

CODE OF CONDUCT for the
DAVISS COUNTY PUBLIC SCHOOLS
2020-2021



The Daviess County Public School District provides equal educational and employment opportunities

Daviess County Board of Education
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PURPOSE OF THIS DOCUMENT

The Daviess County Public School district has the responsibility to provide an education for each student in the district. A student's right to an education cannot be taken away without cause. Students have the responsibility to conduct themselves in ways that do not interfere with the rights of other students to an education. The Kentucky General Assembly has found that "Every student should have access to a safe, secure and orderly school that is conducive to learning." (KRS 158.440)

While a Code of Conduct cannot be written in such detail so as to foresee every type of situation which may occur, the school community expects reasonable, self-disciplined behavior on the part of students.

SECTION 1—RIGHTS & RESPONSIBILITIES OF STUDENTS

A student has the right to:

1. be respected as a worthy individual regardless of race, creed, national origin, economic status, sex, disability or age
2. receive an appropriate education
3. receive academic grades based only on academic performance
4. be provided with information about grading and progress in each class
5. make up missed work in the case of an excused absence
6. have school records accurately and confidentially maintained
7. be able to seek advice and counseling in academic, personal, social and career-related concerns
8. have access to needed services for students with disabilities

9. be involved in co-curricular and extra-curricular school activities which have clearly defined rules for participation
10. participate in free elections with peers in student organizations
11. have personal safety, the protection of personal property and freedom from harassment and abuse within the total school environment
12. be kept informed of all rules, regulations, policies and consequences which affect students and be assured of all rights to due process and appeal.

A student has the responsibility to:

1. be at school every day unless absence is excused
2. bring notes from parents/guardians or physicians for excused absences
3. be on time and prepared for school and classes
4. understand and obey classroom, school and Code of Conduct rules
5. complete class work and homework on time
6. work to meet the requirements of each class
7. follow the dress code and use proper hygiene
8. be respectful to others by avoiding profanity, insults, threats and harassment
9. respect the rights and property of students and staff
10. behave in a safe and responsible manner
11. ask teachers or school staff for help with problems practice good citizenship by being helpful and honest when there is a problem
12. develop and display good sportsmanship in co-curricular and extra-curricular school activities

13. complete a questionnaire if 18 years or older and dropping out of school
14. report if he or she has been a victim of bullying or has observed other students being bullied.

SECTION 2—RIGHTS & RESPONSIBILITIES OF PARENTS

A parent has the right to:

1. be respected as a worthy individual regardless of race, creed, national origin, economic status, sex, disability or age
2. have information about and share in planning for educational programs to which your child might have access
3. have information about all school rules and consequences for breaking those rules
4. have discipline maintained and be informed of any formal disciplinary actions taken affecting your child
5. be treated with respect by all school staff members
6. receive prompt and appropriate communications about your child
7. take part in meaningful parent-teacher conferences to discuss your child's progress and welfare.

A parent has the responsibility to:

1. emphasize to your child the importance of education
2. require your child to attend school and be on time
3. notify the school on any day your child is absent
4. send notes to school for excused absences

5. sign your child in or out of school when arriving late or leaving early
6. keep the school up to date on telephone numbers and address changes so the school staff knows where to find you during school hours
7. make sure your child has current immunizations and required medical examinations
8. notify the school of medical, family or social problems that may affect school performance
9. notify the school if your child has any medical condition, which is considered a threat to the safety of the student or others in the school
10. provide upon enrollment notification if your child has been found guilty/expelled for an offense involving weapons, alcohol or drugs
11. help develop in your child a positive self-concept, self-reliance and self-discipline
12. be involved with what goes on at school by talking to your child about school work and behavior
13. keep up to date with your child's progress; review, sign and return report cards
14. attend parent-teacher conferences
15. make sure your child has time, space, materials and help for homework
16. review the school rules and the Code of Conduct with your child
17. expect your child to dress appropriately, to follow the school's dress code and to practice good hygiene
18. support the school's discipline measures and assist the school with discipline when needed
19. support good sportsmanship in co-curricular and extra-curricular school activities
20. pay damages or fines incurred by your child
21. complete a questionnaire with your signature if your child drops out of school prior to age 18.

**SECTION 3—RIGHTS AND RESPONSIBILITIES OF TEACHERS, SCHOOL
RESOURCE OFFICERS (SRO) AND OTHER STAFF**

A teacher or staff member has the right to:

1. be respected as a worthy individual regardless of race, creed, national origin, economic status, sex, disability or age
2. have the support of the school principal and administrators
3. have adequate facilities, equipment and supplies needed to conduct his/her work and a way to report any deficiencies if they exist
4. have all students listen and make a substantial effort to learn, including the completion of homework assignments
5. enjoy freedom from harassment and abuse, be reasonably safe from physical harm and be able to take action in an emergency to protect yourself and others in your care
6. have evaluation of your performance on a regular basis
7. have all Constitutional rights and due process provided to employees by law
8. enjoy a personal life and privacy outside school.

A teacher or staff member has the responsibility to:

1. maintain a positive, professional attitude toward all students, parents, administrators, other teachers, staff members and the Board of Education
2. be a role model of responsible citizenship
3. possess a thorough knowledge of subject matter and employ an understanding of human growth and development

4. participate in on-going staff development
5. provide students at the beginning of the year with an overview of subject content and method of grading used in each course
6. maintain an atmosphere which promotes learning, mutual respect and courtesy; help students master basic skills, develop positive self-concepts and make choices that lead to responsible citizenship
7. grade and return assignments in a reasonable time and maintain accurate records of grades and attendance
8. inform parents of students' successes or problems in learning and behavior; reply promptly and courteously to questions and suggestions from parents and administrators
9. deal promptly, fairly and consistently with disruptions or violations of school rules, Board policy or the Code of Conduct; if necessary, ask for support of administrators in difficult cases
10. follow the policies, regulations and standards adopted by the Board/administration and work appropriately where change is desired
11. help ensure safe, clean and neat school buildings, equipment and grounds
12. support to a reasonable degree parent group activities such as P.T.O. and other school-community activities that enhance the welfare of students and the teaching profession; attend other reasonable meetings assigned by administrators
13. develop and display good sportsmanship in co-curricular and extra-curricular school activities
14. report to principals instances of bullying, hazing, or harassment.

SECTION 4—RIGHTS AND RESPONSIBILITIES OF PRINCIPALS AND

ADMINISTRATORS

A principal or administrator has the right to:

1. be respected as a worthy individual regardless of race, creed, national origin, economic status, sex, disability or age
2. receive adequate support for running the school from the Board and Central Office administrators
3. have sufficient staff, facilities and supplies needed for the educational program
4. have staff members who follow policies and directions
5. deal appropriately under Board policies with any student whose conduct disrupts the learning of others or violates the Code of Conduct
6. enjoy freedom from harassment and abuse, be reasonably safe from physical harm, and be able to take action in an emergency to protect yourself and others in your care
7. have evaluation of your performance on a regular basis
8. meet with other principals, administrators and the Board to make suggestions to address problems in policies and regulations affecting your work
9. enjoy a personal life and privacy outside school.

A principal or administrator has the responsibility to:

1. with the help of the staff, create and maintain a positive learning environment with appropriate discipline according to the Code of Conduct, Board policies and regulations
2. supervise the maintenance of safe, clean and neat school buildings, equipment and grounds
3. interpret the needs of the school to the administration, Board and public; interpret the policies of the administration and Board to the students, parents, teachers and public

4. keep Central Office administrators informed so staff, facilities and supplies are adequate
5. involve parents and students in a cooperative shaping of the school program and environment (such as P.T.O. and student government)
6. be available for conferences with staff, students, parents and others on instructional and disciplinary matters
7. protect individual rights including the rights of students, parents and staff
8. help teachers in planning instructional activities according to Board approved curriculum
9. carry out on-going staff supervision with impartial evaluations and constructive counseling on job performance
10. provide fair, consistent and prompt resolution of grievances
11. provide help to teachers in connection with serious disciplinary violations of students
12. support teachers, bus drivers and other employees firmly in any controversy while they are properly carrying out the policies of the school or the Board
13. be a role model of responsible citizenship
14. use available resources to grow professionally.

SECTION 5—PYRAMID OF INTERVENTIONS

All students will participate in a variety of diagnostic assessments to determine if individual students need additional instruction in specific academic areas. Interventions are a natural part of the instructional process and will not require individual parent permission in order for a student to participate. As required by federal law, any additional instruction or interventions will be research-based and implemented in a regular education setting. Data-based documentation of progress for students who need additional instruction will be collected frequently and reported to parents.

SECTION 6—FAMILY EDUCATION RIGHTS AND PRIVACY ACT

A. Record Confidentiality

In accordance with the Family Education Rights and Privacy Act, parents, whether custodial or not, shall have the right to see their child's cumulative school record, have it explained, challenge perceived inaccuracies and have the information in the file dealt with in a confidential way. Parents shall have the right to file complaints to the Family Education Rights and Privacy Act Office concerning any alleged failures of the district to follow this act.

These rights shall be passed on as the exclusive rights of the student at age 18. In accordance with federal regulations concerning the release or transfer of educational records, it is the policy of this school district to send educational records on request to a school in which a student seeks enrollment or intends to enroll.

B. Release of Students and Student Information to Divorced, Separated or Single Parents

The Board shall release the student or information concerning the student to a biological parent or legally documented guardian unless the school has been provided with evidence that there is a state law or court order governing such matters as divorce, separation or custody, or a legally binding document which provides instruction to the contrary.

Release of the student or information concerning the student to a single parent or a divorced/separated parent will be accomplished according to the following procedures: Unless the school has been informed and given evidence of state law or court order concerning the status of the student, both parents shall have equal access to any information concerning the student.

C. Student Directory Information

The superintendent or the superintendent's designee is authorized to release Board approved directory information. Approved directory information shall be: student names and addresses, phone number, date of birth, student's school email address, major field of study, photograph/picture, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of

attendance, grade level, honors, degrees, and awards received and most recent educational institution attended by student.

Any eligible student, parent or guardian who does not wish to have directory information released shall notify the superintendent in writing on or before September 30 of each school year. For your convenience, a form will be included in student information at the beginning of the year or upon enrollment.

D. Other Student Information

A bus videotape is an educational record subject to exclusion from public inspection under state and federal laws because it contains information on more than one student.

STUDENTS WITH DISABILITIES

The District's special education procedures manual shall include information concerning records of students with disabilities.

JUVENILE COURT RECORDS

Records or information received on youthful or violent offenders shall not be disclosed except as permitted by law. Only school administrative, transportation and counseling personnel or teachers or other school employees with whom the student may come in contact, shall be privy to this information, which shall be kept in a locked file when not in use and opened only with permission of the administrator. Notification in writing of the nature of offenses committed by the student and any probation requirements shall not become a part of the child's student record.

SECTION 7—MISSING CHILDREN

In the event that a minor student is missing from home, the school system will cooperate with the State Department of Education and Law Enforcement in an effort to locate the child. Parents should contact the principal. Parents of students who are missing can request that their child's school records be flagged so as to catch any attempted enrollments in another school system. Requests for such files will be reported to authorities.

SECTION 8—FEES FOR STUDENTS ELIGIBLE FOR FREE AND REDUCED LUNCH

Students eligible for free and reduced lunch may be eligible for waivers or reduced school fees.

Contact the school office for more details.

Part Two

SECTION 1—ATTENDANCE REQUIREMENTS

A. Philosophy Statement

The Daviess County Public School district firmly believes that attendance is a student, school, parent and community responsibility. Research has demonstrated a direct relationship between good attendance and success in school. All students are expected to attend class every day and be on time for school and all classes. A student's progress at school depends greatly on the punctuality and regularity of attendance.

B. Attendance Recognition

Any student who has been present every day of the school year, with no partial-day absences, and no tardies, will receive a perfect attendance award. Any student who has no more than two excused absences and no more than three excused tardies will receive an exemplary attendance award. Any student who has no more than three excused absences and no more than three tardies will receive an outstanding attendance award.

C. Age limits for Compulsory Attendance (KRS 159.010)

Each child in the district who has entered kindergarten or who is between the ages of six (6) and eighteen (18), as of August 1, except those specifically exempted by statute, shall enroll and be in regular attendance at the school to which s/he is assigned.

D. Calculations for Tardy, Half-Day, and Whole Day Absences Defined – Daily attendance is represented as 0%, 50% or 100%. Please refer to the chart below to assist with understanding the calculations for tardiness, half-day, and whole-day attendance values. Tardies are defined as being late to school, late to class, or leaving school before the school day is complete. Work missed for an excused tardy or absence may be made up for full credit.

	1.0 = Whole-day	0.5 = Half-day	0 = No attendance	1.0 = Tardy
Present	100% -65%	64%- 16%	15% - 0%	99% - 65%
Absent	0% -35%	36% -84%	85% -100%	0% -35%

E. Excused Absence From School

Students who are absent from school are required to have a legitimate excuse. Within three days of a student's return to school, the student must present a school acceptable notice (written note, e-mail or telephone call), to a designated staff person. If a note is not received within three days, the absence may be considered unexcused.

The note should include the current date, the student's first and last name, the date(s) of the absence(s), the reason for the absence(s) and the parent/guardian signature. A parent may write a note, call, or e-mail for a total of eight (8) absences per year for the following permissible absences:

1. Illness of the student. If days of absence for illness exceed total allowable number of parent notes, a written statement from a medical professional (physician, dentist, orthodontist, psychologist, physician's assistant, nurse practitioner, physical therapist, optometrist, or public health officer) will be required in order for each additional absence for illness to be excused
2. Severe illness in the student's immediate family
3. Religious holidays and practices approved in advance by the principal
4. Family emergencies requiring immediate attention, as approved by the principal
5. Up to three (3) total visits, no more than two (2) per semester, to colleges or universities approved in advance by the principal and restricted to juniors and seniors. Documentation from the college/university will be required
6. Other valid reasons as determined by the principal.

Documentation, from sources other than a parent, will be accepted for the following absences:

1. Court appearances requiring the student's presence. Documentation from the court will be required.
2. Medical and dental appointments. A physician's excuse shall state the date(s) and/or number of days for which the student will be excused.
 - Any medical statement submitted to the school must be an original; no copy will be accepted
 - Schools may accept technology based (PDF, fax, etc.) medical statements directly from physician's office

- Local physicians' offices will use the standardized Daviess County Public Schools' Medical Statement for Return to School form
- When a student exceeds 12 medical statements, the parent/guardian may be requested to attend a health support conference with the school attendance intervention team for the purpose of:
 - Determining the need for documentation regarding a chronic health condition
 - Addressing the student's academic status
 - Determining the possible need for Home/Hospital services
- Each case will be reviewed on an individual basis.

F. Confirmation of Medical Statements

If falsification of a medical statement is suspected, the parent/guardian may be asked to sign a Release of Medical Information Permission Form for the treating physician/physicians. This form will allow the Health Attendance Committee to validate the authenticity of the medical statement.

- a. If the parent refuses to sign the Release of Medical Information Permission Form, the school may not count the date/dates covered by the medical statement or statements as excused absences
- b. Until the authenticity of the medical statement/statements is verified, the school will not count any of the dates as excused absences.

G. Secondary School Attendance for Students Ages 18-21

We encourage and support students 18 years and older who choose to pursue completion of their studies. However, Kentucky statutes are very clear in regards to school attendance for adults.

Any student between the ages of 18 and 21 who has not met graduation requirements may continue in school as long as s/he:

1. is in regular attendance
2. is making satisfactory progress toward graduation

3. refrains from causing any disciplinary problems; and
4. abides by school regulations.

Failure on the part of the student to meet these requirements may be interpreted as that student's voluntary withdrawal from school. In addition, according to KRS 159.150 and 159.990, an 18-year old who has been absent from school without valid excuse for three (3) or more days, or tardy without valid excuse on three (3) or more days, is a truant and can be fined one hundred dollars (\$100) for the first offense and two hundred fifty dollars (\$250) for each subsequent offense.

A committee including the principal or designee and guidance counselor will review each case to determine the best course of action for the individual student and the school. The principal or designee will chair the meeting and the student will be invited to attend the meeting. Failure on the part of the student to attend the meeting does not restrict the committee from making a decision.

The committee will discuss educational programs that may serve as an alternative to regular classroom instruction with the student.

In cases that involve special needs students, the procedures mandated by federal and state law for students with disabilities shall be followed.

H. Homebound Instruction

Home/hospital instruction provides educational services to students who cannot attend school for extended periods due to temporary or recurring conditions, including fractures, surgical recuperation, or other physical, health or mental conditions. An "extended period" refers to an absence for more than five (5) consecutive school days. Home/hospital instruction will be a minimum of two (2) visits per five days of school with one (1) hour of instruction per visit, which is equivalent to one (1) child's attendance in school

for five (5) days. A parent or responsible adult must be present in the home/hospital room during the time the home/hospital teacher is present.

I. Unexcused Absence from School

All absences other than those described in Section E are considered unexcused absences.

J. Truancy Defined

Any child who has been absent from school without valid excuse for three (3) or more days, or tardy on three (3) or more days, is truant. Any child who has been reported as truant two (2) or more times is habitually truant.

K. Truancy and Habitual Truancy Procedures

Principals and assistant principals shall follow these procedures at a minimum regarding truancy and habitual truancy:

1. After three (3) days of accumulated unexcused absences (or first truancy), a contact by phone, letter, or in person by school level staff, (Guidance Counselor, FRYSC, or Assistant Principal) may be made with the parents notifying them of the truancy. Documentation will be kept in Infinite Campus.
2. After four (4) days of accumulated unexcused absences, the school will notify the parent with a plea to correct the truancy problem. The school will also refer the student to the Family Resource Youth Service Center Coordinator to assist in finding a solution to the attendance issue.
3. Parents will receive a final notice of impending legal action from the Director of Student Services via a letter or home visit if the student accumulates five (5) unexcused absences. Additional unexcused absences could result in court action for educational neglect against the parents and/or truancy petition being filed against the student.

SECTION 2—DRESS AND APPEARANCE

The Daviess County Board of Education believes that the appearance of students is important to the educational environment and should create a positive school climate and enhance school safety. Appropriate clothing is expected for all students. Daviess County Public Schools remain committed to developing individuals who are well-prepared for the demands of the future.

If a school council chooses to more specifically address dress and appearance, the council policy shall include, but not be limited to, the following:

Students should not wear apparel which may attract undue attention or present a threat to health or safety.

The wearing of any such apparel may necessitate an intervention by school personnel.

Examples of inappropriate apparel:

- A. That which advertises tobacco products, alcohol or drugs
- B. That which promotes or suggests lewd, profane, vulgar, racist or violent themes
- C. That which is revealing (as short shorts or short skirts, bare midriffs, crop tops, low necklines, sheer fabrics, body-hugging or tight as with spandex, sagging below the waistline, with holes or tears)
- D. Chains (bike chains, chains on wallets, dog collars, spikes on clothing or jewelry).
- E. For safety purposes, students may not wear shoes with wheels.

SECTION 3—ANTI-BULLYING LAW

As required by the Anti-Bullying Law (KRS 158.156), Daviess County Public Schools MUST address any incidents involving students committing felony offenses. Forms to report such incidents are available on the Daviess County Public Schools' website.

The definition of bullying is any unwanted verbal, physical, or social behavior among students that involves real or perceived power imbalance and is repeated or has the potential to be repeated:

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

Under the Anti-Bullying Law, students committing any of the following felony offenses under KRS Chapter 508

1. While on school premises, or
2. While on school transportation, or
3. At a school sponsored event will be reported by any employee of the school district who identifies the offense to the building principal, who will then cause a report to be made with local law enforcement, Kentucky State Police or the County Attorney:

1. Assault in the 1st degree, 2nd degree, or 3rd degree
2. Wanton endangerment in the 1st degree
3. Terroristic threatening in the 1st or the 2nd degree
4. Criminal abuse in the 1st or the 2nd degree
5. Stalking in the 1st degree.

The parent, legal guardian or custodian of the student will be notified of the complaint.

The written complaint will contain the following:

1. The names and address of the student allegedly responsible for the violation and his or her parents, legal guardian or person exercising custodial control
2. The student's age
3. The nature and extent of the violation
4. Any other information that the principal believes may be helpful in the completion of his/her report.

Anonymous reporting (oral or written) of incidents will be accepted from employees and students of the school district. There is no reprisal for reporting an incident in good faith.

Employees of the district will be trained on these requirements.

By receiving this information in the code of conduct, students, parents, guardians and those exercising custodial control have been informed of the requirements of this code and provisions of Sections 1-5 of the Anti-Bullying Law.

Persons who bully and/or persons who fail to report bullying toward others may be subject to disciplinary action. (09.422)

SECTION 4—DISCIPLINARY PROCEDURES

Daviess County Public Schools has adopted Positive Behavioral Intervention & Supports (PBIS) to enhance school climate and culture across the district. PBIS is a research-based model that studies have shown to improve student academic and behavior outcomes. Our schools strive to ensure all students have access to effective behavioral practices and interventions. PBIS provides a framework for analyzing school-wide behavior referrals to make decisions and solve problems based on their individual school needs.

Successful PBIS implementation will help us:

- Have more engaging, responsive, preventative, and productive learning environments.
- Improve classroom management and address disciplinary issues based on data analysis.
- Improve supports for students whose behaviors require more specialized assistance.
- Maximize academic engagement and achievement for all students.

Parents and students will notice PBIS in our schools when they see and hear each school's clearly defined expectations for all school settings and by the rewards students can obtain by meeting those expectations.

PBIS is the behavior component of a Multi-Tiered System of Supports (MTSS) that provides schools with a framework for utilizing high quality, evidence-based instruction, intervention, and assessment practices to provide all students with a level of instruction and support that is matched to their academic and behavioral needs.

Multi-Tiered System of Supports (MTSS) is built upon three tiers of intervention:

- Tier 1 interventions refer to services all students receive in the form of academic and behavioral instruction. Tier 1 provides school-wide and class-wide supports and interventions available to all students to prevent problem behaviors, encourage pro-social behaviors and address the unique academic, behavioral and social-emotional needs of students in a particular school.
- Tier 2 interventions are provided for students who need more student-specific instruction and support. These services may be provided in small groups both in and out of the classroom. The purpose of Tier 2 instruction and supports is to improve student performance and prevent further negative impacts on learning and social development.
- Tier 3 interventions provide intensive supports that are matched to the specific needs of an individual student.

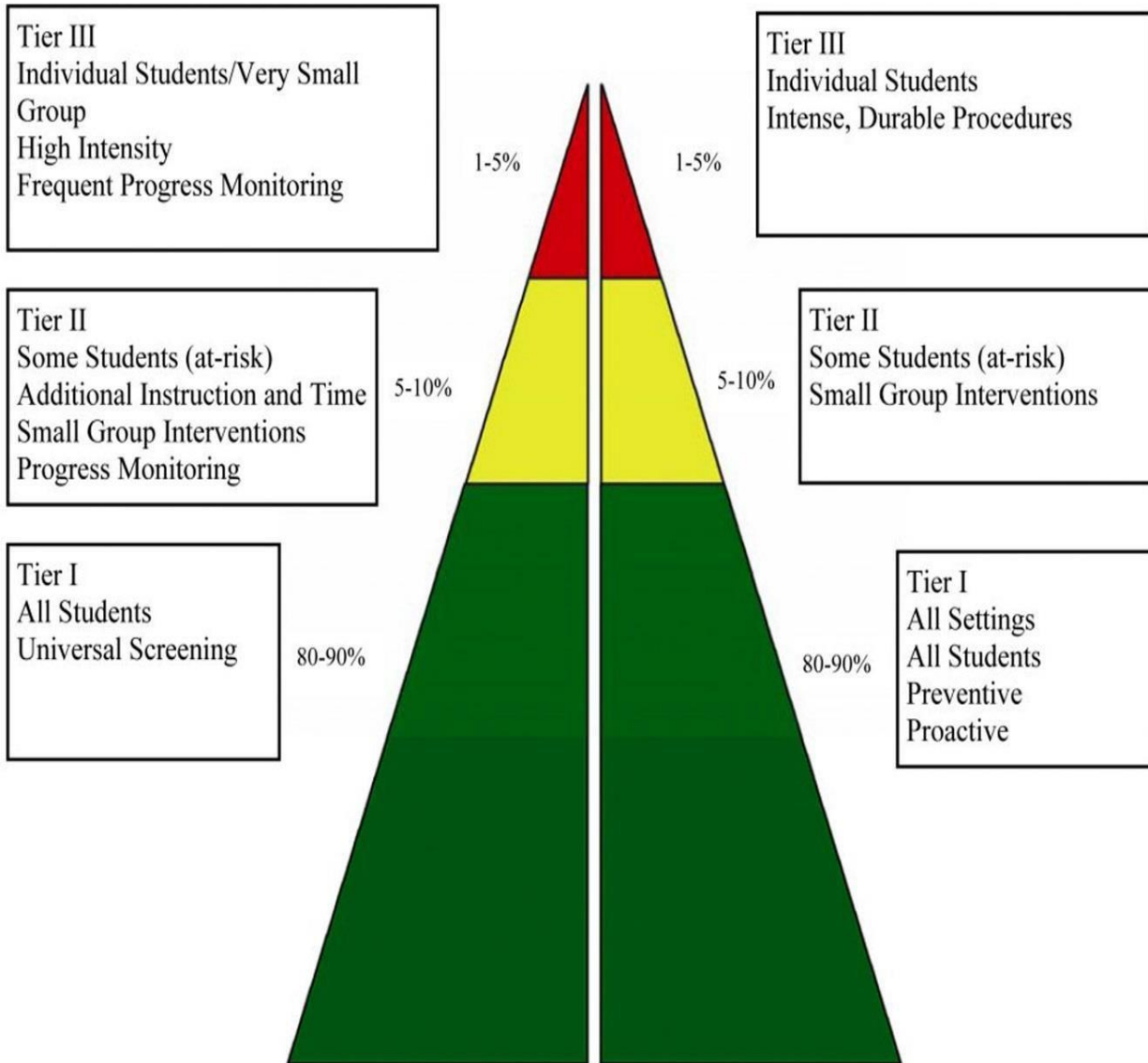
These services may be provided individually or in small groups. The purpose of Tier 3 instruction is to help students overcome significant barriers to learning academic and/or behavior skills required for school success.

For additional information, visit www.pbis.org

Multi-Tiered System of Supports

Academic Systems

Behavioral Systems



Disciplinary Responses

PREVENTION STRATEGIES

Building positive relationships with students – Research shows that positive relationships help children learn. We know that students are more likely to succeed when they feel connected to others in their community, and are less likely to act out in ways that cause disruption to the school environment. Acknowledging appropriate behavior is one way staff develop positive relationships with students.

Clear classroom rules and procedures – In addition to school-wide expectations and common area procedures, each teacher has developed classroom expectations and procedures. Setting rules, limits and consequences also promotes positive relationships with students.

Effective classroom management strategies – The implementation of research-based strategies which supports the development of positive behavior, reduces discipline problems, and promotes a climate of greater productivity, safety, and learning.

RESOURCES AND INTERVENTION STRATEGIES

To help students conduct themselves appropriately, prevention and intervention strategies may be used prior to or in addition to any disciplinary response to student behavior. Not all strategies listed are implemented at every school/grade level.

Behavioral Intervention Plan: An approach to correcting inappropriate or disruptive student behavior through a plan designed by school staff to offer positive behavioral interventions, strategies and supports. This plan is appropriate for students with and without disabilities.

Counseling: Provides guidance to help students resolve issues and develop social skills needed to succeed in school.

Functional Behavioral Assessment: Involves gathering information about students' inappropriate or disruptive behavior and determining approaches that school staff should take to correct or manage student behavior. This information is used to develop a Behavioral Intervention Plan for the student.

Individualized Education Program (IEP) teams: Includes groups of individuals who are responsible for identifying and evaluating students with disabilities; developing, reviewing and revising IEPs for students with disabilities, Functional Behavioral Assessments and Behavioral Intervention Plans; and determining the placement of students with disabilities in the least restrictive environment.

Mentoring program: Involves pairing students with mentors (a counselor, teacher, and fellow student or community member) who help their personal, academic and social development.

S.T.O.P. Tipline: The Daviess County Public Schools' district website offers a link to this tipline for anonymous reporting of bullying, violence and other risky behaviors. Information submitted on the tipline is forwarded to the district office and school administrative staff for notification. Upon tipline notification, the school administrative staff addresses the report and necessary actions are taken to resolve any issues.

LEVELS OF DISCIPLINARY RESPONSE

When principals and school staff respond to student misbehavior, they are expected to take into account the age, health, decision-making ability and disability or special education status of the student; the appropriateness of the student's academic placement; the student's prior conduct and record of behavior; the seriousness of the offense and the degree of harm caused; and the impact of the incident on the school community.

Appropriate disciplinary responses include, but are not limited to, the following:

Classroom Discipline: Teacher-implemented discipline measures.

Conference: May involve students, parents, guardians, teachers, school staff and principals in discussion about student misbehavior and potential solutions that address social, academic and personal issues related to the behavior.

Detention: This is extra time spent before, during or after school engaged in a constructive activity. The school is not responsible for transportation.

Bus Suspension: The removal of bus privileges based upon school bus rule violations.

In-school suspension: The exclusion of a student within the school building from his or her regular education program. This is a structured, well-supervised instructional program. Special Education services will continue in this setting. Students assigned to this program will be in an educational environment totally isolated from their peers. Assignment to in-school suspension restricts students from taking part in extracurricular activities or being on school grounds after regular school hours. The privilege of participating in extracurricular activities will be reinstated at the completion of the assignment.

Saturday School: The purpose of Saturday School is to provide a positive, worthwhile educational experience and a meaningful behavior deterrent for students who have violated Code of Conduct regulations. The aim of the program is to prevent the loss of instructional classroom time.

Out-of-school suspension: The temporary removal of a student from school for a specified time, not to exceed 10 consecutive school days. A suspended student will not represent the school, participate in any extra-curricular activities sponsored by the school or appear on school property during the suspension.

Alternative educational setting: – Placement which allows students to continue to progress in the general curriculum.

Expulsion: The removal of a student from his or her regular school program by the Board of Education for up to a calendar year. The student is also not allowed to be on any school property or to attend any school function. A student may only be recommended for expulsion if suspension is inadequate to address the behavior; the behavior has seriously endangered the health, welfare or safety of other students or school personnel; or the student's continued presence in the school constitutes a significant safety risk.

SPECIAL EDUCATION Suspension or Expulsion of Students KRS 158.150 (7)

The suspension and expulsion of exceptional children, or students who are currently referred for evaluation, will follow guidelines developed by the Individuals with Disabilities Education Act, Department of Education, Kentucky State Law, and Daviess County Public Schools Special Education Procedures.

DUE PROCESS

A student facing suspension must be given oral or written notice of the allegations, an opportunity to hear the evidence, to respond if the student denies the allegations, and notice and hearing before the student is removed from the school. Note: a student who poses a danger to persons or property may be removed immediately with the notice and hearing following as soon as possible. **Board Policy 09.431**

Violation Categories and Definitions

These are the violation categories utilized for state reporting.

1. **1st Degree Assault** - intentionally causes serious physical injury to another person by means of a deadly weapon or a dangerous instrument
2. **2nd Degree Assault** –
 - a. intentionally causes serious physical injury to another person
 - b. intentionally causes physical injury to another person by means of a deadly weapon or a dangerous instrument
 - c. wantonly causes serious physical injury to another person by means of a deadly weapon or a dangerous instrument.
3. **3rd Degree Assault** - Recklessly, with a deadly weapon or dangerous instrument, or intentionally causes or attempts to cause physical injury to:
 - a. A public or private elementary or secondary school or school district classified or certified employee, school bus driver, or other school employee acting in the course and scope of the employee's employment
 - b. A public or private elementary or secondary school or school district volunteer acting in the course and scope of that person's volunteer service for the school or school district
4. **4th Degree Assault** - intentionally or wantonly causes physical injury to another person
5. **Abuse of a Teacher** - directing speech or conduct toward the teacher or school administrator when 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.
6. **Academic Cheating/Plagiarism** – Including, but not limited to, cheating, copying from another student or plagiarism (taking the ideas or writings of others and presenting them as if they were your own writing or ideas).
7. **Alcohol Distribution** - means to dispense, sell, transfer, or possess with intent to dispense, sell, or transfer any kind of beverage classified as alcoholic or containing any level of alcohol.
8. **Alcohol Possession** - Possessing, or storing in one's vehicle, locker, or on their person, any kind of beverage classified as alcoholic or containing any level of alcohol.
9. **Alcohol Use** – Using or being under the influence of any kind of beverage classified as alcoholic or containing any level of alcohol.
10. **Arson** - Starting or trying to start a fire in the school environment.
11. **Attendance Policy Violation** - any Daviess County Public School attendance violation other than truancy or skipping.
12. **Bullying** - 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:
 - a. That occurs on school premises, on school-sponsored transportation, or at a school-sponsored event; or
 - b. That disrupts the education process

13. **Burglary** - with the intent to commit a crime, a person knowingly enters or remains unlawfully in a building.
14. **Bus Rule Violation** – any violation of Daviess County Public Schools transportation rules.
15. **Criminal Abuse** - infliction of physical pain, injury, or mental injury, or the deprivation of services by a person which are necessary to maintain the health and welfare of a person.
16. **Dangerous Instrument Possession** - possession of any instrument, article, or substance which, under the circumstances in which it is used, attempted to be used, or threatened to be used, is readily capable of causing death or serious physical injury.
17. **Destruction of Property** - willfully and maliciously damages the property of another.
18. **Disorderly Conduct** - Acting in a manner which is disruptive to the orderly educational procedure of the school environment or encouraging others to be disruptive, such as unusual noise or behavior that inappropriately draws attention from others.
19. **Disrespectful Behavior** - Willfully disobeying a reasonable request of school personnel or school rules.
20. **Disruptive Behavior** - any behaviors that hamper the ability of instructors to teach or students to learn.
21. **Dress Code Violation** - Dressing in a provocative manner which attracts undue attention or dressing in a manner that threatens the health or safety of that student or other students. (See Part Two, Section 2 Dress & Appearance)
22. **Drug Distribution** - means to dispense, sell, transfer, or possess with intent to dispense, sell, or transfer any of the following:
 - a. All prescription drugs obtained without authorization
 - b. All prohibited substances, however taken or used, including but not limited to, inhaling, ingesting, and/or injecting. These include, but are not limited to, prescribed and over-the-counter drugs, prohibited volatile substances as defined in KRS 217.900 or synthetic compounds/substances that are used or intended for use for an abusive and/or intoxicating purpose
 - c. All look-alike substances that are intended to appear as a prohibited substance
 - d. A substance that is being used in a manner or for a purpose other than the prescribed or intended use by the manufacturer
23. **Drug Possession** – Possessing, storing in one’s vehicle, locker, or on their person:
 - a. All prescription drugs obtained without authorization
 - b. All prohibited substances, however taken or used, including but not limited to, inhaling, ingesting, and/or injecting. These include, but are not limited to, prescribed and over-the-counter drugs, prohibited volatile substances as defined in KRS 217.900 or synthetic compounds/substances that are used or intended for use for an abusive and/or intoxicating purpose
 - c. All look-alike substances that are intended to appear as a prohibited substance
 - d. A substance that is being used in a manner or for a purpose other than the prescribed or intended use by the manufacturer.

24. **Drug Use** – Using or being under the influence of:
- a. All prescription drugs obtained without authorization
 - b. All prohibited substances, however taken or used, including but not limited to, inhaling, ingesting, and/or injecting. These include, but are not limited to, prescribed and over-the-counter drugs, prohibited volatile substances as defined in KRS 217.900 or synthetic compounds/substances that are used or intended for use for an abusive and/or intoxicating purpose
 - c. All look-alike substances that are intended to appear as a prohibited substance
 - d. A substance that is being used in a manner or for a purpose other than the prescribed or intended use by the manufacturer.
25. **Embezzlement** - to appropriate (something, such as property entrusted to one's care) fraudulently to one's own use.
26. **Failure to Attend Detention** - not being present for an assigned detention.
27. **Fighting- student to other** - take part in a violent struggle involving the exchange of physical blows or the use of weapons.
28. **Fighting- student to staff** - take part in a violent struggle involving the exchange of physical blows or the use of weapons.
29. **Fighting- student to student** - take part in a violent struggle involving the exchange of physical blows or the use of weapons.
30. **Forgery** - Using falsely the name of another person or falsifying documents or correspondence from or to the school.
31. **Fraud** - means an intentional deception or misrepresentation made by a recipient or a provider with the knowledge that the deception could result in some unauthorized benefit to the recipient or provider or to some other person.
32. **Gambling** - Participating in games of chance for the express purpose of exchanging money, property or favors.
33. **Harassing Communications** - Communicates, with or about another school student, anonymously or otherwise, by telephone, the Internet, telegraph, mail, or any other form of electronic or written communication in a manner which a reasonable person under the circumstances should know would cause the other student to suffer fear of physical harm, intimidation, humiliation, or embarrassment and which serves no purpose of legitimate communication.
34. **Harassment** - Making an offensively coarse utterance, gesture or display; following a person or committing acts which alarm or seriously annoy another person.

35. **Homicide** - causing the death of another human being under circumstances which constitute murder, manslaughter in the first degree, manslaughter in the second degree, or reckless homicide.
36. **Insubordination** - defiance of authority; refusal to follow school rules.
37. **Kidnapping** - A person is guilty of kidnapping when they unlawfully restrains another person and when their intent is:
- a. To hold him for ransom or reward; or
 - b. To accomplish or to advance the commission of a felony; or
 - c. To inflict bodily injury or to terrorize the victim or another; or
 - d. To interfere with the performance of a governmental or political function; or
 - e. To use him as a shield or hostage; or
 - f. To deprive the parents or guardian of the custody of a minor, when the person taking the minor is not a person exercising custodial control or supervision of the minor as the term "person exercising custodial control or supervision" is defined in KRS 600.020.
38. **Leaving Campus** – Leaving the school campus during the school day without prior approval of the principal.
39. **Loitering** - Being on school grounds or on a bus or in school buildings without authority or permission of school personnel.
40. **Menacing** - intentionally places another person in reasonable apprehension of imminent physical injury.
41. **Motor Vehicle Theft** - unauthorized use of an automobile or other propelled vehicle when the person knowingly operates, exercises control over, or otherwise uses such vehicle without consent of the owner or person having legal possession thereof.
42. **No State Violation** - As provided for in KRS 158.150 – Student conduct that does not comply with school rules or lawful regulations for the government of schools.
43. **Possession of Stolen Property** - receives, retains, or disposes of movable property of another knowing that it has been stolen, or having reason to believe that it has been stolen, unless the property is received, retained, or disposed of with intent to restore it to the owner.
44. **Profanity or Vulgarity** - The use of profanity or vulgarity in a physical gesture, verbal gestures or sketches, or written manner. The student must express himself/herself without the use of obscenities, slander or verbal attack
45. **Rape** - unlawful sexual activity and usually sexual intercourse carried out forcibly or under threat of injury against a person's will or with a person who is beneath a certain age or incapable of valid consent because of mental illness, mental deficiency, intoxication, unconsciousness, or deception.

46. **Robbery/Theft** –
- Takes or exercises control over movable property of another with intent to deprive the owner thereof; or
 - Obtains immovable property of another or any interest therein with intent to benefit themselves or another not entitled thereto.
47. **Self-Endangerment** - Placing self in a potentially harmful situation.
48. **Sexual Assault** - when a person subjects another person to sexual contact without the latter's consent.
49. **Sexual Offense (non-touch)** - Any misbehavior of a sexual nature; including verbal and nonverbal communication; which does not include sexual contact.
50. **Skipping Class** - Willful non-attendance to class.
51. **Skipping School** - Willful non-attendance to school.
52. **Stalking** - means to engage in an intentional course of conduct:
- Directed at a specific person or persons;
 - Which seriously alarms, annoys, intimidates, or harasses the person or persons; and
 - Which serves no legitimate purpose.
53. **Tardy to Class** - Coming into the classroom after the scheduled time.
54. **Terroristic-Bomb** - Making a threat that a bomb has been placed in or is ready to explode on a school property or at a school-sponsored activity.
55. **Terroristic Threat** -
- Threatens to commit any crime likely to result in death or serious physical injury to another person or likely to result in substantial property damage to another person; or
 - Intentionally makes false statements for the purpose of causing evacuation of a building, place of assembly, or facility of public transportation.
56. **Terroristic-Chem/Bio/Nuc**
- Threatens to commit a crime with the use of a chemical, biological, or nuclear weapon that is likely to result in death or serious physical injury to another person or likely to result in substantial property damage to another person; or
 - Intentionally makes false statements about the use of a chemical, biological, or nuclear weapon for the purpose of causing evacuation of a building, place of assembly, or facility of public transportation.
57. **Threatening another student** - Physically, verbally, or by electronic means placing a student in fear of bodily harm with or without displaying a weapon or subjecting the person to actual physical attack.

58. **Threatening Staff** - Physically, verbally, or by electronic means placing a staff member in fear of bodily harm with or without displaying a weapon or subjecting the person to actual physical attack.
59. **Tobacco Distribution** - means to dispense, sell, transfer, or possess with intent to dispense, sell, or transfer any of the following: electronic cigarettes (e-cigs), personal vaporizer or PV, or any other electronic inhaler that simulates the act of smoking, or related items, including cigarettes, snuff, chewing tobacco, matches, lighters, etc.
60. **Tobacco Possession** – Possession of the following: electronic cigarettes (e-cigs), personal vaporizer or PV, or any other electronic inhaler that simulates the act of smoking, or related items, including cigarettes, snuff, chewing tobacco, matches, lighters, etc.
61. **Tobacco Use** – Use of the following: electronic cigarettes (e-cigs), personal vaporizer or PV, or any other electronic inhaler that simulates the act of smoking, or related items, including cigarettes, snuff, chewing tobacco, matches, lighters, etc.
62. **Trespassing** - knowingly enters or remains unlawfully in or upon premises.
63. **Vandalism** - Willful destruction, injury, disfigurement or defacement of any public or private property without the consent of the owner; including, but not limited to, by cutting, tearing, breaking, marking, painting, drawing or covering with filth. Restitution may be required as a consequence for this offense.
64. **Violation of District Acceptable Use Policy** - Improper use of the DCPS Network is prohibited. Actions that constitute unacceptable uses of the DCPS Network and are not specifically addressed elsewhere in this procedure include, but are not limited to:
- a. Use of the DCPS Network for, or in support of, any illegal purposes.
 - b. Use of the DCPS Network for, or in support of, any obscene or pornographic purposes including, but not limited to, the retrieving or viewing of any sexually explicit material. If an authorized user inadvertently accesses such information, s/he should immediately disclose the inadvertent access to a teacher or to the school Principal. This will protect the user against allegations of intentionally violating this procedure.
 - c. Use of the DCPS Network for soliciting or distributing information with the intent to incite violence, cause personal harm or bodily injury, or to harass or “stalk” another individual.
 - d. Non-educational uses of the DCPS Network including, but not limited to games, wagering, gambling, junk mail, chain letters, jokes, private business activities, raffles, fundraisers, religious activities or political lobbying.
 - e. Use of profanity, obscenity or language that is generally considered offensive or threatening to persons of a particular race, gender, religion, sexual orientation, or to persons with disabilities.
 - f. Plagiarizing any information gained on or through use of the DCPS Network or any other network access provider.
 - g. Using copyrighted materials, including commercial software, without permission of the copyright holder, and in violation of state, federal or international copyright laws. (If students are unsure whether or not they are using materials in violation of copyright provisions, they should ask their teachers or a school technology coordinator for assistance. School-based personnel are encouraged to contact the Public Relations Department if they have questions regarding use of copyright materials found through the DCPS Network.)

- h. Violating of any provisions of the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99) which governs students' rights to privacy and the confidential maintenance of certain information including, but not limited to, a student's grades and test scores is prohibited.
- i. Using the DCPS Network for personal financial gain or for the transaction of any business or commercial activities.

65. **Violation of Personal Electronic/Telecommunication Device Policy** - The use of any type of telecommunication or similar electronic devices or services for personal, non-instructional purposes during instructional time is prohibited for all students. School Councils shall develop policies regarding the appropriate use of these devices for instructional purposes. Elementary School Councils will develop policy establishing whether students may possess and keep devices on their person during the school day. Middle and High School Councils shall establish policies for device use for during non-instructional time, including appropriate locations and times, and a prohibition on any activity that causes a disruption of instruction. Consequences for violation of SBDM policies regarding telecommunication devices may include temporary confiscation, and return to a parent/guardian, and a designated period of time for loss of carrying privileges. **NOTE: The Daviess County Public Schools will not be responsible for investigation or recovery of stolen or lost non- essential personal property, personal electronics, or telecommunication devices.**

66. **Wanton Endangerment** – when a person wantonly engages in conduct which creates a substantial danger of physical injury to another person

67. **Weapon Possession** - possession of a deadly weapon

a. "Deadly weapon" means any of the following:

- i. (a) A weapon of mass destruction;
- ii. (b) Any weapon from which a shot, readily capable of producing death or other serious physical injury, may be discharged;
- iii. (c) Any knife other than an ordinary pocket knife or hunting knife;
- iv. (d) Billy, nightstick, or club;
- v. (e) Blackjack or slapjack;
- vi. (f) Nunchaku karate sticks;
- vii. (g) Shuriken or death star; or
- viii. (h) Artificial knuckles made from metal, plastic, or other similar hard material;

68. **Weapon Distribution** - means to dispense, sell, transfer, or possess with intent to dispense, sell, or transfer a deadly weapon.

a. "Deadly weapon" means any of the following:

- i. (a) A weapon of mass destruction;
- ii. (b) Any weapon from which a shot, readily capable of producing death or other serious physical injury, may be discharged;
- iii. (c) Any knife other than an ordinary pocket knife or hunting knife;
- iv. (d) Billy, nightstick, or club;
- v. (e) Blackjack or slapjack;
- vi. (f) Nunchaku karate sticks;
- vii. (g) Shuriken or death star; or
- viii. (h) Artificial knuckles made from metal, plastic, or other similar hard material;

69. **Weapon Use** - use of a deadly weapon

a. "Deadly weapon" means any of the following:

- i. (a) A weapon of mass destruction;
- ii. (b) Any weapon from which a shot, readily capable of producing death or other serious physical injury, may be discharged;
- iii. (c) Any knife other than an ordinary pocket knife or hunting knife;
- iv. (d) Billy, nightstick, or club;
- v. (e) Blackjack or slapjack;
- vi. (f) Nunchaku karate sticks;
- vii. (g) Shuriken or death star; or
- viii. (h) Artificial knuckles made from metal, plastic, or other similar hard material;

<u>Infraction</u>	<u>Classroom Discipline</u>	<u>Conferencing</u>	<u>Detention</u>	<u>Saturday School</u>	<u>In-School Suspension</u>	<u>Out of School Suspension</u>	<u>Alternate Placement</u>	<u>Expulsion</u>	<u>Referral to law enforcement</u>
1st Degree Assault						x	x	x	x
2nd Degree Assault						x	x	x	x
3rd Degree Assault						x	x	x	x
4th Degree Assault			x	x	x	x	x	x	x
Abuse of a Teacher		x	x	x	x	x	x	x	x
Academic Cheating/ Plagiarism	x	x	x	x	x				
Alcohol Distribution		x	x	x	x	x	x	x	x
Alcohol Possession		x	x	x	x	x	x	x	x
Alcohol Use		x	x	x	x	x	x	x	x
Arson			x	x	x	x	x	x	x
Attendance Policy Violation	x	x	x						
Bullying	x	x	x	x	x	x	x	x	x
Burglary			x	x	x	x	x	x	x
Bus Rule Violation		x	x	x	x				
Criminal Abuse		x	x	x	x	x	x	x	x
Dangerous Instrument Possession		x	x	x	x	x	x	x	x
Destruction Property	x	x	x	x	x	x	x	x	x
Disorderly Conduct		x	x	x	x	x	x	x	x
Disrespectful Behavior	x	x	x	x	x	x			
Disruptive Behavior	x	x	x	x	x	x			
Dress Code Violation	x	x	x	x	x				
Drug Distribution		x	x	x	x	x	x	x	x
Drug Possession		x	x	x	x	x	x	x	x
Drug Use		x	x	x	x	x	x	x	x
Embezzlement		x	x	x	x	x	x	x	x
Failure to Attend Detention		x	x	x	x	x			
Fighting- student to other		x	x	x	x	x	x	x	x
Fighting- student to staff		x	x	x	x	x	x	x	x
Fighting- student to student		x	x	x	x	x	x	x	x
Forgery	x	x	x	x	x				x
Fraud	x	x	x	x	x				
Gambling	x	x	x	x	x				x
Harassing Communicatons	x	x	x	x	x	x	x	x	x
Harassment	x	x	x	x	x	x	x	x	x
Homicide						x		x	x
Insubordination	x	x	x	x	x				
Kidnapping						x		x	x
Leaving Campus		x	x	x	x				
Loitering		x	x	x	x	x	x	x	x
Menacing	x	x	x	x	x				x
Motor Vehicle Theft			x	x	x	x	x		x
No State Violation	x	x	x	x	x				
Possession of Stolen Property		x	x	x	x				x
Profanity or Vulgarity	x	x	x	x	x	x	x	x	
Rape		x	x	x	x	x	x	x	x
Robbery/Theft		x	x	x	x	x	x	x	x
Self-Endangerment	x	x	x	x	x				
Sexual Assault		x	x	x	x	x	x	x	x
Sexual Offense (non-touch)	x	x	x	x	x	x	x	x	
Skipping Class	x	x	x	x	x				
Skipping School	x	x	x	x	x				
Stalking		x	x	x	x	x	x	x	x
Tardy to Class	x	x	x	x	x				
Terroristic- Bomb			x	x	x	x	x	x	x
Terroristic Threat			x	x	x	x	x	x	x
Terroristic-Chem/Bio/Nuc			x	x	x	x	x	x	x
Threatening Another Student			x	x	x	x	x	x	x
Threatening Staff			x	x	x	x	x	x	x
Tobacco Distribution	x	x	x	x	x				
Tobacco Possession	x	x	x	x	x				
Tobacco Use	x	x	x	x	x				
Trespassing		x	x	x	x	x	x		x
Vandalism		x	x	x	x	x	x	x	x
Violation of Distrct Acceptable Use Policy	x	x	x	x	x				
Violation of Personal Electronic/Telecommunication Device Policy	x	x	x	x	x				
Wanton Endangerment		x	x	x	x	x	x	x	x
Weapon Possession			x	x	x	x	x	x	x
Weapon Distribution			x	x	x	x	x	x	x
Weapon Use			x	x	x	x	x	x	x

Appeals Process for Disciplinary Actions

When a student or parent disagrees with a disciplinary decision, s/he (or their parents) must file a written appeal of the decision within three (3) school days of the date of the disciplinary action. If the disciplinary consequence was assigned by a teacher or an assistant principal, the written appeal must go first to the principal. If the disciplinary consequence was assigned by the principal and involved a consequence of out of school suspension or higher, the written appeal goes directly to the superintendent/designee.

Upon receipt of the written appeal, the principal or superintendent will respond in writing to the person making the appeal within ten (10) school days of receipt of the written appeals notice. If a student or parent is appealing a suspension, the student will not serve the suspension days until all levels of appeal have been exhausted. However, if the allegations include potential harm to self or others, the district may assign student to alternative placement, with all school work provided at full credit, until the appeal has been resolved.

In the event that the principal denies the appeal and the consequence is out of school suspension or higher, the student or parent may appeal that decision to the superintendent. Again, that appeal must be made in writing within three (3) school days of receipt of the principal's written response. The superintendent then must respond in writing to the student or parent within ten (10) school days of receipt of the appeal.

If the issue is not resolved by the superintendent, the student or parent may appeal to the Board of Education, in writing, within three (3) days of receipt of the superintendent's decision. The Board of Education will hear the appeal at a regularly scheduled Board meeting, or at a specially called meeting at the Board's discretion. In matters related to student discipline, the action of the Board of Education will be limited to an appellate review to determine if procedural flaws (e.g., failure to provide for due process) or unlawful action occurred. In other words, the Board of Education's role is not to determine if the disciplinary consequence was warranted, but rather if the administrator(s) followed board policies and/or laws and regulations.

Administrative Hearings

An administrative hearing is convened when a student has reached the limit of tolerable interventions or, in certain extreme cases, of bad conduct that might lead to a recommendation for expulsion. The administrative hearing will be chaired by a District Office representative and will include, but is not limited to:

The school-level administrator making the recommendation

The student and his/her parent or guardian

The Director of Student Services or designee

Possible outcomes include, but are not limited to, a recommendation for an alternative placement, removal to home services, behavior contracts, or a recommendation that a student be placed before the School Board for expulsion.

Administrative hearings are not subject to appeal. In the event a student withdraws from school before a scheduled administrative hearing has occurred, the hearing must be reconvened prior to the student's re-enrollment.