co-curricular and extracurricular school activities that are governed by clearly defined rules and standards for participation;
- have all constitutional rights recognized and be informed as fully as possible of these rights;
- present suggestions, complaints, or concerns to school authorities through the regular appeals procedures, and within a reasonable time, receive authoritative replies from them regarding the disposition of their suggestions, complaints, or grievances;
- expect that when information is offered in a disciplinary case, the confidentiality of the student will be respected unless the testimony of the student is required in a hearing in the school or before the Board of Education or in a court proceeding;
- expect that all school personnel will carry out their assigned duties and responsibilities;
- have academic grades based on academic performance;
- have access to and interpretation of their own personal school records if 18 years of age or older, or if younger, with the consent of parents/guardians in accordance with "Privacy Rights of Parents and Students";
- have their records maintained accurately and confidentially;
- learn decision-making and problem-solving skills;
- be provided with the method of grading to be used in each course at the beginning of the course, at grade level;

- be provided with information about their progress in academic achievement and conduct during the course.

All students have the responsibility to:

- Attend school and classes regularly, to arrive on time, and to have needed materials;
- Fulfill to the best of their ability the objectives of each course;
- Refrain from using, being under the influence of, and/or selling alcohol, controlled substances, marijuana, synthetic compounds/substances, or any other non-prescription mind-altering substances while at school or on school buses. The use of tobacco is not permitted in school or school sponsored activities.
- Show respect and cooperation toward teachers, other school employees, and other students;
- show consideration for the rights of others within the total school environment;
- Conduct themselves on the school buses in accordance with rules governing safety and school conduct in general;
- Refrain from conduct that disrupts classroom work, or school related activities, creates disorder, invades the rights of others, or damages or destroys private or public property;
- Report knowledge of wrongdoing where confidentiality and protection from reprisal is assured as much as possible;
- Practice self-control and use the proper channels through which rules or practices may be changed or questioned;
- Make reasonable effort to secure personal property;
- Participate in school activities and functions in order to have a more positive school experience;
- Assume the responsibility for their academic achievement and conduct;
- Be aware of their academic progress and status at all times and to communicate their information to their parents or guardians;
- Learn and use problem-solving methods rather than avoidance behavior in conflict situations (teacher-student conflict, schedule-change, parent student conflict etc.);
- Refrain from vulgar or profane language and acts of violence;
- Be familiar with all school rules and regulations and the consequences for violations of these rules and regulations;
- Obtain permission in writing from the regular classroom teacher before visiting with another teacher or student.
- Comply with district, school and classroom rules and follow directions given by teachers and other school personnel
- Immediately report student threats to harm others to a teacher, counselor or school administrator
- Give their best effort to tasks assigned by their teacher, coach or other person who works with them

## **Required Standards**

**The Board expects employees, students, parents, guardians and others associated with the schools to apply the following standards in a reasonable and fair manner.**

- To promote the full implementation of conduct standards and maximize safety in the school environment
- To make supervision of all students at all school activities a top priority among their assigned duties
- To understand that the younger the child, the greater the need for adult guidance and protection
- To provide a professionally planned and positive school environment where academic progress and a safe environment are paramount
- To communicate that all students are expected to do their part to maintain the orderly operation of each school and every school activity.
- To clearly communicate and demand that all students refrain from all behaviors that interfere with the safe and orderly operation of the schools and all school activities.

These behaviors include but are not limited to:

- Harassment of, or discrimination against, other students on the basis of race, color, national origin, age, religion, mental status, political beliefs, sex or disability
- Insubordination (disobedient or defiant behavior)
- Sale of items without prior approval of the Superintendent or Principal
- Wearing apparel, accessories or hairstyles that disrupt the educational process or threaten the health or safety of self or the health and safety of others
- Possession of prohibited items, such as paging devices, laser lights, weapons, illegal drugs or drug paraphernalia, tobacco, cigarette lighters or matches, fireworks or any other items that threaten the safety or orderly operation of the school or school activities including the use of tobacco, alternative nicotine product, or vapor product as defined in KRS 438.305 in any form on school property or on school buses is also prohibited.

To understand that regular and punctual attendance at school is both a privilege and a responsibility of the student. Good attendance is necessary for satisfactory progress and high academic achievement.

Examples of attendance violations include but are not limited to:

- Absence from school without valid excuse
- Tardy without valid excuse

To exercise self-control as required by the particular situation and in keeping with school and district rules, or be subject to removal from the regular classroom setting or transportation system. In addition a student may be barred from participation in extracurricular activities, pending investigation that he/she has violated the District's behavior standards or the school council's criteria for such participation.

To understand that certain behaviors are not only violations of school policies, but also may be illegal and may carry other penalties prescribed by criminal and civil law. Such behaviors include but are not limited to:

- Fighting and physical attacks

- Possession of a weapon
- Threats by verbal or written statements or gestures with intent to harm or demean others
- Use of alcohol or prohibited drugs
- Use of prohibited tobacco product
- To understand school property belongs to the community and the state. It must be protected and preserved for educational and community use. Therefore, students shall respect school property and the property of others. Examples of prohibited behaviors include, but are not limited to:
  - Theft of school property or personal property of employees or other students
  - Abuse of school property or personal property to include intentional or careless damage or destruction
  - Extortion of money or property
  - Prohibited use of electronic media and other District technological resources
  - Littering

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

- Making abusive and harassing statements regarding one's race, gender, disability, religion or nationality
- Use of profane or vulgar language
- Lying
- Cheating
- Ignoring or breaking rules and procedures established to maintain order
- Otherwise behaving in a manner disrespectful of others

The Pikeville Independent Schools Board of Education has included samples of prohibited behaviors to help the reader understand how the behavior standard will be enforced. Other behaviors not included in the examples may also be prohibited.

## Consequences of Violations

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

- Verbal warning
- Classroom isolation
- Loss of privileges
- Teacher-student conference
- Behavior contract
- Detention
- Notification of parents
- Referral for counseling
- Alternative assignment
- Other techniques established by Council policy

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

- Suspension (up to 10 days)
- Petition to Juvenile Court
- Referral to court-designated worker
- Expulsion
- Referral to Law Enforcement
- Saturday School

NOTICE: Any pupil who threatens, assaults, batters or abuses another pupil shall be subject to appropriate disciplinary action, including suspension or expulsion. However, students may also be subject to prosecution or juvenile justice interventions for assaults, threats or other abusive conduct. Potential penalties exist under KRS 532.060 (Imprisonment) and KRS 534.030 (Fines) by the provisions of KRS 508.078 (Terroristic Threatening in the Second Degree).

NOTICE: A more detailed chart of violations and corresponding responses will be included in each school's handbook. State and federal law requires special consideration and possible designation of alternative consequences when dealing with behavior and disciplinary issues involving students with disabilities.

## **Search and Seizure**

Students have the right to be secure from unreasonable searches of their person and property. However, school authorities are authorized to search a student if they have reasonable suspicion that the search will reveal evidence that the student has violated or is violating this Code or a school rule or the law. Also, school authorities may conduct general inspections of jointly held property on a regular basis. All searches will be conducted in accordance with Board policy. Students cannot expect to have complete privacy in their use of school property assigned for their use, such as desks and lockers.

## **Use of Physical Restraint and Seclusion**

Use of physical restraint or seclusion by school personnel is subject to 704 KAR 007:160. However, nothing in this policy prohibits the exercise of law enforcement duties by sworn law enforcement officers.

## **Definitions**

Physical Restraint means a personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely.

Seclusion means the involuntary confinement of a student alone in a room or area from which the student is prevented from leaving, but does not mean classroom timeouts, supervised in-school detentions, or out-of-school suspensions. Employees are authorized by law to physically restrain students as necessary for the following reasons: to protect themselves, students, or others from physical injury; to get possession of a weapon or other dangerous objects; or to protect property from serious harm.

The Board has established policy 09.2212 and related procedures to address the use of physical restraint and seclusion that are designed to promote the safety of all students, school personnel, and visitors. As required by 704 KAR 7:160 this policy and related procedures can be accessed through our District Web Page [www.pikeville.k12.ky.us/](http://www.pikeville.k12.ky.us/) Board of Education/Board policies or you may access a hard copy of this policy and related procedures at the main office of either Pikeville Elementary, Pikeville High School, or at the Board of Education located on 148 2<sup>nd</sup> Street, Pikeville KY 41501.

## **Reports to Law Enforcement Officials**

When principals have reasonable belief that certain violations have taken place, they are required by law to immediately report them to law enforcement officials. Violations on school property or at a school-sponsored function requiring a report to law enforcement officials include:

- Assault resulting in serious physical injury
- A sexual offense
- Kidnapping
- Assault involving the use of a weapon
- Possession of a firearm in violation of the law
- Possession of a controlled substance in violation of the law; or
- Serious damage to school property

## **Employee Duty to Report**

KRS 158.156 and Pikeville Independent Board policy 09.2211 require any employee of a school or a local board of education who knows or has reasonable cause to believe that a school student has been a victim of a violation of any felony offense specified in KRS Chapter 508 committed by another while on school premises, on school sponsored transportation, or at a school sponsored event shall immediately cause an oral or written report to be made to the Principal of the school attended by the victim. The Principal shall notify the parents, legal guardians, or other persons exercising custodial control or supervision of the student when the student is involved in an incident reportable under this section. The Principal shall file a written report with the local school board and the local law enforcement agency or the Department of Kentucky State Police or the county attorney within forty-eight (48) hours of the original report.” An example of some felony offenses included in KRS Chapter 508 are listed below:

- Assault
- Terroristic Threatening
- Menacing
- Criminal Abuse
- Wanton endangerment
- Stalking

## **Employee Reports of Criminal Activity**

Any person who knows or has reasonable cause to believe that a child is dependent, neglected, or abused shall immediately cause an oral or written report to be made to a local law enforcement agency or the Department of Kentucky State Police; the cabinet or its designated representative; the Commonwealth's Attorney or the County Attorney; by telephone or otherwise. Any supervisor who receives from an employee a report of suspected dependency, neglect, or abuse shall promptly make a report to the proper authorities for investigation. [KRS 620.030](#)

## **Weapons**

Students are never allowed to bring a weapon to school. The Board urges parents and other citizens to make sure that students do not have inappropriate access to weapons. Both Board policy and the law prohibit the carrying, bringing, using, or possessing of any weapon or dangerous instrument in any school building, on school grounds, in any school vehicle or at any school-sponsored activity. Except for authorized law enforcement officials, the Board policy and federal law specifically prohibit the carrying of concealed weapons on school property.

When a student violates the prohibition on weapons, the Principal shall immediately make a report to the Superintendent, who shall determine if charges for expulsion are to be brought before the Board. Unless the Board chooses to consider charges on a case-by-case basis, the penalty for students bringing a firearm or other deadly weapon, destructive device, or booby trap device to school or onto the school property under jurisdiction of the District shall be expulsion for a minimum of twelve (12) months. (The Gun-Free Schools Act of 1994 and KRS 158.150) District employees must also report to law enforcement officials if they know or have reasonable cause to believe that conduct has occurred that constitutes the carrying, possession, or use of a deadly weapon on the school premises, on a school bus, or at a school sponsored or sanctioned event.

## **Suspension, Expulsion, and Due Process**

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

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

A report of the suspension shall be made in writing to the Superintendent, the Director of Pupil Personnel and to the parent/guardian of the student being suspended. Suspension of a

primary school student shall be considered only in exceptional cases where there are safety issues for the child or others. (Board Policy 09.434)

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

## **Grievances**

Students and parents wishing to express an educational concern or grievance shall observe the following order of appeal, as described in Board Policy 09.4281:

1. Teacher
2. Principal
3. School council (where appropriate)
4. Superintendent
5. Board

However, when the grievance is of such a personal and private nature the grievant shall give his/her communication directly to the Principal and/or Superintendent as outlined in Board Policy 09.4281 AP.1.

## **Extracurricular Activity Grievances**

Any student who wishes to express an extracurricular concern or grievance shall observe the above order of appeal, whereby the coach or sponsor replaces the teacher as the first contact. Extracurricular grievances shall not be heard by the Superintendent or the Board of Education, but instead may be heard by the Site-Based Council, whereby the decision of the Council shall be final as outlined by Board Policies 09.4281 and 09.4281 AP.1.

## **Student Records**

Records containing student information shall be made available to the parent of the student/guardian, or eligible student on written request. Eligible students include those 18 years of age or older or those enrolled in a postsecondary school program. For information concerning access or corrections to student records, contact the Principal or the Superintendent at the Central Office address and telephone number listed on the front cover.

## **Parent/Guardian Rights and Responsibilities**

Parents and guardians have legal rights in the education of their children from kindergarten through high school. These rights are of two kinds, both equally important: the rights that parents have on their own, as parents, and the rights they have as agents for their children.

All parents and guardians have the right to:



- Be respected as individuals regardless of race, creed, national origin, economic status, sex, or age;
- Be treated with courtesy by all members of the school staff;
- Be informed of the academic requirements of any course and school program and of the grading policies;
- Have access to, and be informed about, other school policies and administrative decisions;
- Participate in meaningful parent-teacher conferences to discuss their child's progress and welfare;
- Inspect their child's cumulative record and request removal or correction of any false or misleading statements, in conformity with current guidelines, and to receive upon request, names and addresses of all persons or agencies outside the school system who have the given information about their child;
- Have access to, and be informed about, educational and cultural programs available;
- Have access to, and be informed about, all programs for exceptional children;
- Consent to the placement, in accordance with established guidelines, of their child in a special education class (unless proper due process procedures are followed to effect a placement without such consent);
- Secure as much assistance and educational assessment as is available from the school district to further the progress and improvement of their child;
- Expect school personnel to notify parents/guardians of important school news and messages, particularly as they relate to children;
- Expect classroom disruptions to be dealt with firmly and quickly;
- Expect school personnel to respond promptly and professionally to communications regarding their child;
- Be informed of due process procedures;
- Be familiar with all school rules and regulations and the consequences for violation of these rules and regulations.

All parents and guardians have the responsibility to:

- Accept their own role as the primary educators of their child;
- Provide for the physical needs of their child and to inform the school staff of any significant physical or emotional problem, chronic illness or concerns of their child, which might affect the child's behavior and performance;
- Prepare their child emotionally and socially to make him/her receptive to learning and discipline;
- Encourage their child to develop proper study habits at home and to complete and return all school assignments;
- Understand and support school requirements, rules, policies, and to be knowledgeable of the consequences of violations by students;
- Speak out to correct and resolve educational misunderstanding and/or problems;
- Discuss problems with the appropriate school personnel;
- Work for the success and improvement of the school program;
- Maintain contact with the school staff through conferences, messages, or appointments made through the school office;

- Cooperate with, show respect to, and lend support to the teachers, administrators and other school personnel;
- Help their child clarify his/her values, to make choices that lead to responsible citizenship and which respect the rights of others;
- Develop in their child a positive self-concept, self-respect, and self-confidence;
- Be a role model of responsible citizenship;
- Communicate with their child concerning academic performance and behavior;
- Be certain that their child is in daily attendance in each class in which that child is enrolled;
- Actively participate in the recommending of policies proposed for adoption by the Pikeville Independent Board of Education or Pikeville Elementary Site-based Council.

## **Abuse of Teacher Prohibited**

Whenever a teacher or school administrator is functioning in his capacity as an employee of a school 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. [KRS 161.190](#)

## **Bullying/Hazing**

The mission of Pikeville Independent Schools is to provide a rigorous, relevant education in a positive, nurturing environment to develop each student as a lifelong learner and responsible citizen in a global community. A positive, nurturing environment implies a climate of safety and civility for the school community.

As referenced in board policy 09.422 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 to the educational process and interferes with the ability of other students to take advantage of the educational opportunities offered.

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:

- That occurs on school premises, on school-sponsored transportation, or at a school sponsored event
- That disrupts the educational process

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. This definition shall not be interpreted to prohibit civil exchange of opinions or debate or cultural practices protected under state or federal Constitution where the opinion expressed does not otherwise materially or substantially disrupt the education process.

Students who believe them or any other student, employee, or visitor is being or has been subjected to harassment, discrimination and/ or bullying shall, as soon as reasonably practicable, report it. Students wishing to report the act of bullying/hazing or any violation, stated above, of the Code of Acceptable Behavior and Discipline may report it to any classroom teacher at their school, who shall take appropriate action as defined by board policy 9.422. The teacher shall refer the report to the principal/designee for further action when the report involves an offense that may warrant suspension or expulsion of a student, any felony offense, or a report that may be required by law, including reports to law enforcement.

The principal and/or his designee will be responsible for investigation, reporting and appropriate disciplinary action if required. **702 KAR 5:050**

## **PES Mission and Beliefs Statement**

*Pikeville Elementary School (PES) is located in the Pikeville Independent School District. We are dedicated in preparing and motivating our students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values of kindness, honesty, respectfulness, responsibility, and determination.*

The mission of Pikeville Elementary School, working in the best interest of children, is to ensure that we teach all students to our fullest potential and develop lifelong learners through a competent and professional staff using innovative teaching strategies and an involved community working together.

*Our guideline for success both in and out of the classroom is represented in our Panther Creed and recited daily.*

### **Panther Creed**

*We are KIND*

*We are HONEST*

*We are RESPECTFUL*

*We are RESPONSIBLE*

*We are DETERMINED*

### **WE ARE PIKEVILLE!**

We believe:

1. All students can learn and achieve in a positive, safe, disciplined environment in which they feel trusted, supported and have a sense of belonging.
2. A positive partnership among students, families, school and community is essential to promote student growth and development.
3. All students should be given every opportunity for growth academically, socially and emotionally.
4. That instruction should have differentiation to meet all students' needs.

5. Students should be given many opportunities to engage in academic discourse, writing and projects that help them to deepen their knowledge and understanding of content.
6. Students should be given opportunities to think critically, create, communicate, collaborate and write to deepen their knowledge and share their knowledge locally and globally in all subject areas daily.
7. High expectations should be set for all students, and students should be given opportunities to become accountable for their learning.
8. Teachers should create/design challenging and engaging activities for students.
9. Teachers should continually read, study, learn, and grow so that students are taught with the most recent research-based practices.
10. Teachers should work collaboratively with one another to plan and implement curriculum, analyze student work, determine student needs and develop strategies to meet these needs.

## **PES STUDENT/PARENT HANDBOOK**

### **Attendance**

Regular school attendance is one of the most powerful ways you can prepare your child for success both in school and in life. When school attendance is a priority, students get better grades, develop healthy life habits, avoid dangerous behavior, and have a better chance of graduating from high school. Students who attend regularly develop important social skills and friendships setting them up for a strong future. Being absent for an average of just two days of school per month even when the absences are excused can have a negative impact even as early as Kindergarten.

All students returning from an absence must bring a note to their homeroom teacher indicating the reason for absence. If a student is absent due to a communicable disease, he/she is required to bring a doctor's note before being readmitted to class.

State regulations allow **5 valid reasons for excused absences** for which work may be made up. They include the following:

1. Illness of the student
2. Death or severe illness in the immediate family
3. Religious holiday (to be approved by the principal or designee prior to absence)
4. Medical or dental appointments which cannot be scheduled before or beyond the regular school day
5. Special cases excused by the principal or designee

### **Tardies**

The Kentucky Department of Education defines TARDY as **"missed instruction time."** Tardies will be accumulated by a student being late to school, signing in and out during the school day or leaving school before the regular school dismissal.

- School will begin promptly at 8:00 a.m. each day. Students arriving after this time will be considered tardy.

- Students arriving at school between 8:01 a.m. and 10:20 a.m. will be counted as tardy.
- Students checking out after 12:45 p.m. would be counted as tardy.

Students who are tardy or returning to school after checking out must receive an admittance slip through the office. Teachers must contact the office if a student who is tardy enters the classroom without an admittance slip. Teachers shall not admit any student to class or homeroom without an admittance slip.

Parents or guardians who allow their children to be excessively absent or tardy without a valid excuse will be in violation of local board policy 09.123 and KRS 159.150 and may be subject to both academic and legal penalties.

## Absences

An absence shall be defined as a student who is not present and accounted for during a day when school is in session.

An absence shall be defined as a student who is not present and accounted for during a day when school is in session. Students returning to school after being absent must submit a parent or doctor's excuse with documentation for the absence to the office or homeroom teacher. A student will have three days to bring in documentation for the absence to be excused. **After the three days, the absence will remain unexcused.** It shall be the responsibility of the parent/student to submit the excuse to the office or homeroom teacher.

**Three absences and tardies, per semester, will be marked excused when the student presents a note from the parent/guardian stating a valid reason for the absence.** Any other absence or tardy will be excused only when the student presents a doctor's excuse.

Definitions of Absences and Tardiness: (Time Intervals)

Students absent for 34 percent or less of the school day will be counted as tardy. Students who are absent between 35 percent and 84 percent of the day are counted as being absent for one half of the day. Students absent for 85 percent or more of the day, are counted as a full day absence.

## Examples of Excused Absences

- Personal illness of the student
- Serious illness in the immediate family
- Death in the family
- Local medical or dental appointments (only a portion of the day may be used)
- To take driver's permit test (only a portion of the day may be used)
- To take driver's test (only a portion of the day may be used)
- Appearance in court as witness or one that is under subpoena to appear for circumstances that are not of the student's own offense.
- Extenuating circumstances that have been reviewed by the Principal, DPP or approved by the Attendance Committee.
- Other valid reasons as determined by the principal, including trips qualifying as educational enhancement opportunities. (Note: An Educational Enhancement Request Form must be completed and returned to the Principal at least five (5) days prior to the absence).

- j. Visitation to a college by a graduating senior when such visitation cannot be done other than during a school day. An Educational Enhancement Statement must be completed by the student and approved by the Principal at least five (5) days prior to the absence.
- k. Participation as part of a school sponsored interscholastic athletic team, who compete in a regional or state tournament sanctioned by the Kentucky Board of Education or the KHSAA.

## Examples of Unexcused Absences

Absences will be considered unexcused when:

- a. The absence is not accompanied by a note from a parent-guardian or physician.
- b. The absence is a result of suspension by the school. (The student is still required to obtain an admittance slip upon return to school after the suspension period has been served.)
- c. The absence is a result of appearance in court due to unlawful activity on the part of the student. (The absence may be appealed if the court finds the student innocent of the charges.)

## Perfect Attendance

A student will be considered to have perfect attendance if he/she has not accumulated 0.5 (one half day) of an absence. Also, he/she must have four (4) or less tardies to be considered perfect attendance. Any student who has used EHO days will not be considered as having perfect attendance.

## Educational Enhancement Opportunity (EHO)

To request an absence to attend or participate in an educational activity, please complete an Educational Enhancement Opportunity (EHO) application form and return it to school at least five (5) days prior to the absence. Such an absence as requested by application and approved by the Principal, will be considered an excused absence. The major intent of the activity must be educational in order for the student to be granted this type of absence. The proposed activity must have significant educational value and be composed of an intensive program related to the core curriculum (e.g. art programs, dance programs, State Fair activities, workshops that are educational in nature, college visits, etc.) The Principal will use his/her good judgment to determine if the activity meets guidelines. A student may be approved for up to ten (10) days of absence per year for this purpose. Students who are granted an absence under this law will be allowed to make up all school work. Student grades cannot be affected by lack of attendance or participation in classes for approved days. **This type of absence cannot occur during the school's state assessment or the District-Wide assessments, unless there are extenuating circumstances that are approved by the Principal and/or Building Assessment Coordinator.** Decisions may be appealed to the Superintendent and then to the Board of Education. (09.123 AP.2)

## Local Board Policy

09.123 Local board policy states, unless otherwise noted in the school's approved SBDM policy, that any student who has an unexcused absence shall not be allowed to make up tests, class projects, or homework. The student will be given zeros for all work assigned on the day

the absence occurs. Written documentation as to the cause of the absence will need to be presented in order to make arrangements for the work to be made up.

09.122 Compulsory Attendance - All children in the district who have entered Kindergarten or who are between the ages of six (6) as of August 1 and eighteen (18), except those specifically exempted by statute, shall enroll and be in regular attendance in the schools in which they are assigned.

## Truancy

Students who are excessively absent or tardy without valid excuse may be subject to both academic and legal penalties.

[KRS 159.150](#) states that any student who has been absent from school without valid excuse for three (3) or more days, or tardy without valid excuse for three (3) or more days during a one (1) year period is declared a truant. The Director of Pupil Personnel (DPP) may cite a parent to the Court Designated Worker (CDW) under this statute for failure to send a child to school. Any child who has been reported as truant two (2) or more times during a one (1) year period is declared a habitual truant. Habitual truants will be cited by the DPP to appear before the CDW to answer the charge of failure to send a child to school. An assessment will be done by the CDW to determine if court action should follow. Parents may be fined for failing to send their child to school in either case as the law makes no differentiation between penalties for truants and habitual truants. ([KRS 600.020](#))

## Compulsory Attendance and Truancy

Truancy is set out in KRS 159.150. A student subject to compulsory attendance is considered truant if “absent from school” without valid excuse for three or more days or tardy without valid excuse on three or more days. A student that has been reported truant two or more times is a habitual truant.

## Check-out Policy

Students who must leave before the school day ends must check out through the office as part of the safety policy. It is also required that a parent or guardian must come to the school to check the student out.

## Unexcused Absence and Tardy Policy

- After a student accumulates three (3) or more **unexcused tardies** to school, the student will receive an after-school detention.
- After a student accumulates three (3) or more **unexcused absences** to school, the student will receive an after school detention.

# **Make Up Work Policy**

All missed work will be made up within three days plus the number of days absent from school. Special circumstances regarding missed work may be appealed to administration.

## **Arrival/Dismissal Procedures**

### **Arrival:**

- Students will be permitted to enter the building beginning at 7:30 a.m.
- Classes begin at 8:00 a.m.
- All car riders must be dropped off in the circle area unless given special permission to use the bus drop-off area.
- Tags will be issued to accommodate students with special circumstances.
- If students are eating breakfast at school, they must arrive in time to finish eating by 8:00 a.m.
- Please be aware that students eating breakfast after 8:00 a.m. may be subject to tardy procedures.

### **Dismissal:**

- School is dismissed at 3:00 p.m.
- Parents/guardians must wait in the pick-up line of the circle area until students are dismissed.
- Students not picked up by 3:20 p.m. must be checked out by a parent/guardian in the office.
- Bus riders not picked up at bus-stop will be brought back to PES.
- Every effort will be made to contact parents, guardians, and/or others listed on emergency contacts. If no communication has taken place by 4:00 p.m., Pikeville City Police Department will be called.

These procedures are in place to assure each student is properly supervised at all times.

Please accompany your student into the school building if picking up forgotten items after dismissal.

## **Parent Pick-up and Drop-off**

Parents are to pick-up and drop-off students in the circle area only. Any other areas endanger your child as well as others. For this reason, parents are not to park in the bus parking lot. No parents are allowed to be in the bus lane during arrival and dismissal. (Arrival 7:30-8:30 a.m. Dismissal 2:30-3:30 p.m.)

## **CarRiderPro**

Students assigned to parent pickup will remain in their assigned classroom until their car tag appears on the CarRider screen. When a substitute teacher is present, a fellow teacher of the grade level should login for that classroom and change the classroom displayed.



New students will be assigned two car tags for CarRider, third, fourth or replacement tags can be purchased through the front office. The online tag request form will be published with the office at <https://bit.ly/pescartags> .

## **Transportation Changes**

All transportation changes MUST be made by 12:00 p.m. Any changes made after 12:00 p.m. must be approved by a building administrator. Due to safety concerns, all transportation changes will only be accepted in writing via email or in person from parent/guardian.

If you would like to email your request, please email:

[pestransport@pikeville.kyschools.us](mailto:pestransport@pikeville.kyschools.us)

Please do not assume your request was delivered until you receive a confirmation email back from office staff.

## **Change of Address, Phone Number, and/or Email Address**

Please notify the office in writing immediately if any contact information changes. We need current information at all times in order to keep the lines of communication open.

## **Office Hours**

Our school office hours are 7:30 a.m. until 4:00 p.m. on all school days. Hours may vary during non-school days.

## **Visitors**

All visitors must report to the office and sign in to receive a visitor's badge. Badges must be visible during the visit. This will ensure the instructional program is not interrupted unnecessarily and both students and staff are protected.

## **Custodial and Parental Rights (FERPA)**

PES abides by the provisions of the Family Educational Rights and Privacy Act, 1974 (FERPA). When parents of a student are separated, involved in divorce proceedings, or are divorced, the administration will respect the rights of both the custodial and non-custodial parents. For the school's purposes, the parent with whom the child legally resides is known as the custodial parent. A copy of the court orders must be provided to the school. Court orders concerning special restriction will be respected and followed by the school administration. In the absence of a court order to the contrary, Pikeville Elementary will provide the non-custodial parent with access to the academic records and to other school-related information regarding the student. If there is a court order specifying that there is to be no information given, it is the responsibility of the custodial parent to provide the school with an official copy of the court order. Parent rights include access to student records and school mailings, attendance at parent/teacher conferences, as well as the authority to request that the student be released early or to be absent from school for a legitimate reason. It is not the responsibility of school officials to notify the other parent or keep up with visitation schedules. However, only the custodial parent has the right to withdraw the student from school.

## **Lunchroom/Dinatorium**

Parents or other family members of our students will be allowed to eat lunch with students only during special events as announced by the school.

## **Outside Lunches**

Lunch purchased from outside vendors is not allowed.

## **Food Policy**

- Any food brought for students other than your own child for parties, snacks, etc., must be commercially prepared and packaged.
- All products must be delivered unopened.
- For safety reasons students may not have glass bottles or glass containers on school grounds or at school activities.
- Students are not allowed to chew gum during school hours except for special occasions as allowed by the teacher.

## **Gift Policy**

Pikeville Elementary no longer accepts individual deliveries to students. State law, disruptions to the school day, student health issues as well as other specific student issues prohibit PES from accepting individual deliveries to students.

## **School Closing**

In the event of severely inclement weather or mechanical breakdown, school may be closed or the starting time delayed. The same conditions may also necessitate early dismissal. School closing, delayed starting time or early dismissal will be announced through the media and posted on the district webpage. School closing or snow schedules will be announced. If no announcement is made, it can be assumed that school will be in regular session. Please do not call the school or the radio stations. Telephone lines must be kept open for emergencies.

## **NTI Participation**

In the event that a Non-Traditional Instruction Day is called, assignments and expectations will be communicated by classroom teachers.

## **School Communications**

1. **District & School Website** - <https://www.pikeville.kyschools.us/>
2. **School Facebook Page** - <https://www.facebook.com/PikevilleElementary>
3. **School Twitter Account** - @PikevilleES - <https://twitter.com/PikevilleElem>
4. **PES Little League Athletics Facebook Page** - <https://www.facebook.com/PESlittleleague>
5. **Infinite Campus Parent** - <https://kyede9.infinitecampus.org/campus/portal/parents/pikeville.jsp>
6. **Remind App** - <https://www.remind.com/join/pkvelem>

## **Playground and Gym Safety Guidelines**

- Supervised play is delegated and assigned for each grade level by the administration.
- Safety and liability prevent us from welcoming visitors, parents and/or any other children at these times.
- For the safety of our students, gym shoes are required for physical education class and highly recommended for the playground.

## **Health Services**

The Pike County Health Department partners with the Pikeville Independent Board of Education to provide preventive health services to PES. The services provided are performed by highly trained medical professionals. The school nurse adheres to the guidelines set forth by the Kentucky Department Public Health's Core Clinical Service Guide ensuring that our students receive nursing care that is provided at the highest professional standard. Parents must complete a consent form each year and return it to the school nurse before any services can be administered.

The school health program offers many services and programs for students that include, but are not limited to:

- Acute and chronic illness screenings
- Required acute and chronic treatments as prescribed by a child's medical provider.
- Health screenings
- Chronic disease case management (asthma, diabetes, allergy/anaphylaxis, epilepsy, and others)
- Health education
- Dental services performed by Registered Dental Hygienist

Student medications guidelines are provided by the school nurse. Please contact her for procedures and form for school administration.

## **Lost and Found**

Students are expected to assume responsibility for their own belongings. A designated area is maintained in a prominent place in the office area. Students are expected to check there for lost or misplaced items. We strongly recommend that all personal belongings be labeled. Lost eyeglasses or other valuables, such as electronics, dental appliances, etc., will be turned into the office.

## **Volunteer Policy**

In an effort to provide students with safe and secure conditions, the council adopts the following measures for (parent, guardian, or community member) who work with or supervise students.

Volunteers are people who are contacted by the school to regularly assist with activities that directly place you in contact with students. Some of these activities include: book fair, health screens, clerical work, lunchroom assistance, reading programs, etc.

All volunteers that work with students must attend a school volunteer training. Documentation of this training must be on file with the school.

Under KY State Law (KRS 17.160), all volunteers who work with or supervise students must undergo a criminal records background check. Any parent/guardian/community member who has a criminal record of abuses such as: drug, alcohol, weapons, or violence, or theft offenses will not be permitted to work with or supervise students. This includes, but not limited to such offenses as possession or use of drugs or drug paraphernalia, drunken or disorderly conduct, driving under the influence, assault and/or battery, domestic violence, child abuse or sexual offenses, threatening conduct, etc.

Any classroom or activities volunteer who displays inappropriate conduct, fails to follow the directions of authorized school personnel or otherwise behaves in a manner that could endanger the safety or well-being of students will not have the opportunity to work with or supervise students in the future.

From time to time parents/guardians may be invited into the school for programs or activities. School visitors who are NOT working regularly or directly with children are not considered volunteers. Some of these activities/programs include: school dinners, concerts, project based fairs, etc.

## **Volunteer Training**

ALL volunteers must attend confidentiality training yearly. You must attend training if you plan to volunteer during ANY school sponsored events including daytime activities at the school, extra-curricular activities, chaperoning school sponsored field trips, coaching, or PTO activities. Other requirements will be discussed during this meeting.

## **Programs and Extracurricular Activities**

Little League at Pikeville Elementary is designed as an intramural athletic learning activity.

### **Student Participation**

Students in grades two through six (2-6) are eligible to participate in these activities and must meet the following criteria.

- Pass four (4) core academic classes and maintain a C average
  - Grade checks will be made to determine eligibility at midterm and end of grading period (second/third grade midterm and end of nine weeks grading checks will be completed by consulting teachers). If a student is declared ineligible, he/she may be reinstated through grade checks every week thereafter.
- Serve any assigned detention on the first assigned detention date. Practice or play is permitted as long as this requirement is met. If the student does not keep the detention, he/she may not practice or play until detention is kept.

- Be in attendance at least one-half (½) of the school day as defined by the attendance policy to practice or play in games daily and must be in school one-half (½) of the day on Friday to play or practice on Saturday.
- If a student checks in or checks out of school for a doctor's appointment, a doctor's excuse must be provided that day or the following day of attendance. The student may be absent only one-half (½) day per week without a doctor's excuse and still participate.

Any student participating in PES athletics must be enrolled in Pikeville Elementary School.

## **Coaches and Sponsors**

Each extracurricular activity will be led by an adult coach or sponsor who meets any applicable requirements set in law, or by sponsoring or governing organizations. The coach or sponsor will be responsible for personally supervising or ensuring that all students are supervised by an adult while they are participating in an activity, including practice time and travel time where applicable.

The principal will assign coaches from our school's current staff following our policy on Instructional and Non-Instructional Staff Time Assignment. If it is necessary to consider applicants who do not currently work at our school, our policy on Consultation will be followed.

## **Pikeville Elementary/Junior High Athletics Participation Policy**

A policy pertaining to Pikeville Elementary students participating in Junior High Athletics:

Students from Pikeville Elementary School in grades 4-6 may participate in Junior High Athletics under the following conditions:

- A. The Junior High Coach/Sponsor extends an invitation, approved by the Junior High Athletic Director, in writing to the Pikeville Elementary Principal.
- B. A formal parent request is presented to the Junior High Athletic Director agreeing to the request by the coach/sponsor.
- C. The Principals of Pikeville High School and Pikeville Elementary School approve the move.
- D. Students who play on "C" and "D" elementary teams are eligible for "A" and "B" at the coaches' discretion.

Pikeville Elementary 4th-6th grade students participating in Junior High Athletics will be subject to all academic and eligibility guidelines established by Pikeville Junior High/High School and the KHSAA.

## **Exit Criteria Policy**

Specific skills must be mastered in order for students to be successful at each grade level. To be promoted to the next grade level, students are expected to meet the established exit criteria. Parents will be informed of their child's progress following the fall, winter, and spring benchmark. An acceleration plan will be developed for all students at risk of not meeting

grade level standards. School and parent responsibilities will be documented and shared with parents throughout the school year.

Students are expected to meet the grade level criteria as listed in Appendix A to be eligible for promotion.

## **School Responsibilities**

The school will implement the following plan to ensure ALL students are making continuous progress throughout the school year in order to meet grade level exit criteria standards:

- All students will be given a benchmark assessment in reading and math three times per year to monitor progress.
- Administrators and teachers will use data from these assessments to identify students at risk of not meeting exit criteria standards using the State Benchmark.
- Individual Acceleration Plans will be created/updated for all students scoring below the expected criteria. (in the 25<sup>th</sup> percentile or below as identified by the STATE Benchmark).
- Parent/Teacher Conferences will be scheduled to inform parents and to discuss the school and parent responsibilities documented in the Individual Acceleration Plan.
- Parent/Teacher Conferences may also be scheduled for students who exceed the expected criteria, but who score below the 40th percentile.
- School personnel will use research-based practices when implementing instruction with targeted students.
- Parents of identified students will be informed of progress after each benchmark assessment and as needed throughout the year.
- Following the spring benchmark assessments, parents of students not meeting exit criteria standards will be contacted to schedule a conference to discuss assessment data.

## **Parent Responsibilities**

- Stay in close communication with teachers and the school about their child's education and progress.
- Follow the parent plan as outlined in the Individual Acceleration Plan.

## **Timeline:**

### **Open House**

- Teachers will share and discuss exit criteria-Parent Signature Required.

### **During the First Three Weeks**

- All students will be given benchmark assessments in reading and math.
- Teachers and Administrators will analyze data to identify students performing below expected criteria.

### **During the First Nine Weeks (Following Fall Benchmark)**

- Parent/Teacher Conferences will be scheduled for any students at risk of not meeting grade level exit criteria standards.
- Individual Acceleration Plans of identified students will be created and shared during the conference.

- Teacher will discuss what growth goals need to be met and the possibility of needing an additional year in the current grade.
- Student progress will be monitored as indicated in the Individual Acceleration Plan.
- Parent communication will be ongoing.
- \*Parents of students enrolling after the first five weeks of school will be notified by the classroom teacher within four weeks of enrollment time.

### **End of Second Nine Weeks (Winter Benchmark)**

- Winter benchmark assessments will be given.
- Teachers and Administrators will analyze data (using the STATE Benchmark) to update acceleration plans and to identify any student performing below expected criteria.
- Acceleration Plans will be updated as needed.
- Teachers will provide written communication to parents about student progress and any changes to the Individual Acceleration Plan-Parent Signature Required.
- Individual Acceleration Plans will be created for any new identified student.
- Parent/Teacher Conferences will be scheduled as needed.
- Teacher will discuss what growth goals need to be met and any possibility of needing an additional year in the current grade within one calendar month of the administration of the winter benchmark.
- Student progress will continue to be monitored as indicated in the Individual Acceleration Plan.
- Parent communication will be ongoing.

### **April/May**

- Spring benchmark assessments will be given
- Teachers will analyze data of spring benchmark assessments to update acceleration plans and to identify students who may need possible retention.

### **During the last month of school**

- Teachers will provide written communication to parents about student progress-Parent Signature Required.
- Light's Retention Scale Assessment will be given to students not meeting benchmark assessment exit criteria.
- Parent conferences will be scheduled for students not meeting exit criteria.
- Teacher/Parent/School Administrator will meet to discuss data and teacher observations. Placement decisions must be finalized during this meeting.
- Placement decision documents will be signed during the conference.

All placement decisions will take into consideration the following:

- Age
- Physical and social development
- Academic level in language arts and math
- Any identified disabilities or other barriers to learning
- Results of the Light's Retention Scale-5

Final decisions as to promotion or retention rests with school authorities as set forth in KRS 158.140; however, no student may be retained without prior consultation with the parents.

## Students with Disabilities

In cases which involve students with disabilities, the procedures mandated by federal and state law for students with disabilities shall be followed.<sup>1</sup>

### References:

<sup>1</sup>P. L. 105-17

KRS 158.031; KRS 158.645; KRS 158.6451; KRS 158.6453

KRS 158.860; KRS 160.1592; KRS 160.345

OAG 82-473

### RELATED POLICIES:

08.113, 08.222, 08.5, 09.121

## Appendix A

### Grade Level Exit Criteria

#### Exit Criteria for Kindergarten:

- Read and comprehend at the 25th percentile as measured by a nationally norm-referenced assessment and/or other classroom assessment tools.
- Math Level of 25th percentile as measured by a nationally norm-referenced assessment and/or other classroom assessment tools.

Mastery of the skills listed below (minimum skills required):

#### Reading Skills

- Print first and last name
- Identify and print all capital and lowercase letters
- Know all consonant sounds
- Know short vowel sounds
- Read CVC words (examples: cat, dog, pig, hug, etc.)
- Read at Level 3-6 (DRA)
- Read at least 25 common high-frequency words from K-1 sight word list
- Understand directionality (concepts of print)
- Copy written text from a model

#### Math Skills

- Count to 50
- Write numbers 0-20
- Count at least 10 objects
- Identify numbers 1-10 in random order
- Add and subtract with 5, fluently
- Know basic shapes (circle, square, triangle, rectangle)

#### Exit Criteria for First Grade:

- Read and comprehend at the 25th percentile as measured by a nationally norm-referenced assessment and/or other classroom assessment tools.



- Math Level of 25th percentile as measured by a nationally norm-referenced assessment and/or other classroom assessment tools.

Mastery of the skills listed below (minimum skills required):

#### Reading Skills

- Read at Level 16 (DRA)
- Know all letter sounds (including short and long vowel sounds)
- Read at least 50 common high-frequency words from K-1 sight word list
- Read words with CVCe pattern (Examples: cake, like, hope, etc.)
- Sound out grade level two syllable words
- Read more than 34 words per minute
- Write complete sentences (Capitalization/Punctuation)

#### Math Skills

- Identify and write numbers to 100
- Count to 100
- Skip count by 2s, 5s, and 10s
- Know the meaning of common symbols (+, -, =,)
- Add and subtract facts (0-10) fluently
- Compares two digit numbers using place value blocks (tens, ones)
- Identify coins (penny, nickel, dime, and quarter)
- Tell, write, and demonstrate time to hour and half hour

#### Exit Criteria for Second Grade:

- Read and comprehend at the 25th percentile as measured by a nationally norm-referenced assessment and/or other classroom assessment tools.
- Math Level of 25th percentile as measured by a nationally norm-referenced assessment and/or other classroom assessment tools.

Mastery of the skills listed below (minimum skills required):

#### Reading Skills

- Read at Level 20-24 (DRA)
- Read more than 72 words per minute
- Read compound words, contractions, possessives, inflectional endings
- Read multisyllabic words
- Understand and explain common antonyms and synonyms.
- Spell sight words accurately
- Spell previously studied phonetically regular words correctly

#### Math Skills

- Read and write whole numbers 0-1000
- Identify odd or even numbers
- Orders and compares whole numbers through hundreds place
- Add and subtract within 20.
- Add and subtract within 100, with and without regrouping

- Add and subtract using a number line.
- Count money using dollar bills, quarters, dimes, nickels, and pennies.
- Tell and write time to the hour, half hour, and quarter hour
- Measure length to the nearest inch or centimeter
- Recognize triangles, quadrilaterals, pentagon, hexagon, and cube
- Solve multiplication problems 0-5 using repeated addition and rectangular arrays.

#### Exit Criteria for Third Grade:

- Read and comprehend at the 25th percentile as measured by a nationally norm-referenced assessment and/or other classroom assessment tools.
- Math Level of 25th percentile as measured by a nationally norm-referenced assessment and/or other classroom assessment tools.

Mastery of the skills listed below (minimum skills required):

#### Reading Skills

- Read at Level 30 (DRA)
- Read more than 91 words per minute
- Spell frequently used sight words accurately
- Spell previously studied phonetically regular words correctly
- Identify prefixes, suffixes, and root/base words
- Identify the different types of text structure (compare/contrast; problem/solution; cause/effect; description; sequencing-chronological order)
- Score 70% average on comprehension as evident in grade level assessments
- Understand and identify similes and metaphors

#### Math Skills

- Read and write whole numbers 0-10,000
- Order and compare whole numbers through ten thousand place
- Add and subtract within one thousand with and without regrouping
- Know all multiplication facts (0-9)
- Recognize and label basic fractions (whole,  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ )
- Tell time to the nearest hour, half hour, quarter hour, and five minutes
- Understand elapsed time using hours and minutes
- Measure length to the nearest inch and  $\frac{1}{2}$  inch
- Find the area of a 2D model
- Find the perimeter of a 2D model
- Identify basic quadrilaterals (square, rectangle, rhombus, trapezoid, parallelogram)
- Solve word problems using all operations

#### Exit Criteria for Fourth Grade:

- Read and comprehend at the 25th percentile as measured by a nationally norm-referenced assessment and/or other classroom assessment tools.
- Math Level of 25th percentile as measured by a nationally norm-referenced assessment and/or other classroom assessment tools.

Mastery of the skills listed below (minimum skills required):

#### Reading Skills

- Read at Level 34 (DRA)
- Read more than 105 words per minute
- Read multisyllabic words
- Spell frequently used sight words accurately
- Spell previously studied phonetically regular words correctly

#### Math Skills

- Read and write whole numbers 0-100,000
- Add and subtract within ten thousand with and without regrouping
- Fluent in multiplication facts (0-9's)
- Multiply up to a 4-digit number by a 1-digit number
- Multiply two-digit numbers by 2-digit numbers
- Divides up to a 4-digit number by a one-digit divisor
- Recognize and find equivalent fractions
- Solves simple one step word problems

#### Exit Criteria for Fifth Grade:

- Read and comprehend at the 25th percentile as measured by a nationally norm-referenced assessment and/or other classroom assessment tools.
- Math Level of 25th percentile as measured by a nationally norm-referenced assessment and/or other classroom assessment tools.

Mastery of the skills listed below (minimum skills required):

#### Reading Skills

- Read more than 119 words per minute
- Read at Level 38 (DRA)
- Read multisyllabic words
- Spell frequently used sight words accurately
- Spell previously studied phonetically regular words correctly

#### Math Skills

- Write and solve simple numerical expressions
- Read, write, and compare decimals to the thousandths place
- Add and subtract decimals to the thousandths place
- Multiply multi-digit numbers
- Multiply a decimal by a whole number
- Divide three-digit numbers by a 2 digit divisor
- Divide a decimal by a whole number
- Add and subtract fractions with simple unlike denominators
- Solve one-step word problems
- Find the volume of a rectangular prism
- Graph points in the first quadrant of a coordinate plane
- Know multiplication facts 0-12

- Classify 2D shapes based on properties

#### Exit Criteria for Sixth Grade:

- Read and comprehend at the 25th percentile as measured by a nationally norm-referenced assessment and/or other classroom assessment tools.
- Math Level of 25th percentile as measured by a nationally norm-referenced assessment and/or other classroom assessment tools.

Mastery of the skills listed below (minimum skills required):

#### Reading Skills

- Reads more than 122 words per minute
- Reads at Level 44 (DRA)
- Reads multisyllabic words
- Spell frequently used sight words accurately
- Spell previously studied phonetically regular words correctly

#### Math Skills

- Multiply and divide fractions and mixed numbers
- Solve problems using ratio and rate
- Divide multi-digit numbers by a 3-digit divisor
- Convert a rational number to a decimal and/or fraction
- Use positive and negative numbers on a number line (vertical and horizontal)
- Identify all four quadrants of the coordinate plane
- Write and solve numerical expressions
- Read, write, and evaluate expressions with variables
- Find area, surface area, and volume of triangles, quadrilaterals, and polygons
- Classify three-dimensional objects (cubes, prisms, pyramids, cones, and spheres)
- Formulate questions, collect data, analyze data, and interpret results of statistical data
- Display statistical data appropriately

## **PIKEVILLE ELEMENTARY SCHOOL CODE OF CONDUCT**

### **Code of Conduct Philosophy**

Pikeville Elementary is committed to providing all students with an environment that fosters a love of learning, enhances student achievement, cultivates respect for individual diversity, and prepares students for making sound personal choices.

Discipline is the creation of a learning environment, which fosters a sense of fairness and respect for people and property. Discipline encourages children to make positive choices based on an awareness of consequences and feelings theirs as well as the feelings of others.

Discipline is the cooperative effort and responsibility of students, parents/guardians, teachers, and administration. If followed by all parties, this will create an environment for all students to learn to their fullest potential.

In order to provide an appropriate learning environment PES has adopted this discipline code. The object of this code is to provide for a safe environment, to protect individual rights and to teach students to be responsible citizens. This code seeks to be consistent with the tradition of high standards which has been characteristic of the Pikeville Independent Schools.

We continue this focus by providing a responsive culture and climate for our students and staff conducive to high levels of productivity and outstanding academic performance through the use of Positive Behavioral Intervention and Supports (PBIS).

PBIS is a school-wide systemic approach to embed evidence-based practices and data-driven decision-making to:

1. Improve school climate and culture in order to achieve improved academic and social outcomes;
2. Increase learning for all students, including those with the most complex and intensive behavior needs;
3. Encompass a range of systemic and individualized positive strategies to reinforce desired behaviors;
4. Diminish reoccurrence of inappropriate or dangerous behaviors, and
5. Teach appropriate behaviors to students.

## **Effective Discipline Strategies**

Appropriate disciplinary response procedures will be determined by grade level, seriousness, and frequency of offenses. Students who violate policies and rules are subject to the following disciplinary alternatives:

1. Restatement of expectations - school staff remind students of expected behavior.
2. Positive practice - staff will ask students to practice expected behavior.
3. Verbal Reprimand - warning given by any staff member designated by the principal.
4. Verbal apology and/or handshake - may be encouraged by teacher or administrator.
5. Restitution - the student will remedy the situation physically or financially.
6. Student Conduct Report - for missing homework/behavior incidents.
7. Special assignment - appropriate assignments during a time a child is present in school, deemed beneficial to correct behavior.
8. Phone call to parent - teacher or administrator may make verbal contact with parent over a discipline problem.
9. Conference with parent and/or student - teachers and/or administrators may request a meeting to discuss the student's behavior.
10. Behavior contract - contract for specific behavior between teacher, student, and/or administrator/ counselor/ parent.
11. Withdrawal of privileges - special events (such as but not limited to end of the year picnic or field trips), extracurricular activities or otherwise appropriate to grade level by teacher or administrator.

12. Temporary removal from class - the immediate temporary removal of a student from a classroom by teacher or administrator.
13. Benched room - placement of a student in a classroom under the supervision of certified personnel.
14. Office referral - student will be sent to the principal and/or assistant principal.
15. Detention - a specified time during or after school may be used for a single disciplinary problem, tardy issues, or for multiple disciplinary offenses.
16. Schedule change - with agreement of teacher and administrator placing a child in another class.
17. Counselor referral - for a child whose behavior may be modified with one-to-one counseling. Initial contact with the student referred will occur within three school days of referral. If the counselor is not at school, the principal or assistant principal will handle the initial meeting.
18. Time out - assigning a child a special place in the room, lunchroom, and anywhere else to prevent interaction with other students by a teacher or administrator.
19. [Saturday School](#)
20. [In-School Suspension \(ISS\)](#)
21. [Suspension/Expulsion](#)
22. Referral to outside agencies - this may include Social Services, Mountain Comprehensive Care or District Court Worker.
23. Any appropriate action necessary to insure the safety and security of students, staff and faculty.

## **Discipline, Classroom Management, and School Safety Policy**

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

1. Distribution to Students
  - a. Pikeville Elementary School will follow the Pikeville Independent Code of Acceptable Behavior and Discipline in the School Code Book.
    - i. During the first week of school, the principal (or principal's designee) will:
      1. Provide each student with a copy of the District Code of Conduct
      2. Require each student to return a signed Acknowledgement Form from his or her parent or guardian showing that the parent or guardian has seen and reviewed the Code.
      3. Follow-up as needed with any student who has not returned the signed acceptance, or assign other staff members to do so.
    - ii. The principal (or principal's designee) will follow steps 1-3 above for all students new to the school during the year.
2. Communication with Stakeholders
  - a. At the beginning of the school year, the Pikeville Independent Code of Acceptable Behavior and Discipline will be provided to all school employees, parents, and legal guardians, or other persons exercising custodial control or

supervision of students including those students who enroll during the school year.

- b. At the beginning of each school year, the principal (or designee) will work with the district to develop a process to train anyone exercising custodial control over students, when necessary, in the use of the Code and/or to provide updated information to the staff, students, and parents.

## **Discipline Code (School Safety Plan)**

Our school will maintain a School Safety Plan addressing procedures to provide a supportive, safe, healthy, orderly, and equitable learning environment for both students and staff. This plan will also address any issues identified by our stakeholders and issues required by state law. A hard copy of our current plan is available in our school Code of Conduct book.

## **Responsibilities**

Principals and assistant principals are responsible for:

1. Disseminating and interpreting the behavioral and discipline standards and guidelines of the district and school.
2. Ensuring that all staff and students adhere to the District Code of Conduct.
3. Providing support and guidance to teachers in the implementation of the district and school behavioral and discipline standards and guidelines.
4. Working with parents and guardians when issues arise that involve behavior and/or discipline of a student.

**Teachers are responsible for:**

1. Clearly establishing classroom standards of conduct that:
  - a. Include clearly defined consequences when standards are not met,
  - b. Are communicated to parents,
  - c. Are posted in plain view of the students in the classroom, and
  - d. Are taught to students during the first two weeks of school and explained to students who join the class during the year.
2. Ensuring that:
  - a. Teacher-student interactions demonstrate general caring and respect.
  - b. Interactions among students are generally polite and respectful.
  - c. Disrespectful behavior among students is responded to successfully in a polite and respectful but impersonal way.
  - d. Students are engaged during small-group work.
  - e. Classroom routines work efficiently and function smoothly including smooth transitions between large and small-group activities.
  - f. Students are held to the classroom standards and appropriate consequences are issued when the standards are not met.
3. Frequently monitoring student behavior including effective responses to student misbehavior as well as acknowledgment of good behavior.
4. Making sure the classroom is safe, that all students can see and hear, and that the room is arranged to support learning/instructional goals and activities.

### **Counselors are responsible for:**

1. Providing support and guidance to help students and parents understand, correctly interpret, accept, and follow the behavioral standards and guidelines of the district, school, and classrooms.
2. Providing support and guidance to teachers in the implementation of classroom management techniques and strategies.

### **Students are responsible for:**

1. Exhibiting respect for the teacher.
2. Interacting with peers in a polite and respectful way.
3. Expending effort to complete work or high quality.
4. Accepting and following the behavioral standards of conduct expected by the district, school, and each classroom.
5. Asking for help when they do not understand the behavioral expectations or feel that they are unable to comply.

### **Parents and Guardians are asked to:**

1. Become familiar with documents related to district and school standards of behavior and discipline and ask the school questions when they do not understand language or details in these documents.
2. Work with the school when issues arise involving their child's behavior or consequences given to their child by the school or teacher.

## **Dress Code Policy**

The goal of the PES dress code is to ensure a high-quality learning experience for all students.

Therefore:

- Students shall wear adequate, modest clothing of such style and design determined by the principal, principal's designee, or the school PRIDE Committee.
- Students shall wear shoes for foot protection while on school grounds, school sponsored activities, or aboard school transportation.
- Students shall maintain clothing and personal hygiene in a manner which is appropriate for a school environment.

The following is **prohibited**:

General

- Decorations, symbols, mottoes, jewelry, or designs imprinted or attached to the body or clothing which are disruptive to the learning environment.
- Bare midriff outfits or see-through clothing.
- Any form of clothing that has references to profanity, alcohol, illegal drugs, weapons, or offensive materials.

Tops

- Shirts that do not touch the top of the pants in the front and in the back while



sitting or standing.

- Muscle shirts which expose chest/torso, strapless garments, backless garments, belly shirts, and spaghetti strap shirts.
- Any shirt with shoulder straps that are less than one inch wide (on each side).

Bottoms (Preschool through 4<sup>th</sup> grade students)\*

- Bottoms that are below the waist and that measure above fingertip level with arms held straight down at each side.
- Any pants, dresses, shorts, skorts or skirts that have holes, cuts, or tears that expose undergarments, pocket lining, or skin above fingertip level.

Bottoms (5<sup>th</sup>/6<sup>th</sup> grade students)\*

- Bottoms that are below the waist and that measure more than eight inches above the crease of the knee when standing.
- Any pants, dresses, shorts, skorts or skirts that have holes, cuts, or tears that expose undergarments, pocket lining, or skin above eight inches from the crease of the knee.

Hats and Accessories

- Metal chains hanging from clothing or wallets. This includes but is not limited to pocket chains or belts.
- Hats are permitted only on Fridays or special designated days. Teachers have the right to ask students to remove hats or hoods in their individual classrooms.
- Blankets are prohibited.

Shoes

- Shoes with wheels or steel toes.
- High heeled shoes (1/2 inch or greater).

## Disciplinary Action for Dress Code Violations

Students will be required to become compliant with the dress code policy. Administration will determine the disciplinary action.

**\*To better accommodate our growing Panthers, the dress code is separated by age group for bottom garments and adopts the PHS dress code for our fifth and sixth grade students.**

## Homework Policy

Homework is an important element of the PES's educational program. To be effective, learning requires an integrated approach among teachers, parents, and students.

### Definition

Homework is defined as assignments to be completed outside the regular school day that reinforce instruction, increase understanding and retention, prepare a student for class discussion, and provide curriculum enrichment opportunities. Not all homework will be in the form of written assignments. Some homework, especially in the primary level, may involve students reading to their parents, as well as parents reading to their children and students involved in creating a project.

**Please note:** Long-term assignments could take longer, but would be assigned so that the student could work over a period of several days, therefore not exceeding the daily maximum.

- **Purpose:** This homework policy has been developed to establish responsibilities and guidelines for minimum standards for the assignments, evaluation, and monitoring of homework assignments. This policy is intended to guide teachers and parents of all students at Pikeville Elementary.
  - It does not apply to students receiving homebound instruction or whose instructional program is governed by individual education plans when those plans exclude the prospect of homework.
- **Amount:** Here are some general guidelines for consistency in our homework assignments. We realize children's completion rates do vary, and in-class work habits may determine the amount of work going home. Therefore, assignments not completed in class may also affect an individual student's total number of minutes. The time allotment is an average amount of time needed to complete an individual assignment.

Kindergarten	10 minutes
First Grade	10 minutes
Second Grade	20 minutes
Third Grade	30 minutes
Fourth Grade	40 minutes
Fifth Grade	50 minutes
Sixth Grade	60 minutes

**Regular homework will not be assigned during fall break, Thanksgiving vacation, Christmas vacation, or spring break.**

- **Parent Involvement:** Parents are urged to actively involve themselves with their children's homework. Homework assignments offer opportunities for valuable interaction between parent and child in support of learning. Parents should:
  - Have a quiet, well-lit place for their child to work.
  - Schedule a time to do homework.
  - Encourage their child but not do the work for their child.
  - Communicate with the teacher to determine the causes and contributing factors for incomplete homework assignments.
  - Contact the principal/assistant principal if they still feel there is a problem with homework.
- **Teacher Involvement:**
  - Copies of this policy shall be distributed to all students and their parents.

- Assigned homework is to be completed outside the class; however, if time permits teachers may allow students to complete some homework and/or reading assignments during class each day.
  - Teachers shall evaluate homework assignments and shall periodically inform students and their parents of the student's academic progress and mastery of learning objectives.
  - Teachers shall provide clear, concise directions for the completion of homework.
  - Teachers shall consider the student's total homework (including other teachers) to ensure the grade level maximum time allotment for homework shall not be exceeded.
  - Teachers will make the initial parental contact each grading period for a student's lack of homework by sending home a Student Responsibility Homework Report.
- **Student Responsibility:** Students are responsible for completing their homework and, with support from their parents, follow these practical suggestions:
    - Write down assignments and due dates in an assignment book or utilize a homework sheet, ask questions, and select necessary books and supplies before leaving school.
    - Keep homework in the same place at home each day and take books and materials directly to a study area.
    - With parental assistance, plan the best time to complete homework.
    - Complete homework so that it is neat and legible.
    - Complete and return homework on time.
- **Principal/Assistant Principal Responsibilities:** The principal/assistant principal will ensure the homework policy is distributed to and understood by teachers, parents, and students.
    - After the third no homework in a nine weeks grading period, the student will be referred to the principal/assistant principal to be assigned a detention date.
    - The principal/assistant principal will schedule conferences as needed.
    - The principal/assistant principal will monitor the implementation of the homework policy.
- **Consequences:**
    - **First Warning:** A Student Responsibility Homework Report will be completed by the teacher for their record and a copy sent to the office. This report explains the details of the missed assignment. Parents will receive a copy of the form.
    - **Second Warning:** With the student's second no homework in a nine (9) weeks grading period, the teacher will follow the procedures outlined above.
    - **Third Warning:** With the student's third no homework in a nine (9) weeks grading period, the teacher will send the student to the Principal/Assistant Principal with a detention.

- **If the disciplinary report form returns from parent/guardian unsigned, the teacher or administrator will make contact with parent/guardian.**
- *Grade levels will communicate any additional homework expectations and consequences.*
- **Absences:**
  - Students with excused absences will be allowed to make up class work in order to continue concept development in a timely manner.
  - Students will be given three days plus a one-day extension for each day they are absent to make up assignments; therefore, a longer than usual time allotment may be necessary to complete assignments.
  - Students will receive missed assignments once they return from an absence.  
**Please Note: All make-up work will no longer be available during absence for parent/guardian/sibling to pick up.**
  - Students will receive assignments once he/she returns to school.
  - Suspended students will make up work assigned while they are suspended and will receive credit for the completed assignments.

## Behavior Policy

Our Behavior Policy is in place so that we may provide an atmosphere of open communication, fairness, and safety.

Teachers will complete a Student Conduct Report (SCR) to communicate any behavior incidents to parents/guardians. Parents are required to sign and return the SCR within three days. If the SCR remains unsigned on the third day, the teacher or administrator will make contact with the parent/guardian.

A combination of three minor incidents within a nine weeks period will result in a detention. The administration of Pikeville Elementary School reserves the right to administer an alternative disciplinary action taken on a case by case basis when extenuating circumstances are involved.

Certain acts listed are federal and/or state offenses. School officials will notify the proper authorities in resolving such problems.

**Extra curricular activities are considered a privilege. Consequences for behavior may include loss of privilege in participating in after school activities as determined by administration.**

## Security Cameras

Pikeville Elementary uses security camera systems enabled for the recording of video and audio to promote a safe, orderly learning environment.

# 2024-2025 PES Grid of Disciplinary Consequences

[PES Code Book](#)

Behavior (with examples but not an exhaustive list)	1st Offense	2nd Offense	3rd Offense
<b><u>Bullying</u></b> See page 49 (PES Code Book)	<ul style="list-style-type: none"> <li>Restatement/reteaching of Expectation</li> <li>Parent Contact (SCR)</li> <li>Benchroom</li> </ul>	<ul style="list-style-type: none"> <li>Restatement of Expectation</li> <li>Parent Contact (SCR)</li> <li>Detention</li> <li>Counselor Referral</li> </ul>	<ul style="list-style-type: none"> <li>Office Referral</li> <li>Parent Contacted by School Administration</li> <li>Saturday School</li> </ul>
<b><u>Disrespectful</u></b> Language, Tone, Attitude, Not following acceptable personal space, Bothering another person's belongings, Cutting line, Making a mess in the school common areas and/or writing on non-personal belongings See Required Standards p.8 - 12 (PES Code Book)	<ul style="list-style-type: none"> <li>Restatement/reteaching of Expectation</li> <li>Parent Contact (SCR)</li> <li>Benchroom</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact (SCR)</li> <li>Benchroom</li> </ul>	<ul style="list-style-type: none"> <li>Office Referral</li> <li>Parent Contacted by School Administration</li> <li>Detention</li> </ul>
<b><u>Disobedience, Defiant, Uncooperative</u></b> Refusal to complete work or to comply with reasonable request from school personnel as guided by school guidelines and expectations See Required Standards p. 8 - 12 (PES Code Book)	<ul style="list-style-type: none"> <li>Restatement/reteaching of Expectation</li> <li>Parent Contact (SCR)</li> <li>Benchroom</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact (SCR)</li> <li>Benchroom</li> </ul>	<ul style="list-style-type: none"> <li>Office Referral</li> <li>Parent Contacted by School Administration</li> <li>Detention</li> </ul>
<b><u>Disruptive Behavior</u></b> Play fighting, horseplaying, throwing food/materials at lunch or in class, lack of expected voice control, playing in the restroom, etc.	<ul style="list-style-type: none"> <li>Restatement/reteaching of Expectation</li> <li>Parent Contact (SCR)</li> <li>Benchroom</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact (SCR)</li> <li>Benchroom</li> </ul>	<ul style="list-style-type: none"> <li>Office Referral</li> <li>Parent Contacted by School Administration</li> <li>Detention</li> </ul>
<b><u>Destruction of Property</u></b>	<ul style="list-style-type: none"> <li>Consequences determined by administration</li> <li>Possible Restitution - Decided case-by-case</li> </ul>	<ul style="list-style-type: none"> <li>Consequences determined by administration</li> <li>Possible Restitution - Decided case-by-case</li> </ul>	<ul style="list-style-type: none"> <li>Consequences determined by administration</li> <li>Possible Restitution - Decided case-by-case</li> </ul>

<b><u>Theft/Stealing</u></b> See Required Standards p. 8 - 12 (PES Code Book)	<ul style="list-style-type: none"> <li>• Restatement/reteaching of Expectation</li> <li>• Parent Contact (SCR)</li> <li>• Benchroom (Grades K-1)</li> <li>• Detention (Grades 2-6)</li> </ul>	<ul style="list-style-type: none"> <li>• Office Referral</li> <li>• Parent Contacted by School Administration</li> <li>• Consequences determined by school administration which may include detentions and/or suspensions</li> </ul>	<ul style="list-style-type: none"> <li>• Office Referral</li> <li>• Parent Contacted by School Administration</li> <li>• Consequences determined by school administration which may include detentions and/or suspensions</li> </ul>
<b><u>Use of Personal Device During School Day</u></b> Cell phones, iPads, wearable tech, and etc.	<ul style="list-style-type: none"> <li>• Device taken and returned at the end of the day</li> <li>• Warning and Parent Contacted (SCR)</li> </ul>	<ul style="list-style-type: none"> <li>• Device taken</li> <li>• Parent Contacted by School Administration</li> <li>• Parent required to pick it up at school</li> </ul>	<ul style="list-style-type: none"> <li>• Device taken</li> <li>• Parent Contacted by School Administration</li> <li>• Student possession of device no longer permitted for the remainder of school year</li> </ul>
<b><u>Posting images/videos to social media</u></b> of anything that occurs on school property during the school day or during a school sanctioned activity is prohibited unless approved by administration.	<ul style="list-style-type: none"> <li>• Case-by-case basis</li> </ul>	<ul style="list-style-type: none"> <li>• Case-by-case basis</li> </ul>	<ul style="list-style-type: none"> <li>• Case-by-case basis</li> </ul>
<b><u>Inappropriate Use of School Electronic Device</u></b> Student on device without permission, student on a non-assigned task on a device	<ul style="list-style-type: none"> <li>• Parent Contact (SCR)</li> <li>• Benchroom</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Contact (SCR)</li> <li>• Benchroom</li> </ul>	<ul style="list-style-type: none"> <li>• Consequences determined by School Administration</li> </ul>
<b><u>Homework</u></b> See p. 41 (PES Code Book) <i>*Grade levels will communicate additional homework expectations and consequences.</i>	<ul style="list-style-type: none"> <li>• Benchroom</li> <li>• Parent Contacted (SCR)</li> </ul>	<ul style="list-style-type: none"> <li>• If during the same quarter as the 1st offense: <ul style="list-style-type: none"> <li>○ Benchroom</li> <li>○ Parent Contacted (SCR)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• If during the same quarter as the 2nd offense: <ul style="list-style-type: none"> <li>○ Office Referral</li> <li>○ Detention</li> </ul> </li> </ul>
<b><u>Plagiarism</u></b>	<ul style="list-style-type: none"> <li>• Parent Contact (SCR)</li> <li>• Teach expectations and redo assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Contact (SCR)</li> <li>• Benchroom</li> </ul>	<ul style="list-style-type: none"> <li>• Consequences determined by School Administration</li> </ul>

<b><u>Cheating on Assignments</u></b>	<ul style="list-style-type: none"> <li>• Parent Contact (SCR)</li> <li>• Teach expectations and redo assignment</li> <li>• Benchroom (Grades 3-6)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Contact (SCR)</li> <li>• Benchroom</li> <li>• Receive 0 on assignment (Grades 4-6)</li> </ul>	<ul style="list-style-type: none"> <li>• Consequences determined by School Administration</li> </ul>
<b><u>Use of Inappropriate Language/Gestures</u></b> See p. 8 -12 (PES Code Book)	<ul style="list-style-type: none"> <li>• Restatement/reteaching of Expectation</li> <li>• Parent Contact (SCR)</li> <li>• Benchroom</li> </ul>	<ul style="list-style-type: none"> <li>• Office Referral</li> <li>• Parent Contacted by School Administration</li> <li>• Possible Counselor Referral</li> <li>• Detention</li> </ul>	<ul style="list-style-type: none"> <li>• Office Referral</li> <li>• Parent Contacted by School Administration</li> <li>• Saturday School</li> </ul>
<b><u>Racially Insensitive Comments</u></b> See p. 8 -12 (PES Code Book)	<ul style="list-style-type: none"> <li>• Parent Contact (SCR)</li> <li>• Benchroom</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Contact (SCR)</li> <li>• Benchroom (grades K-2)</li> <li>• Detention (grades 3-6)</li> </ul>	<ul style="list-style-type: none"> <li>• Consequences determined by School Administration</li> </ul>
<b><u>Leaving Class Without Permission/In Undesignated Areas</u></b>	<ul style="list-style-type: none"> <li>• Consequences determined by School Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Consequences determined by School Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Consequences determined by School Administration</li> </ul>
<b><u>Spitting/Biting</u></b>	<ul style="list-style-type: none"> <li>• Parent Contact (SCR)</li> <li>• Benchroom (grades K-1)</li> <li>• Detention (grades 2-6)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Contact (SCR)</li> <li>• Consequences determined by school administration which may include detentions and/or suspensions</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Contact (SCR)</li> <li>• Consequences determined by school administration which may include detentions and/or suspensions</li> </ul>
<b><u>Fighting</u></b> Physical aggression (hitting, punching, slapping, kicking, pushing, etc.) See p. 8 - 12 (PES Code Book)	<ul style="list-style-type: none"> <li>• Immediate Office Referral</li> <li>• Parent Contacted by School Administration</li> <li>• Consequences determined by School Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate Office Referral</li> <li>• Parent Contacted by School Administration</li> <li>• Consequences determined by School Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate Office Referral</li> <li>• Parent Contacted by School Administration</li> <li>• Consequences determined by School Administration</li> </ul>
<b><u>Fighting, Striking Faculty/Staff Members</u></b> See p. 18 (PES Code Book)	<ul style="list-style-type: none"> <li>• Immediate Office Referral</li> <li>• Parent Contacted by School Administration</li> <li>• Consequences determined by</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate Office Referral</li> <li>• Consequences determined by School Administration</li> <li>• Possible legal</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate Office Referral</li> <li>• Consequences determined by School Administration</li> <li>• Possible legal</li> </ul>

	School Administration • 1-5 Days Suspension	action	action
<b><u>Possession of Dangerous Weapon</u></b> See p. 15 (PES Code Book)	• Law enforcement contacted • 6-10 day out of school suspension		
<b><u>Threats to self, other student(s) and/or teacher(s)</u></b> See p. 8 - 12 (PES Code Book)	• Threat assessment by School Counselor and next steps will be determined. • Possible proper authorities contacted.	• Threat assessment by School Counselor and next steps will be determined. • Possible proper authorities contacted.	• Threat assessment by School Counselor and next steps will be determined. • Possible proper authorities contacted.
<b><u>Use/Possession of Vapor Product or other Inappropriate Substances</u></b> See p. 8 - 12 (PES Code Book)	• 1 - 5 Day Suspension	• 1 - 5 Day Suspension	• Consequences determined by School Administration
<b><u>School Bus Violations</u></b> See p. 53 (PES Code Book)	• Refer to School Bus Guidelines in District Code Book	• Same	• Same
<b><u>Failure to Attend Detention</u></b>	• 1 Day Saturday School	• 1 Day Suspension	• 1 Day Suspension

A combination of three minor incidents within a nine weeks period will result in a detention. The administration of Pikeville Elementary School reserves the right to administer an alternative disciplinary action taken on a case by case basis when extenuating circumstances are involved.

Certain acts listed are federal and/or state offenses. School officials will notify the proper authorities in resolving such problems.

**Extra curricular activities are considered a privilege. Consequences for behavior may include loss of privilege in participating in after school activities as determined by administration.**

\*SCR = Student Conduct Report (prepared by teacher)

## **Removal of Students from Class Setting**

School administrators may immediately remove or cause to be removed threatening or violent students from a classroom setting. Threatening or violent behavior includes, but not limited to:

1. Verbal or written statements or gestures by students indicating intent to harm themselves, others, or property.
2. Physical attacks by students so as to intentionally inflict harm to themselves, others, or property.



A threat assessment will be completed and submitted to document the removal and the causes, if known. School administrators will review the removal as soon as possible to determine if further disciplinary action is warranted or if the students can return to the classroom.

## **In-School Suspension/Detention (ISS/ISD)**

An ISS/ISD is not intended to be a program to only punish the child, but as an alternative educational environment for temporary placement. The highly structured environment and the counseling component will begin the process of helping a student recognize the need for and to develop skills for behavior changes while continuing academic progress.

After a parent or child has chosen for the child to miss two consecutive detentions without prior administrative approval, the detention shall automatically change into a one day ISS/ISD.

## **Saturday School**

Saturday School will be used as a response to unmodified behavior, the result of three disciplinary reports, (i.e. detentions, In- School Suspensions, Out of School Suspensions) or a serious violation of school rules and/or regulations. Students will be assigned to Saturday School by the principal or assistant principal. A student will be assigned a Saturday School upon committing a violation that results in receiving three disciplinary report forms. After receiving three such forms the student will be assigned to the next scheduled Saturday School.

Saturday School may be assigned to any student on a first offense deemed serious by the Principal/Assistant Principal. Saturday School will be held on Saturday from 8:00 - 11:00 a.m. for students in grades 3-6. Saturday School will be held on Saturday from 8:00 - 10:00 a.m. for students in grades K-2. The only exception to Saturday School not being held on Saturday and being held on an evening after school will be the end of the year when scheduling is hindered due to so many other scheduled activities. Saturday School will be held at Pikeville Elementary School and it is the sole responsibility of the parent to provide transportation to and from the elementary school. Students will work on grade level academic activities. Students assigned to Saturday School will not be allowed to participate in any school-sponsored extra-curricular activities that day. Parents will be notified when a student has been assigned a Saturday School with a written notice and/or telephone contact by Principal/Assistant Principal.

Failure to attend Saturday School will result in an additional Saturday School being assigned. Failure to attend a second Saturday School will/may result in court action.

## **Bullying**

### **A. Student Behavior**

In order to prevent the disruption of the educational process and the ability of all students to take advantage of the educational opportunities offered at Pikeville Elementary School, the following student behaviors as defined by law will not be tolerated:

- Hazing
- Bullying
- Taunting
- Menacing
- Intimidating
- Threatening behavior
- Verbal or physical abuse of others
- Using lewd, profane, or vulgar language

This policy extends to any/all student language or behavior including, but not limited to, the use of electronic methods.

These provisions should 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.

#### B. Violations and Reporting

Students who violate this policy will be subject to appropriate disciplinary action as outlined in the District Code.

Students wishing to report a violation or who believe they are victims may report it to any staff member of Pikeville Elementary School who will take appropriate action as defined by the Code. Staff will refer the report to the principal (or designee) for further action when the report involves an offense that may warrant suspension or expulsion of a student, any felony offense, or a report that may be required by law, including reports to law enforcement.

#### C. Retaliation

Other students and employees shall not retaliate against a student because he/she reports violation of the Code or assists or participates in any investigation, proceedings, or hearing regarding the violation. The Superintendent (or designee) shall take measures needed to protect students from such retaliation.

As provided in the Code, students who believe they are victims of these behaviors will be provided with a process to enable them to report such incidents to personnel for appropriate action.

### **Description of Expected Behavior**

Our school is composed of a diverse community that recognizes that individuals have different thoughts, feelings, and needs. Every person in the school community has:

- the right to be called by his or her name.
- the right to be respected as a worthwhile person.
- the right to enjoy personal safety, and the protection of personal property and space.
- the right to enjoy freedom from verbal, physical, or emotional abuse.
- the responsibility to work cooperatively with peers and others.

- the responsibility to resolve conflicts appropriately and effectively.
- the responsibility to show respect and cooperation toward faculty, staff, and other students.
- the responsibility to show consideration for the rights of others.
- the responsibility to think and speak positively about themselves and others.

**Bully Behavior: Consequences and Interventions** (This is not an exhaustive list)

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>● Teaching/Reteaching expectations and appropriate social skills</li> <li>● Benchroom</li> <li>● Student Conduct Report</li> </ul>	<ul style="list-style-type: none"> <li>● Continuation of Level I responses</li> <li>● Office Referral</li> <li>● After-school Detention</li> <li>● Schedule change</li> <li>● Referral to Counselor</li> </ul>	<ul style="list-style-type: none"> <li>● Continuation of Level II responses</li> <li>● In-school Suspension</li> <li>● Assignment of Saturday School</li> <li>● Suspension</li> <li>● Suspension with recommendation for expulsion</li> <li>● Contact local authorities, if applicable</li> </ul>

**Procedures for Reporting**

When an act of bullying occurs in school that a student needs help with, he or she may tell his or her teacher or another trusted individual in the school. This may include the following:

- Monitors
- Bus Drivers
- Therapists
- Instructional Assistants
- Another Teacher
- Counselor
- Family Resource Director
- Assistant Principal
- Principal

**Procedures for Investigation**

The principal or his or her designee will be responsible for the prompt investigation of reported acts of bullying.

**School Response**

Pikeville Elementary School will respond to acts of bullying with one or more of the following:

- Teaching of social skills
- Targeted teaching/re-teaching to the individual exhibiting bullying behavior
- Targeted teaching/re-teaching to the individual who is the victim of bully behavior
- Restriction of activities
- Withdrawal of privileges
- Participation in anger-management groups
- Behavior contracts
- Outside referrals

### **Prohibition of Reprisal or Retaliation**

A person who reports false accusations of bullying, or retaliates against those who report incidents of bullying, will be subject to appropriate consequences and interventions as outlined in the school/district handbook.

## **Bullying, Harassment, and Intimidation**

Kentucky defines harassment, intimidation, or bullying as any intentionally written message or image, verbal or physical act, including but not limited to one shown to be motivated by race, color, religion, national origin, gender, sexual orientation, mental or physical disability, or other distinguishing characteristics. Such as:

- Physically harms a student or damages the student's property
- Has the effect of substantially interfering with a student's education
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment
- Has the effect of substantially disrupting the orderly operation
- of the school.

Parents should contact the Principal, Assistant Principal, or School Counselor immediately if your child reports any bullying allegations. These allegations are taken seriously by being investigated and by taking appropriate corrective actions when necessary. Please keep in mind that due to privacy laws, you may not be aware of how the school is handling the harassment, intimidation, or bullying.

## **Cyberbullying**

Cyberbullying is a form of bullying committed by transmission of a communication including, but not limited to, a message, text, sound or image by means of an electronic device including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager. The district has jurisdiction over cyberbullying that uses the district's technology resources or that originates on district property, at a district activity or on district transportation. Even when cyberbullying does not involve district property, activities or technology resources, the district will impose consequences and discipline for those who engage in cyberbullying if there is a sufficient connection to the educational environment, the behavior materially and substantially disrupts the educational environment, the

communication involves a threat as defined by law, or the district is otherwise allowed by law to address the behavior.

## **Bullying vs. Conflict**

There is a difference between selfish actions or thoughtlessness and true bullying among kids. In most incidents at school, two children aren't able to get along or sort out their issues. It may be one "mean moment" or some conflict between them that needs to be resolved. Some kids need guidance on conflict resolution in middle and high school.

Most experts agree that a child crosses the threshold into bullying if actions are intentional, one-sided, and occur repeatedly. If there is an issue, talk to the teacher, who may know if something is going on or can watch for issues at school. If the issue does not get resolved, the teacher will know the next steps to follow.

## **Harassment/Discrimination**

### **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 and further defined by board policy 09.42811.

Intimidation by threats of or actual physical violence: the creation, by whatever means, of a climate of hostility or intimidation, or the use of language, conduct, or symbols in such manner as to be commonly understood to convey hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing an individual.

Conduct and/or actions prohibited under this policy include but are not limited to:

- Name-calling, stories, jokes, pictures, or objects that are offensive to one's gender, race, color, national origin, religion, or disability
- Unwanted touching, sexual advances, requests for sexual favors, and spreading sexual rumors
- Members of one gender being subjected to sexual remarks of the other gender in the context of the classroom
- Impeding the progress of a student in class by questioning the student's ability to do the required class work based on the gender, race, color, religion, national origin, or disability of the student
- Limiting student access to educational tools, such as computers based on the gender, race, color, religion, national origin, or disability of the student
- Teasing a student's subject choice or assignment based on the gender, race, color, religion, national origin, or disability of the student

- Students who engage in harassment/discrimination of an employee or another student shall be subject to disciplinary action, including but not limited to suspension or expulsion.

## Reporting

Students who believe they or any other student, employee, or visitor is being or has been subjected to harassment/discrimination shall, as soon as reasonably practicable, report it. Reports are to be made to the Principal and may be made directly to the Superintendent. Additionally, if sexual discrimination or harassment is being alleged, reports may be made directly to the District Title IX Coordinator. Additional information regarding reporting procedures and forms can be found in board policy 09.42811 and 09.42811 AP.2.

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**This Code of Acceptable Behavior and Discipline** is to be kept on file in the Superintendent's office along with other documents pertaining to the operation of Pikeville Independent Schools. These include Board Policy and Procedures, District Safety Plan, Kentucky Revised Statutes and Administrative Regulations, District Special Education Policies and Procedures, School Council Policies, School Handbooks, and all other pertinent student records information that may be applicable.

Revision to this code may be necessary after its distribution to comply with newly-revised statutes and regulations and case law. A complete copy of the Board Policy and Procedure Manual is available for inspection at each Principal's office or at the Central Office.

## DISTRICT SCHOOL BUS GUIDELINES AND DISCIPLINE

### At Bus Stops

1. Be on time. The bus cannot wait beyond its regular schedule for those who are tardy. Be at the bus stop five (5) minutes before your bus is scheduled to arrive.
2. Always cross in front of the bus at a safe distance (minimum 10-15 feet) in order to be seen by the bus driver. Cross only on the driver's signal.
3. Do not run toward or run across the street in front of a school bus while it is in motion.
4. Never stand in the road while waiting for the bus. Wait in an orderly line off the highway or street. Wait until the bus stops and then walk to the door and board the bus in an orderly manner. Do not push and shove.
5. Pupils shall board the bus and immediately take a seat without disturbing the other passengers. Do not exchange seats unless given permission by the driver.
6. Pupils shall not try to get on, off, or move about within the bus while it is in motion.
7. Pupils shall not wear clothing or backpacks with long strings that could become entangled in the bus handrail.
8. Avoid making excessive noise.

9. Remember that fighting at bus stops and on the way to and from school bus stops is subject to disciplinary action (to be reported to the school principal or assistant principal).

## **Riding the Bus**

1. The driver is in charge of the bus and passengers.
2. Pupils shall ride their assigned bus and no other bus. A student needing to ride a bus different from their regularly assigned bus or get off the bus at a location different from their regularly assigned stop must present a signed note, from the school office approved by either the principal/assistant principal, to the bus driver.
3. No person other than those assigned to the bus shall be allowed to ride the school bus. If a student who is not regularly transported by the school bus needs to ride the bus they must present a signed note, from the school office approved by either the principal/assistant principal, to the bus driver.
4. Report promptly to the driver any damage done to the bus. Persons causing damage can be expected to pay the full cost of repairs before riding privileges are restored.
5. 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 but not limited to:
  - Improper behavior (including insolence, disobedience, vulgarity, foul language, fighting, pushing, shoving, and similar offensive acts);
  - Smoking on the bus;
  - Eating or drinking on the bus;
  - Possessing guns, knives, or other sharp objects
  - Bringing animals on the bus (either live or dead preserved specimens);
  - Transportation of any glass objects or helium balloons;
  - Throwing articles or objects from the bus;
  - Tampering with mechanical equipment. Accessories or controls of the bus;
  - Placing musical instruments or other articles at the door of the bus by the driver;
  - Obstructing the aisle in any manner,
  - Occupying more space in a seat than required (all items students bring on a bus must be held by the student and will not be placed on seats or in the aisle);
  - Tracking mud or dirt on the bus;
  - Littering the bus; or
  - Opening or closing windows without permission.
6. Violations of the rules and regulations for riding a school bus shall result in the following actions: Each offense will be written up by the bus driver and given to the Principal/Assistant Principal. After a student receives (3) three BUS CONDUCT REPORT write-ups, the student will be suspended from riding the bus for (5) five school days. A meeting with the bus driver, Principal and/or Assistant Principal, parent, and bus monitor (if applicable) will be held prior to the student's bus privileges being reinstated. In the event of (3) additional BUS CONDUCT REPORT write-ups, the student will lose bus privileges for the rest of the school year.

7. Some offenses are of such a serious nature that they can be deemed to warrant suspension of bus riding privileges without following the procedures outlined above. These offenses include, but are not limited to:
- Disruptive behavior,
  - Use of tobacco in any form;
  - Use or possession of alcohol, drugs, or narcotics;
  - Failure to remain in seat when bus in route;
  - Use of profane, abusive or excessively loud language;
  - Littering or throwing objects (no food, candy, or beverages allowed on bus);
  - Vandalism (as a minimum, may be made to pay for damages before privileges are restored);
  - Violations of any school or bus rule while waiting to board the bus;
  - Failure to follow the proper procedures for crossing the road, using, operating or tampering with the operation or controls of the school bus;
  - Failure to properly identify oneself the first time asked by the driver or any school authority;
  - Failure to ride only the assigned bus;
  - Failure to comply with the authority of the bus driver on the regulations for pupils riding the school bus;
  - Fighting or scuffling; and/or
  - Bringing guns or knives on the bus.

## **On the Trip Home**

1. Passengers are permitted to leave the bus only at the regular, designated stop. Any change must be made with the parent's request in writing and approved by the signature of the principal/assistant principal.
2. If a pupil lives on the opposite side of the road from the bus stop, the pupil should go to the front of the bus and wait until the bus driver gives the signal to cross the road. Never cross the road in the rear of a stopped school bus.

## **Parent/Guardian Responsibilities**

Any complaints of drivers, pupils or parents/guardians shall be reported promptly to the principal/assistant principal or the transportation director. Parents/guardians should:

1. Report any misconduct on school buses to the principal/assistant principal
2. Report all traffic hazards and the bus number of all buses being operated carelessly to the transportation director;
3. Encourage students to observe all safety and conduct regulations established for the safe and efficient operation of the school buses;
4. Help observe extreme caution when approaching bus stops, moving or stopped buses;
5. Help supervise large numbers of children at bus stops; and
6. See that their children are at the stops five (5) minutes before the bus is scheduled to arrive.
7. Preschool, 1<sup>st</sup> and 2<sup>nd</sup> grade students shall not be left unattended at the time of delivery. If a parent, guardian, or person pre-authorized by the parent is not present



at the bus stop location at the time of delivery the bus driver shall return the child to school administration.

All traffic should stop in all directions when a school bus activates its lights and stop arm, except on a multi-lane divided highway.

In the interest of pupil safety, the Pikeville Independent Board of Education approved board order #219. June 12, 1989, which states "no student is permitted to cross Hambley Blvd, at any time while loading or unloading school buses." We make every effort to have as few students as possible cross any street or road to load or unload a school bus.

We would like to warn everyone, one more time. Please be extremely careful of drawstrings, toggles, backpacks, or loose fitting clothing being caught in the handrails or doors of school buses. The two most deadly things concerning students and transportation are handrails and loading and unloading.

Students shall comply with any additional rules developed by the school concerning appropriate use of telecommunication devices.

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## **Acceptable Use of Technology Access to Electronic Media**

The Board supports reasonable access to various information formats for students, employees and the community and believes it is incumbent upon users to utilize this privilege in an appropriate and responsible manner as required by this policy and related procedures, which apply to all parties who use District technology.

Certified employees are required to follow Board policy and administrative procedures and guidelines designed to provide guidance for access to electronic media. In addition, all staff members are required to sign a written agreement prior to being granted independent access to electronic media involving District technological resources. Individuals who refuse to sign required acceptable use documents or who violate District rules governing the use of District technology shall be subject to loss or restriction of the privilege of using equipment, software, information access systems or other computing and telecommunications technologies.

Because access to the Internet may expose users to items that are illegal, defamatory, inaccurate, or potentially offensive, we require all students under the age of eighteen (18) to submit a completed Parent Permission/User Agreement Form to the Principal/designee prior to access/use of District telecommunications and electronic information resources. All other users will be required to complete and submit a User Agreement Form prior to access/use.

## **Rules and Regulations**

Access is a privilege—not a right. Users are responsible for appropriate behavior on school computer networks. Independent access to network service is given to individuals who agree to use resources in a responsible manner. Users are required to comply with District standards and to honor the access/usage agreements they have signed. Beyond clarification of user

standards, the District is not responsible for restricting, monitoring, or controlling the communications of individuals utilizing the network independently.

## **Supervision of Student Computer Use**

Internet safety measures, which shall apply to all District-owned devices with Internet access or personal devices that are permitted to access the District's network, shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet and World Wide Web;
- Safety and security of minors when they are using electronic mail, chat rooms, and other forms of direct electronic communications;
- Preventing unauthorized access, including "hacking" and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors; and
- Restricting minors' access to materials harmful to them.

Teachers shall supervise all student computer use to ensure it is used for educational purposes and non-approved software, programs, and resources are not utilized.

Students shall be provided instruction about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyberbullying awareness and response.

## **Employee Use**

Employees are encouraged to use electronic mail and other District technology resources to promote student learning and communication with the home and education-related entities. If those resources are used, they shall be used for purposes directly related to work-related activities.

Technology-based materials, activities and communication tools shall be appropriate for and within the range of the knowledge, understanding, age and maturity of students with whom they are used.

District employees and activity sponsors may set up blogs and other social networking accounts using District resources and following District guidelines to promote communications with students, parents, and the community concerning school-related activities and for the purpose of supplementing classroom instruction.

Networking, communication and other options offering instructional benefits may be used for the purpose of supplementing classroom instruction and to promote communications with students and parents concerning school-related activities.

In order for District employees and activity sponsors to utilize a social networking site for instructional, administrative or other work-related communication purposes, they shall comply with the following:

1. They shall request prior permission from the Superintendent/designee.
2. If permission is granted, staff members will set up the site following any District guidelines developed by the Superintendent's designee.
3. Guidelines may specify whether access to the site must be given to school/District technology staff.
4. If written parental consent is not otherwise granted through AUP forms provided by the District, staff shall notify parents of the site and obtain written permission for students to become "friends" prior to the students being granted access. This permission shall be kept on file at the school as determined by the Principal.
5. Once the site has been created, the sponsoring staff member is responsible for the following:
  - a. Monitoring and managing the site to promote safe and acceptable use; and
  - b. Observing confidentiality restrictions concerning release of student information under state and federal law.

Staff members are discouraged from creating personal social networking sites to which they invite students to be friends. Employees taking such action do so at their own risk.

All employees shall be subject to disciplinary action if their conduct relating to use of technology or online resources violates this policy or other applicable policy, statutory or regulatory provisions governing employee conduct. The Professional Code of Ethics for Kentucky School Certified Personnel requires certified staff to protect the health, safety, and emotional well-being of students and confidentiality of student information. Conduct in violation of this Code, including, but not limited to, such conduct relating to the use of technology or online resources, must be reported to the Education Professional Standards Board (EPSB) as required by law and may form the basis for disciplinary action up to and including termination.

## The Network

The Pikeville Independent School District provides students and staff with a service called the Network. The Network is a computer service, which includes the use of computers, servers, software, Internet and e-mail. These procedures also address the use of stand-alone computers, peripherals, telephone usage and other instructional technology equipment. In addition to providing students and staff with the understanding and skills needed to use technology resources and telephone services in an appropriate manner, the Pikeville Independent School District:

- Reserves the right to monitor all activity on the Network, Internet and e-mail.
- Reserves the right to monitor computer use or lack of use.
- Reserves the right to deny access to the Network, Internet and e-mail to any individual.
- Shall establish procedures that will maximize the Network system security.
- Shall supervise student and staff use of the Network, Internet, e-mail, and telephones.

The standards for student and staff access to the Pikeville Independent School District Network are as follows:

- Network access throughout the District is to be used for instruction, research, school administration and reasonable, non-work related communications. District access is not to be used for private business.
- Instructional staff will select and guide students on the appropriate use of Internet and instructional software on the Network.
- The District will be responsible for supervising network use. Auditing procedures are in place to monitor access to the network. School and District proxy servers will be continually monitored and updated in accordance with the federal legislation, Children's Internet Protection Act (CIPA: 47 U.S.C. 254), KY Senate Bill 230, and KY KAR 5:120. However, the District cannot continually monitor every communication and network session for every student and staff member beyond the scope of supervision defined in the user agreement.
- A technology protection measure may be disabled by the Board's designee during use by an adult to enable access for bona fide research or other lawful purpose.
- Internet access and supervision from outside the District premises is the responsibility of the parents and guardians of students.
- Student users should not reveal their full name and personal information (address, phone number, financial information, social security number, etc.) or establish relationships with "strangers" on the network, unless instructional staff has coordinated the communication.

## Telephone Usage

- Telephone service is available primarily to provide two-way communications with school offices and for contact with parents.
- Staff will refrain from using telephones during instructional time.
- Students may use the telephones under staff supervision when there is a legitimate need such as calling parents to arrange transportation, delivery of medicine or clothes, or similar rare circumstances.
- Instruction time will not be interrupted to transfer calls except in emergencies.

All guidelines governing inappropriate language apply to telephone usage and procedures governing telephone usage also apply to District cellular phones and other wireless telecommunication systems.

## Computer Use Guidelines

When a student, teacher, or staff member at a Pikeville school accesses computers, computer systems, and computer networks owned or operated by the Pikeville Independent Schools, he or she assumes certain responsibilities and obligations. All access of this type is subject to school policies and to local, state, and federal laws. The school administration expects that student, faculty, and staff use of computers provided by the school will be ethical and will reflect academic honesty. Students, faculty and staff must demonstrate respect for intellectual property, ownership of data, system security mechanisms, and rights to privacy.

As a computer operator, you are expected to make appropriate use of computer resources provided by the Pikeville Independent Schools. You must:

- use computer resources only for authorized purposes following established procedures;
- be responsible for all activities on your assigned computer;
- access only files and data that are your own, which are publicly available, or to which you have been given authorized access;
- use only legal versions of copyrighted software;
- be considerate in your use of shared resources;
- abide by the acceptable Internet use policy.

Computer operators must not make inappropriate use of computer resources provided by the Pikeville Independent Schools. Inappropriate actions include but are not limited to:

- using another person's login name or password;
- installing, downloading, or using any unauthorized software or hardware on any District computer system or Network;
- using another person's files, system, or data without permission;
- using computer programs to decode passwords or to access control information;
- attempting to circumvent or subvert system security measures;
- engaging in any activity that might be harmful to systems or to any information stored thereon, such as creating viruses, damaging files, or disrupting service;
- making or using illegal copies of copyrighted software, storing such copies on school systems, or sending them over networks;
- using mail service to harass others;

- wasting computing resources, such as paper, by printing excessive copies;
- playing games across the network, including multi-user, web-embedded, or app-based games;
- violating the regulations of the Pikeville Independent Schools regarding appropriate use of the Internet.

The Pikeville Independent Schools considers any violation of appropriate use principles or guidelines to be a serious offense and reserves the right to copy and examine any files or information that may suggest that a person is using school computer systems inappropriately. Violators are subject to disciplinary action by school officials that may include loss of computer privileges and in- or out- of school suspension. Offenders may also be prosecuted under laws including, but not limited to, the Privacy Protection Act of 1974, the Computer Fraud and Abuse Act of 1986, the Computer Virus Eradication Act of 1989, and the Electronic Communications Privacy Act.

Specific expectations for appropriate Internet use shall be reflected in the District's code of acceptable behavior and discipline including appropriate orientation for staff and students.

## **Internet/Email Access**

The Pikeville Independent School District provides access to the Internet for all students, faculty, and staff that is obtained through Kentucky's Public Education Network. Students must have permission from at least one of their parents or guardians to access the Internet at school.

The Pikeville Independent School District also provides email access to all faculty, staff, and students in grades 4-12. Students under the age of 18 must have parental permission to obtain an email account.

The use of an Internet account is a privilege, not a right, and inappropriate use will result in disciplinary action by school officials and/or cancellation of those privileges. A person's activities while using the Internet in any school must be in support of education and research and consistent with the educational objectives of the Pikeville Independent Schools. In addition, anyone accessing the Internet from a school site is responsible for all on-line activities that take place through the use of his or her account.

The following is a nonexhaustive list of activities that constitute unacceptable use of the Internet/Email:

- using impolite, abusive, or otherwise objectionable language in either public or private messages;
- placing unlawful information on the Internet;
- using the Internet illegally in ways that violate federal, state, or local laws or statutes;
- using the Internet at school for non-school related activities;
- sending messages that are likely to result in the loss of the recipient's work or systems;
- sending chain letters or pyramid schemes to lists or individuals, and any other types of use that would cause congestion of the Internet or otherwise interfere with the work of others;

- downloading, sharing, or using copyright protected media, including but not limited to music, video, and/or images in user-produced materials or internet content;
- using non-KETS and/or District assigned email, chat, or social media platforms;
- using the Internet for commercial purposes;
- using the Internet for political lobbying;
- changing any computer file that does not belong to the user;
- sending or receiving copyrighted materials without permission;
- knowingly giving one's password to others;
- using Internet access for sending or retrieving pornographic material, inappropriate text files, or files dangerous to the integrity of the network;
- circumventing security measures, including web content filtering, on school or remote computers or networks (such as the use of Virtual Private Networks [VPN] applications on computers or mobile devices);
- attempting to gain access to another's resources, programs, or data;
- vandalizing, which is any malicious attempt to harm or destroy data or another user on the Internet, and includes the uploading or creation of computer viruses;
- falsifying one's identity to others while using the Internet.

## **Disciplinary Action for Inappropriate Use**

- Student discipline for violation of any part of these procedures shall be based on the severity of the infraction.
- Student disciplinary action includes, but is not limited to, the loss of any or all computer privileges, termination of the user's account, removal from the class with a failing grade, and/or suspension or expulsion. Privileges will be reinstated at the discretion of the District's administrators.
- Discipline of staff may involve actions up to and including termination of employment.
- Parents, guardians and/or perpetrators may be billed for repair or replacement of District technology resources lost, stolen, damaged or vandalized while under their care.
- Illegal/criminal activities will be referred to the appropriate law enforcement agency.

All students and staff are required to sign the Acceptable Use Agreement Form. By signing the user agreement and/or parent permission form, the student or staff member has agreed to abide by Board policy governing access to technology resources. Employees and students shall be subject to disciplinary action, up to and including termination (employees) and expulsion (students) for violating this policy and acceptable use rules and regulations established by the school or District.

## **Responsibility for Damages**

Students or staff members who deface a District web site or otherwise make unauthorized changes to a web site shall be subject to disciplinary action, up to and including expulsion and termination, as appropriate.

## Retention of Records for E-Rate Participants

Following initial adoption, this policy and documentation of implementation shall be retained for at least ten (10) years after the last day of service in a particular funding year.

### References:

[KRS 156.675](#); [KRS 365.732](#); [KRS 365.734](#)

[701 KAR 005:120](#)

[16 KAR 1:020 KAR 001:020 \(Code of Ethics\)](#) (Code of Ethics); 47 U.S.C. 254/Children's Internet Protection Act;

47 C.F.R. 54.520 Kentucky Education Technology System (KETS)

47 C.F.R. 54.516

15-ORD-190

### Related Policies:

03.13214/03.23214

03.1325/03.2325; 03.17/03.27

08.1353; 08.2322; 09.14; 09.421; 09.422; 09.425; 09.426; 09.4261

10.5

***Please see the last section for the Acceptable Use Agreement Form to be signed and returned to school.***

## Telecommunication Devices

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 telecommunication devices as defined by law, and other related electronic devices provided they observe conditions as set forth in board policy 9.4261: Telecommunication devices are defined as any device that emit an audible signal, vibrate, display a message, or otherwise summons or deliver a communication to the processor. This includes any and all forms of wireless devices such as cellphones, tablets, or watches.

## 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 communication devices as defined by law, provided they observe the following conditions:

1. Devices shall not be used in a manner that disrupts the educational process. 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 only before and after the regular school day.
2. When students violate this prohibition, they shall be subject to disciplinary action including losing the privilege of bringing the device onto school property. In addition, an administrator may confiscate the device, which shall be returned to the student's parent/guardian only.



3. 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.
4. Students shall comply with any additional rules developed by the school concerning appropriate use of telecommunication devices and as referenced in Board Policy #09.4261.

## **Notification of FERPA Rights**

The Family Educational Rights and Privacy Act (FERPA) affords parents and “eligible students” (students over 18 years of age or students who are attending a postsecondary institution) certain rights with respect to the student’s education records. They are:

- 1. The right to inspect and review the student’s education records within forty-five (45) days of the day the District receives a request for access.**

Parents or eligible students should submit to the school Principal/designee a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent or eligible student of the time and place where the record(s) may be inspected.

- 2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or in violation of the student’s privacy or other rights.**

Parents or eligible students may ask the District to amend a record that they believe is inaccurate, misleading, or in violation of privacy or other rights. They should write to the school Principal, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or in violation of their privacy or other rights.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise him\her of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- 3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.**

Exceptions that permit disclosure without consent include:

- a. Disclosure to school officials with legitimate educational interests. A “school official” is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school Board; a person or company with whom the District has contracted to perform a special task (such as

an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility to the District.

- b. Upon request, disclosure of education records without parent/eligible student notice or consent to officials of another school district or post-secondary institution in which a student seeks or intends to enroll or is already enrolled or to other entities authorized by law so long as the disclosure is for purposes related to the student's enrollment or transfer.
- c. Disclosure of information to those whose knowledge of such information is necessary to respond to an actual, impending, or imminent articulable and significant health/safety threat.

5. **The right to notify the District in writing to withhold information the Board has designated as directory information as listed in the annual directory information notice the District provides to parents/eligible students.**

To exercise this right, parents/eligible students shall notify the District by the deadline designated by the District.

6. **The right to prohibit the disclosure of personally identifiable information concerning the student to recruiting representatives of the U. S. Armed Forces and its service academies, the Kentucky Air National Guard, and the Kentucky Army National Guard.**

Unless the parent or secondary school student requests in writing that the District not release information, the students' name, address, and telephone number (if listed) shall be released to Armed Forces recruiters upon their request.

7. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.** The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-8520

## **Student Directory Information Notification**

Per [P.L. 107-110](#) (No Child Left Behind Act of 2001) a district may designate within FERPA guidelines what it considers "Directory Information." Most districts already have directory information via means of yearbooks or photos of athletes or athletic events<sup>2</sup>that is, students are identified by photo, name, and grade level. From time to time, the school, classroom, or individual students are recognized by school personnel, local or state government, and/or the

media for noteworthy performance, achievement, and/or participation in co-curricular or extra-curricular activities. This may require the release of some types of "directory information." As mentioned above, school publications such as the yearbooks, sports programs, graduation programs, and honor roll are considered to contain directory information. Following is a list of items that the Pikeville Independent District considers student directory information (Board Policy/Procedure 09.14 AP.12):

- Student's name/gender
- Address
- Photograph/video
- Date and place of birth
- Dates of attendance
- Student's major field of study
- Academic honors/degrees
- Honor roll
- Information about the student's participation in officially recognized activities and sports
- Student's weight and height (if member on an athletic team)
- Most recent educational institution attended
- NCLB Section 9528; allows military recruiters access to secondary school student names, addresses, and telephone listings

Per [P.L. 107-110](#) (No Child Left Behind Act of 2001) if the District provides access to its campus or its student directory information concerning occupational or educational options, the Board shall provide access on the same basis to official recruiting representatives of the U.S. Armed Forces and its service academies, the Kentucky Air National Guard and the Kentucky Army National Guard.

Consistent with the Family Educational Rights and Privacy Act (FERPA), parents (or eligible students) may direct the District not to disclose directory information listed above. We are required to disclose a student's name, address, and telephone listing at the request of Armed Forces recruiters, unless a parent or high school student, regardless of age, requests that this information not be disclosed.

**If you wish the Pikeville Independent School District to withhold student directory information please contact the main office in writing within thirty (30) days from the receipt of this notification. Remember that by withholding the student's name, grade level, or photograph, your child's information will not be documented in the above-mentioned publications, including school yearbook, program events, or other such publications.**

## **Notification of Pupil Rights Amendment (PPRA) Rights**

The Protection of Pupil Rights Amendment (PPRA) affords parents and eligible students (those who are 18 or older or who are emancipated minors) certain rights regarding conduct of surveys, collection and use of information for marketing purposes, and certain physical examinations. These include the right to:

1. Consent before minor students are required to submit to a survey, analysis, or evaluation that concerns one (1) or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education:
  - a. Political affiliations or beliefs of the student or student’s parent;
  - b. Mental or psychological problems of the student or Student’s family;
  - c. Sex behavior or attitudes;
  - d. Illegal, anti-social, self-incriminating, or demeaning behavior;
  - e. Critical appraisals of others with whom respondents have close family relationships;
  - f. Legally recognized privileged relationships such as with lawyers, physicians, or ministers;
  - g. Religious practices, affiliations, or beliefs of the student Or the student’s parents; or
  - h. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
2. Receive notice and an opportunity to opt a student out of:
  - a. Any other protected information survey, regardless of funding;
  - b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student (except for any physical exam or screening permitted or required under state law); and
  - c. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others. NOTE: If the parent/eligible student has indicated no directory information is to be provided to third parties or if the marketing activity involves provision of social security numbers, consent form 09.14 AP.122 should be used.
3. Inspect, upon request and before administration or use:
  - a. Protected information surveys to be used with students;
  - b. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  - c. Instructional material used as part of the educational Curriculum.

The District shall annually provide parents and eligible students notice of these rights under law in the Student Handbook, the District Code of Acceptable Behavior and Discipline, or other avenue designated by the Superintendent/designee.

The District shall also notify parents and eligible students at least annually at the start of each school year of the specific or approximate dates of the activities listed above. A new or supplemental notice shall be given as necessary to provide the opportunity to consent or opt

out under the standards set forth above. Parents/eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Ave.,  
SW Washington, D. C. 20202-8520

## **Information about Teacher Qualifications**

Parents may request and receive information regarding the professional qualifications of the student's classroom teachers and/or paraprofessionals, including; (a) whether the teacher is state certified; (b) whether a teacher is teaching under emergency or other provisional status; and (c) the baccalaureate degree major of the teacher and any other graduate degree or major certification of the teacher or paraprofessional. This information may be obtained by contacting the Pikeville Independent Board Office at (606) 432-8161.

# FORMS REQUIRING SIGNATURES

## Acceptable Use Agreement Form

08.2323 AP.21

The following agreement forms are to be distributed to all Pikeville Independent students and staff. A signed agreement form must be on file at the school for each student who wishes to use the Network or Internet and must be signed by a parent or guardian. Any District staff member must also sign a form to utilize the Network, Internet or e-mail.

By signing the user agreement and/or parent permission form the student or staff member has agreed to abide by Board policy governing access to technology resources.

Student Users: Please sign and return.

I understand and will abide by the Pikeville Independent School District's Acceptable Use Procedures for the Network, Internet and Telephone Usage. I further understand that any violation of the regulations stated in these procedures is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be pursued. This document shall be valid until revisions are made to the District Acceptable Use Policy or until the student, parent, or guardian makes a written request to change the access.

Student Name (Please print):

\_\_\_\_\_  
(Last) (First) (Middle Initial)

Signature: \_\_\_\_\_ Graduation Year: \_\_\_\_\_

Parent Signature Required: Please sign and return.

I, the parent/guardian of \_\_\_\_\_ have read and discussed the District Acceptable Use Procedures for the Network, Internet and Telephone Usage with my child. I understand that access to the Network and Internet is designed for educational purposes. The District has taken precautions to eliminate controversial materials; however, I recognize it is impossible to restrict access to all controversial materials. I will not hold the District/school responsible for materials my child acquires on the Network or Internet. Further, I accept full responsibility for supervision when my child's use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

## Consent for Use

By signing this form, you hereby accept and agree that your child's rights to use the electronic resources provided by the District and/or the Kentucky Department of Education (KDE) are subject to the terms and conditions set forth in District policy/procedure. Please also be advised that data stored in relation to such services is managed by the District pursuant to policy 08.2323 and accompanying procedures. You also understand that the e-mail address provided to your child can also be used to access other electronic services or technologies that may or may not be sponsored by the District, which provide features such as online storage,

online communications and collaborations, and instant messaging. Use of those services is subject to either standard consumer terms of use or a standard consent model. Data stored in those systems, where applicable, may be managed pursuant to the agreement between KDE and designated service providers or between the end user and the service provider. Before your child can use online services, he/she must accept the service agreement and, in certain cases, obtain your consent.

Parent or Guardian Name (Please print):

\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_

I have received a copy of the District Code of Acceptable Behavior and Discipline, the Attendance Policy, and the Acceptable Use Policy and a copy of the Pikeville Elementary School Code of Conduct.

My child and I have read, understand, and agree to abide with the contents in this Code book.

\_\_\_\_\_

Print parent name

\_\_\_\_\_

Social Security Number

\_\_\_\_\_

Parent Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Print Student Name

\*\*\*\*\*

Optional Permission Forms

**Authorization to Post Student's Picture/Photo**

I give permission for this student's picture to appear on district/school websites.

Signature: \_\_\_\_\_

**Authorization to Post Student Work**

I give permission to display the product of this student's school-related academic, athletic, musical and/or art work on the district websites.

Signature: \_\_\_\_\_

\*\*\*\*\*

\_\_\_\_\_ Date received by school