



EAST PENN SCHOOL DISTRICT

# CODE OF STUDENT CONDUCT (K-12)

EPSPD School Board Approved (08/08/22)

## Mission Statement

*We foster a community in which students become effective problem solvers, collaborators, critical thinkers and communicators.*

## Vision Statement

*Our students will grow into confident, adaptable, compassionate individuals who will become lifelong learners and contributors to a global society*

**Equity** in education means that opportunities are differentiated to ensure ALL students have access to the resources, programs, and experiences that they need. This differs from EQUALITY in education, which implies that all students are offered the same opportunities regardless of their individual needs.

## In East Penn, we use four frames to develop equitable environments:

SOCIO-ECONOMIC	SOCIETAL	CULTURAL	PROGRAMMATIC
<p><b>We remove barriers</b> to educational opportunities that exist <b>due to</b> students' economic status <b>by</b> ensuring they have advocates on a personal and systems level.</p>	<p><b>We remove barriers</b> to educational opportunities that exist <b>due to</b> disadvantages caused by pre-existing prejudice in society, based on both conscious and unconscious bias, related to students' membership in one or more underrepresented groups <b>by</b> broadening access to engaging and challenging curriculum and instruction backed by high teacher expectations for performance.</p>	<p><b>We remove barriers</b> to educational opportunities that exist <b>due to</b> students' cultural backgrounds <b>by</b> incorporating the histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds in our materials and resources.</p>	<p><b>We remove barriers</b> to educational opportunities that exist <b>due to</b> organizational structures or practices <b>by</b> ensuring concerted efforts are made to provide access for underrepresented groups to learn alongside their peers in classrooms with appropriately designed rigorous programs that meet individual needs.</p>



## **PURPOSE OF A CODE OF CONDUCT**

The purpose of the Code of Conduct is to provide guidance and information to our school community and outline clear expectations for students, parents/guardians, staff, and administration.

We believe that the goals of such a code must:

- teach responsible behavior;
- promote self-efficacy and foster self-discipline;
- help the student recognize the impact of their choices on others;
- ensure the rights and personal dignity of others;
- generate a close working relationship with the home, the school, and the community;
- provide disciplinary options and interventions that are appropriate to the level of misconduct;
- differentiate between minor and serious offenses;
- protect and maintain public and private property;
- provide alternatives to exclusionary discipline;
- and comply with federal, state, and local laws.

*The East Penn School District Student Code of Conduct has been developed in accordance with Board of Directors' Policy #218 and #233 and other related Board Policies as well as the Pennsylvania School Code Sections 511, 1317, 1317.1, and 1318.*

*Board Approval: 08/08/22*



## SCHOOL COMMUNITY MEMBER EXPECTATIONS AND RESPONSIBILITIES

**Each school community member plays an important role in creating safe and supportive learning environments for our students.**

### **Students will:**

- be responsible and accountable for school's rules and regulations;
- maintain timely and regular school attendance;
- report any concerns or conflicts to a school staff member;
- contribute to a positive learning atmosphere;
- make an earnest effort to do their best work;
- and respect all members of the school community

### **Parents/Guardians will:**

- ensure their child(ren)'s timely and regular school attendance;
- support school rules and regulations;
- teach their child(ren) respect for the law and respect for all members of the school community;
- partner with school staff to resolve conflicts;
- report any concerns or threats to a school staff member;
- comply with school rules when entering the building;
- and support the district staff in their efforts to maintain the safety of all child(ren)

### **Staff will:**

- respect all members of the school community;
- welcome every parent and guardian to the school and school meetings, partnering with families to better their child's school experience;
- ensure that all students are being afforded equitable access to all opportunities at school with full preparation and support;
- maintain confidentiality;
- ensure students shall have the opportunity and responsibility to make up exams and work missed while serving consequences;
- and plan and conduct a program of instruction that engages students; promotes a climate of mutual respect and dignity, a climate that strengthens the students' positive self-image; establishes and supports a strong partnership between home and school; and skillfully distinguishes between minor student misconduct best handled by staff and major problems requiring the assistance of administration

### **The Administration will:**

- support an orderly and respectful learning atmosphere guided by a clear code of student conduct as well as the on-going professional development to ensure the staff's successful implementation of de-escalation techniques, trauma-informed practices, and restorative practices;
- establish a proactive approach to student discipline coupled with the emphasis on an engaging learning atmosphere is central to the school's work;

- maintain confidentiality;
- monitor and respond to teacher needs and student needs as it pertains to the student code of conduct;
- and work collaboratively with students, parents/guardians, and staff to apply the code and related consequences in a fair and equitable manner

### **Local Law Enforcement**

The Pennsylvania State Police and/or local police departments work collaboratively with East Penn administration to address serious offenses and consult regarding safety concerns.

### **When does the Code Apply?**

The Code of Conduct applies to students while they are in school and/or at any school sponsored activity such as a class trip or a sporting event or possible off campus behavior as defined by school board policy. The Code of Conduct also applies to all students while they are traveling to and from school, using any mode of transportation (walking, school bus, etc). Additionally, the Code of Conduct applies to off-grounds (remote learning).



## **REMOTE LEARNING EXPECTATIONS**

While engaging in remote learning, East Penn School District will continue to strive to provide a healthy, safe, and positive learning environment for all of our students. To promote these conditions, school community members will still be held to the expectations and responsibilities that are outlined in this document.

### **Guidance for Families**

As always, support from families is essential for our students to succeed. Families can contact the school via the parent/guardian portal, email, or a telephone call to communicate with teachers about student academic progress. The safety of our students is of highest priority to the School District. We encourage families to review responsible and safe usage of technology with their children. For example, remind your child(ren) not to share their passwords, their location, or any personal information on the internet. Additionally, some internet sites have content that is inappropriate for children so we encourage families to regularly monitor the websites their children are visiting. If you identify a security and/or safety problem with the school's computers and/or educational platform, please notify a school administrator (i.e. principal, assistant principal) immediately. Families should ensure that students can participate in digital learning in a space that is conducive for learning and success.

### **Guidance for Students**

Students can help to make digital learning a success by abiding by these core responsibilities:

- Respect all members of the school community
- Understand and comply with school rules and expectations
- Behave in a manner that focuses on academic success
- Protect your passwords - passwords should be kept secret from everyone except your parents/guardians

- Follow your school's dress code

The following behaviors are considered violations of the Code of Conduct among others:

- **Inappropriate use of an electronic device** - this includes sexting (sending sexual images or videos), videotaping fights, videotaping someone in a place where they have an expectation of privacy, or posting content that impacts the school community in a negative manner.
- **Destruction of property** - this includes the damaging or defacing of school property or the personal property of another school community member.
- **Photographing/recording others during class sessions** - this includes sharing or posting photographs and/or recordings on any online forum.
- **Cheating/Plagiarism** - this includes copying or plagiarizing content from the internet or from a classmate.
- **Bullying and cyberbullying** - this includes repeated intentional conduct that is directed at another student or students and has one of the following effects: (1) substantially interfere with a student's education, (2) creates a hostile learning environment, and/or (3) substantially disrupts school operation.
- **Harassment** - this includes verbal, written, graphic or physical conduct relating to an individual's gender, age, race, color, sexual orientation, gender identity expression, national origin, religion, disability, English language proficiency, socioeconomic status, and/or political beliefs. ***Students should be mindful that their clothing, artwork, posters or other items visible to the online classroom may be considered offensive or could violate the board-approved harassment policy.***
- **Sexual misconduct** - any unwelcome conduct of a sexual nature that does not meet the definition of sexual harassment.
- **Profane or obscene language or gestures** - this includes cursing or using disrespectful, insulting or explicit language/gestures.



## STUDENT RIGHTS

### Student Discipline

Students receiving disciplinary action and/or interventions can expect that school officials will:

1. Give the student an opportunity to respond to allegation(s) explaining their version of events and to present relevant additional information.
2. Permit the student to choose not to provide a statement.
3. Discuss student's problem behavior and ways to correct it.
4. Inform the student of the corrective action and/or next steps to be taken.
5. Document the problematic behavior and intervention and document agreements reached in the conference. All documents should be in the student's and guardian/parent preferred language.

### Transgender and Gender Non-Conforming Students

Transgender and gender non-conforming students are afforded certain rights by law.

1. The right to privacy, and this includes the right to keep one's transgender identity private at school.
2. School personnel should not disclose information that may reveal a student's transgender identity or gender nonconformity to others, including other school personnel, unless the student has authorized such disclosure.
3. Students have the right to be referred to by their chosen name and pronouns.
4. The right to be included in the group that corresponds to their gender identity.
5. The right to have access to the restroom or locker room that corresponds to their gender identity.

### Students Experiencing Homelessness

East Penn School District considers students who lack a fixed, regular, and adequate nighttime residence, as experiencing homelessness. This includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason, living in motels, parks or campgrounds; or children or youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a sleeping accommodation by human beings; or children or youth living in cars, abandoned buildings or substandard housing or similar situations; refugee or migratory children because they are living in circumstances like those described above.

Unaccompanied youth also fall under this category and can be described as a youth not in the physical custody of a legal parent or guardian and youth living on their own in any of the homeless situations described above. Children and youth who meet the criteria of being homeless, even if unaccompanied by a guardian, must be given full and equal access to an appropriate public education and success in the educational program. The permanency and adequacy of the housing conditions will be considered when determining if a student qualifies.

These children and youth may enroll in:

- The school the student attended when permanently housed (school of origin).
- The school in which the student was last enrolled (school of origin).

An unaccompanied homeless youth with a disability may also need to have a surrogate parent/guardian appointed by the District within 30 days if the youth has no one to serve in this role. For more information, contact Student Services, Phone: 610-966-8372.

## **PARENT/GUARDIAN RIGHTS**

### **Request for Special Education Evaluation**

A school professional may recommend that a child be evaluated to determine if the student has a disability. Parents/Guardians should contact the child's teacher, principal or another school administrator to request an evaluation. This request may be verbal, but it's best to put it in writing. Once the written or verbal request is made, within 10 days the school will either issue a "permission to evaluate" (PTE) or a Notice of Recommended Educational Placement (NOREP) to explain, in writing, why the evaluation request is denied. For questions, please contact your student's counselor or administrator.

### **Request for 504 Service Plan**

A Parent/Guardian can request for their student to have a 504 service plan. The request should be made in writing to the school counselor. The parent/guardian must include any relevant medical records or documentation from a licensed medical care provider along with specific services or accommodations the parent/guardian believes the student needs and/or the modifications the parent/guardian would like the school district to make if requesting a modification. These requests can be provided to the student's teacher, the counselor, or another school administrator.

### **Request for Language Access**

Parents/Guardians have the right to communications and information from the District and the student's school in their preferred language. If parents/guardians speak and/or write a language other than English, an interpreter must be provided for calls and meetings with school staff, and written communications from the school must be translated into their preferred language. Teachers and school staff should use multiple resources to provide language access, such as Language Line, bi-lingual staff, and translation request forms to engage with the District's English learners and multilingual parents/guardians. Schools must record a parent/guardian's preferred language and provide parents/guardians information about their rights to language services and how to access resources in their preferred languages. Parents/guardians can request a call-back from an interpreter.



## ATTENDANCE EXPECTATIONS

Under Pennsylvania law, all students between the ages of six (6) and eighteen (18) must attend school every day. Once a student is enrolled in school, this includes students in kindergarten, they are subject to compulsory school laws until the student reaches age 18. The student can only be withdrawn if they transfer out of the District. The student will remain on the District's roll and the student/family is subject to truancy court if they do not attend school. A parent/guardian who enrolls their child in kindergarten may formally withdraw their child from school prior to reaching compulsory school age (age six), at which point the child would no longer be subject to compulsory school laws until they turn six (6) years old.

A student shall be considered in attendance if present at any place where school is in session by authority of the Board; if receiving approved tutorial instruction or health or therapeutic services; if engaged in an approved and properly supervised independent study, remote learning such as VESPA (EPSD's virtual/online program), work-study, field study, or career education program; if receiving approved homebound instruction; or if the student's placement is instruction in the home.

Pennsylvania Department of Education regulations state that students have a legal right to attend school until the age of 21. Students who turn 21 during the school term are entitled to finish out the school year.

Parents/guardians are expected to:

- Ensure that their child(ren) between the ages of six (6) and eighteen (18) are enrolled in school and attend school regularly, on time, and for the entire school day.
- Emphasize the importance of on-time attendance in school, class, and supervised activities-and celebrate good attendance and success.
- Send their child(ren) to school every day prepared to participate and learn.
- Establish reasonable, age-appropriate curfews and bedtimes.
- Make appointments for their child(ren) outside of the school day or days when schools are closed whenever possible.
- Ensure that their child receives the periodic student health examinations and immunizations that are required by law.
- Schedule family vacations to coincide with school recesses.
- Call the school to report when their child is or will be absent within 3 days upon the student's return to school per attendance guidelines.
- Provide a written excuse for every absence when their child returns to school, per attendance guidelines.
- Provide a written excuse for every late arrival and early departure, per attendance guidelines.
- Provide the school with correct, current addresses, emergency contacts, home, cell, and work telephone numbers, e-mail addresses at the beginning of each school year and update information whenever there are changes.
- Participate in school attendance improvement conferences for their child to improve daily attendance when necessary.

## What is an excused absence?

Sometimes students have to miss school. Absences which meet the conditions or situations indicated below under Excused/Lawful Absence shall be considered an excused absence.

- Written or electronic excuse notes must be given to the school within three (3) days upon the student's return to school. If the note is not submitted to the school within the required time frame, the day(s) may not be excused. For absences that do not total three (3) consecutive days, a parent/guardian may submit a written excuse note stating the reason for the absence.
- All absences resulting in a total of three or more consecutive days due to illness will require a written excuse note by a licensed healthcare provider.
- When a student has been absent, excused with a parent/guardian note, totaling eight (8) days (cumulative), all subsequent absences may require a written excuse note from a licensed healthcare provider.

Written excuse notes must include a valid telephone number or other means of contact for verification purposes.

## Excused/Lawful Absence

The following conditions or situations constitute reasonable cause for absence from school:

- Obtaining professional health care or therapy service rendered by a licensed practitioner.
  - Upon written request by a parent/guardian, a student may be excused during school hours for the purpose of obtaining professional health care or therapy service only if the following requirements are met:
    - The health or therapeutic services are to be rendered by licensed practitioners; It is not practical or possible for the student to receive the services outside of school hours; and
    - The time of necessary absence from school involves a minimum of interference with the student's regular program of studies.
- Illness, including if a student is dismissed by designated District staff during school hours for health-related reasons.
- Quarantine
- Recovery from accident
- Required court appearance
- Death in family
- Educational trip/tour if the following conditions are met:
  - The parent or guardian submits the documentation required for excusal prior to the absence, within the appropriate time frame.
  - The student's participation has been approved by their administrator.
  - The adult directing and supervising the tour or trip is acceptable to the parent or guardian.
  - College tours, trade school tours, career and technical training program tours, community college tours, or tours of other non-District schools, with prior approval.
  - The District may limit the number and duration of non-school-sponsored educational tours or trips for which excused absences may be granted to a student during the school year.
- Observance of a religious holiday, upon prior written request from the person in parent/guardian
- Out-of-school suspension

- Family Emergency (An unexpected, serious event that is outside of the control of the student's family)
  - Requires parent/guardian note explaining the emergency received within 3 school days of the student's return. School staff will evaluate if the situation constitutes a family emergency.
- Participation in a project sponsored by a statewide or countywide 4-H, Future Farmers of America (FFA), or combined 4-H and FFA group, upon prior written request.
- Participation in a musical performance in conjunction with District approval
- Other urgent reasons that may reasonably cause a student's absence as well as circumstances related to homelessness and foster care.

### **Unexcused/Unlawful Absences**

Absences which do not meet the above conditions or situations shall be considered an unexcused/unlawful absence.

An "unexcused" or "illegal" absence occurs when a student is absent without a valid excuse in writing. That means that either no written note was submitted to the school upon the student's return or that the reason provided in the note was deemed invalid. Examples of invalid excuses include (but not limited to): babysitting, waking up late, illness of a family member, and vacation.

Absences shall be treated as unexcused until the school receives a written excuse explaining the absence, to be submitted within three (3) days of the absence.

### **Responses to Non-Attendance (Truancy)**

When a student has been absent for three (3) days during the current school year without a lawful excuse, District staff shall provide notice to the parent/guardian within ten (10) school days of the student's third unexcused absence.

If the student continues to accumulate additional unexcused absences after issuance of the notice, the parent/guardian and student will be invited to attend a School Attendance Improvement Conference (SAIC) where a School Attendance Improvement Plan (SAIP) will be created in order to support the family in identifying and alleviating attendance barriers. A SAIP must be developed for any student by their sixth (6th) unexcused absence. The parent/guardian and student must be invited to this conference in advance. Neither the student nor the parent/guardian shall be required to participate, although it is highly recommended. The SAIC shall occur even if the parent/guardian declines to participate or fails to attend the scheduled conference.

If the student's attendance does not improve after the school has created a SAIP, and has ten (10) or more illegal absences, the student may be referred to Truancy Court. At that time a truancy provider will contact the parent/guardian in order to assist further with alleviating barriers to attendance. The student and parent/guardian will be required to attend truancy court and the parent/guardian must comply with the truancy court order. The court order may include a referral for services. If the student's attendance does not improve at the truancy court level, truancy court may refer the case to family court. Suspension from school or transfer to an alternative education setting is not a permissible response to truancy.

## **BULLYING, HARASSMENT, AND DISCRIMINATION**

### **SAFE 2 SAY SOMETHING**

Safe2Say Something is a youth violence prevention program run by the Pennsylvania Office of Attorney General. The program teaches youth and adults how to recognize warning signs and signals, especially within social media, from individuals who may be a threat to themselves or others and to “say something” BEFORE it is too late. With Safe2Say Something, it’s easy and confidential to report safety concerns to help prevent violence and tragedies. If it makes you uncomfortable, submit a tip. It will be up to your school to determine what the next steps are. Tips can be submitted online at [www.safe2saypa.org](http://www.safe2saypa.org) or by phone at 1-844-SAF2SAY (723- 2729) or through the Safe2Say app.

### **Bullying**

The School District recognizes the negative impact that bullying has on student health, welfare, and safety and on the learning environment at school. The District also recognizes that bullying creates an atmosphere of fear and intimidation, and detracts from a safe environment.

The District defines bullying in our schools as an intentional electronic, written, verbal, nonverbal, psychological or physical act or series of acts directed at another student or students, which occurs in a school setting or at a school-sponsored event, that is severe, persistent, or pervasive and has the effect of doing any of the following:

1. Substantially interfering with a student’s education;
2. Creating a threatening school environment; or
3. Substantially disrupting the orderly operation of the school.

**Bullying** is further characterized by the following three (3) criteria:

1. It is aggressive behavior or intentional harm doing.
2. It is carried out repeatedly over time.
3. It occurs between people where there is an imbalance of power (e.g. physical strength, mental capacity, popularity, or social skills).

When bullying or harassment occurs outside the school setting or any school sponsored event, we encourage families to contact local law enforcement.

### **Harassment**

The District defines harassment as verbal, nonverbal, written, graphic or physical conduct relating to an individual's sex, age, race, color, sexual orientation (known or perceived), gender identity expression (known or perceived), national origin/ethnicity, religion, disability, English language proficiency, socioeconomic status and/or political beliefs. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Any harassment should be immediately reported to the building principal.

It is the District's policy to maintain an educational environment in which harassment including sexual harassment, sexual assault and sexual violence in any form is not tolerated. In line with Federal regulations (Title IX), the District defines sexual harassment as any instance of quid pro quo harassment by a school's employee; any unwelcome conduct that a reasonable person would

find so severe, pervasive, and objectively offensive that it denies a person equal educational access; any instance of sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act).

Examples of potential Title IX Sexual Harassment violations are:

1. Bullying or Harassment based on sex or gender identity or expression
2. Bullying or harassment in the form of:
  - a. Comments, threats, gestures, or rumors of a sexual nature
  - b. Sharing/showing images/videos of a sexual nature
  - c. Non-consensual sex acts and sexual violence

Such conduct must have taken place in the school setting or school sponsored activity to qualify as sexual harassment subject to Title IX regulations at East Penn School District.

### **Discrimination**

The East Penn School District does not discriminate in employment, education programs, or activities based on race, creed, color, national origin, religion, ancestry, age, marital status, sexual orientation (known or perceived), gender identity, expression (known or perceived), sex, handicap, disability, nationality, citizenship, union membership, or limited English proficiency.

The School District's policy of non-discrimination extends to all other legally protected classifications as listed below:

Title II of the Americans with Disabilities Act of 1990, as amended (ADA), is a federal law prohibiting discrimination against individuals with disabilities and, together with Section 504 of the Rehabilitation Act of 1973 (Section 504), ensures to deaf and hard-of-hearing students, parents/guardians, staff, and community members the right of equal access to services and accommodations provided by the East Penn School District through enhanced communications.

Title IX is a federal law that prohibits sex and gender based discrimination.

Examples of sex based discrimination are

- inequitable funding in athletics
- discrimination against pregnant and parenting students

If you have concerns or questions related to Title IX please contact our Director of Human Resources at 610.966.8377

### **Reporting**

Any school community member can report bullying, harassment and/or discrimination and all reports will be investigated. There are numerous ways to make a report:

- Contacting a school administrator or school designee including trusted teachers, staff, counselors, or coaches
- Submitting a Safe2Say report
- Contacting our Title IX Coordinator directly at 610.966.8377



## FAMILY RESOURCES FOR MODIFYING BEHAVIOR

### Modifying Behavior

The East Penn School District has high expectations for all students. Our goal is to maximize academic engagement and minimize rule violations and disruptive behavior. Research shows this is best accomplished through prevention and intervention rather than suspension. Suspensions should only be utilized as a last resort when other interventions are not successful, or for serious violations of the code of conduct. The following interventions are strategies that have proven effective in modifying behavior.

#### Positive Behavior Intervention and Supports

Positive Behavior Interventions and Supports (PBIS) is a highly effective way of building children's social, emotional, and behavioral skills to reduce challenging behaviors. PBIS can also be effectively used at home and is especially helpful when events disrupt normal routines. If you would like additional resources, please see the [Supporting Families with PBIS](#) document for some recommendations for families and caregivers on how to use PBIS to support your children's social and emotional growth at home.

**Restorative Practices** is a set of principles and practices used to build community, respond to harm/conflict and provide individual circles of support for students. By building, maintaining and restoring relationships between members of the entire school community, we help to create an environment where all students can thrive.

Restorative Processes Schools also use circles to mediate conflicts as well as a restorative alternative to suspension and punitive discipline.

You can practice these circles at home when harm has been done or when there is conflict. If you would like additional resources, please see the [Restorative Practices Parent Handbook](#).



EAST PENN SCHOOL DISTRICT

## CODE OF STUDENT CONDUCT (K-12)

EPSD School Board Approved (00/00/00)

## East Penn School District Code of Conduct

Level	Description of Behavior	Examples	Disciplinary Options/ Responses
1	<p>Misconduct on the part of the student that impedes classroom procedures or interferes with the daily operation of the school.</p> <p>This level of misconduct is addressed by the individual staff member but may require the intervention of administration in conjunction with other school professionals.</p>	<ul style="list-style-type: none"> <li>• Disturbance out of class (hall, cafe, etc.)</li> <li>• Disrespect</li> <li>• Disruption of learning</li> <li>• Tardiness</li> <li>• Abusive language</li> <li>• Inappropriate use of a computer or computer network</li> <li>• Inappropriate attire</li> <li>• Public displays of affection</li> <li>• Other offenses fitting the definition of LEVEL I misconduct</li> </ul>	<ul style="list-style-type: none"> <li>• Behavioral contract (informal)</li> <li>• Counseling</li> <li>• Detention</li> <li>• Loss of privileges</li> <li>• Parent/Guardian contact</li> <li>• Peer Mediation/ Counseling</li> <li>• Restitution</li> <li>• Restorative Intervention</li> <li>• Special assignment</li> <li>• Student Conference</li> <li>• Temporary removal from class/activity</li> <li>• Temporary loss of computer privileges</li> <li>• Warning</li> </ul>
2	<p>Misconduct on the part of the student frequently or seriously interferes with the learning climate of the school.</p> <p>This level of misconduct, which is usually the result from the continuation of LEVEL I or more serious misbehavior, will likely require the intervention of administration.</p>	<ul style="list-style-type: none"> <li>• Continuation of LEVEL I misconduct</li> <li>• Disruptive behavior</li> <li>• Forging notes or excuses</li> <li>• Cheating or Forgery</li> <li>• Cutting class</li> <li>• Insubordination</li> <li>• Unauthorized leaving of school property</li> <li>• Profane or obscene language</li> <li>• Offensive ethnic, racial, or protected class language</li> <li>• Use or possession of tobacco, vaping products or paraphernalia.</li> <li>• Unauthorized possession of any electronic device, installation of games, programs or other files not owned or authorized by the District on computers or networks</li> <li>• Possession of pornographic material</li> <li>• Other offenses fitting the definition of LEVEL II misconduct</li> </ul>	<ul style="list-style-type: none"> <li>• Any appropriate response from LEVEL I</li> <li>• Behavior modification plan</li> <li>• Co-curricular probation</li> <li>• In school suspension</li> <li>• Loss of privileges</li> <li>• Loss of computer privileges</li> <li>• Possible 1 to 10 day out-of-school suspension. Length of suspension determined by administration</li> <li>• Assigned to internal supports</li> <li>• Referral to outside agencies</li> <li>• Referral to law enforcement officials</li> <li>• Schedule change</li> </ul>
3	<p>Misconduct directed against self, persons or property, but whose consequences moderately affect the health, safety, and welfare of others in the school or which require referral to law enforcement officials.</p>	<ul style="list-style-type: none"> <li>• Continuation of LEVEL II misconduct</li> <li>• Truancy</li> <li>• Fighting</li> <li>• Vandalism</li> <li>• Bullying</li> <li>• Hazing</li> <li>• Intimidation/ Terroristic threats</li> </ul>	<ul style="list-style-type: none"> <li>• Any appropriate response from LEVEL II</li> <li>• Assignment to internal supports</li> <li>• External alternative program</li> <li>• Extended loss of computer privileges</li> <li>• 1 to 10 day out-of-school suspension. Length of suspension</li> </ul>

	<p>This level of misconduct might be considered criminal, but most frequently can be addressed by the disciplinary mechanism in the school. The corrective measures that the school should undertake depend on the extent of the school's resources for remediating the situation in the best interests of all students.</p>	<ul style="list-style-type: none"> <li>• Ethnic and/or racial intimidation</li> <li>• Sexual harassment/misconduct</li> <li>• Theft/possession/sale of stolen property</li> <li>• Modifying files or other data not belonging to student on computer or data network</li> <li>• Changing passwords belonging to other users or misrepresenting other users on any computer or data network</li> <li>• Using the data network to disrupt the work of others</li> <li>• Modifying computer hardware or software without authorization</li> <li>• Theft of computer hardware or software</li> <li>• Abusing or destroying computer hardware or software</li> <li>• Other offenses violating the Pennsylvania Crimes Code</li> <li>• Other offenses fitting the definition of LEVEL III misconduct</li> </ul>	<ul style="list-style-type: none"> <li>• determined by administration</li> <li>• Referral to outside agencies</li> <li>• Referral to law enforcement officials</li> <li>• Possible referral to the Superintendent and expulsion</li> </ul>
4	<p>Misconduct directed against self, persons or property, but whose consequences significantly affect the health, safety, and welfare of others in the school or which require referral to law enforcement officials.</p> <p>This level of misconduct is clearly criminal and so serious that it requires administrative actions that will result in the immediate removal of the student from school and / or the intervention of law enforcement officials.</p>	<ul style="list-style-type: none"> <li>• Continuation of LEVEL III misconduct</li> <li>• Bomb/Shooting threat</li> <li>• Assault/battery</li> <li>• Vandalism</li> <li>• Arson</li> <li>• Using the data network for illegal activity commercial or profit making purposes</li> <li>• Other offenses fitting the definition of LEVEL IV Misconduct</li> </ul>	<ul style="list-style-type: none"> <li>• Any appropriate response from LEVEL III</li> <li>• 5 to 10 day out of school suspension. Length of suspension determined by administration</li> <li>• Referral to the Superintendent and possible expulsion</li> <li>• Referral to law enforcement officials</li> <li>• Referral to outside agencies</li> </ul>
5	<p>Misconduct involving the possession, use or involvement of any nature with any unauthorized substance or lookalike in school, on school property, at any school sponsored activity, on any public or private conveyance providing transportation to or from school sponsored activity.</p> <p>These acts may be criminal</p>	<ul style="list-style-type: none"> <li>• Use of an unauthorized substance</li> <li>• Possession of an unauthorized substance or lookalike</li> <li>• Inappropriately using or possessing over the counter medication</li> </ul>	<p>First Offense</p> <ul style="list-style-type: none"> <li>• Completion of drug/alcohol assessment and compliance with resultant recommendations</li> <li>• Counseling</li> <li>• Drug and Alcohol Rehabilitation</li> <li>• 5 to 10 day out of school suspension. Length of suspension determined by administration</li> <li>• Referral to SAP</li> <li>• Referral to outside agencies</li> <li>• Referral to law enforcement officials</li> </ul>

	and always require administrative action which may result in the immediate removal of the student from school, the intervention of law enforcement officials, and action by the School District.		Subsequent Offenses <ul style="list-style-type: none"> <li>• Alternative placement</li> <li>• Referral to the Superintendent and possible expulsion</li> <li>• Other district action which results in appropriate placement</li> </ul>
6	<p>Misconduct involving the possession of a weapon or facsimile thereof to school or school-sponsored event.</p> <p>Misconduct involving the possession of an explosive or facsimile thereof to school or school-sponsored event.</p> <p>Misconduct which involves the sale, furnishing or possession with the intent to distribute of an unauthorized substance or lookalike in school, on school property, at any school sponsored activity, on any public or private conveyance providing transportation to or from school sponsored activity.</p> <p>Misconduct involving terroristic threats or bomb threats.</p> <p>These actions are criminal and will always require administrative action which may result in the immediate removal of the student from school and the intervention of law enforcement officials.</p>	<ul style="list-style-type: none"> <li>• Possession of a weapon in school</li> <li>• Bringing a weapon to school or on school property</li> <li>• Bringing a weapon to any school sponsored activity or upon any public or private conveyance providing transportation to or from a school sponsored activity</li> <li>• Selling an unauthorized substance to others</li> <li>• Possession of an unauthorized substance or lookalike with the intent to distribute</li> <li>• Furnishing an unauthorized substance or lookalike to others</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate ten day suspension</li> <li>• Referral to the Superintendent and possible expulsion</li> <li>• Referral to outside agencies</li> <li>• Referral to law enforcement officials</li> </ul>

The examples listed above at each level are not intended to be an exhaustive list of behaviors that result in a disciplinary response. The administration reserves the right to determine to which level the behavior is applied.



EAST PENN SCHOOL DISTRICT

## CODE OF STUDENT CONDUCT (K-12)

EPSD School Board Approved (08/08/22)

**PROCEDURES FOR ADMINISTRATION  
(For Administrators' Use Only)**

**LEVEL 1 PROCEDURES**

1. There is immediate intervention by the staff member who is supervising the student or who observes the misbehavior.
2. Repeated misbehavior requires a student conference with the counselor, teacher, and/or administrator initiated by the teacher.
3. A proper and accurate record of offenses and disciplinary action is maintained by the staff member and, upon written referral to a building administrator, is recorded in the disciplinary files.

**LEVEL 2 PROCEDURES**

1. There is immediate intervention by the staff member who is supervising the student or who observes the misbehavior.
2. The student is referred to the administrator for appropriate disciplinary action.
3. The administrator or designee meets with the student and/or teacher about the student's misconduct and the resulting disciplinary action.
4. The teacher is informed of the administrator's actions.
5. A proper and accurate record of the offense and the disciplinary action is maintained by the administrator.
6. Parents/guardians are informed and involved.
7. If a suspension is considered, all procedures are in accordance with Board Policy #218.2.
8. Student is referred to school counselor and/or additional therapeutic services.

**LEVEL 3 PROCEDURES**

1. There is immediate intervention by the staff member who is supervising the student, provided that such intervention can take place safely.
2. The administrator initiates disciplinary action by investigating the infraction and conferring with staff on the extent of the consequences.
3. The administrator meets with the student about the misconduct and the resulting disciplinary action.
4. A proper and accurate record of offenses and disciplinary actions is maintained by the administrator.
5. Law enforcement officials are contacted, when appropriate.
6. There is restitution of property and damages.
7. If a suspension is considered, the student shall be advised of the reasons for the suspension and given the opportunity to respond before the suspension becomes effective.
8. Parents/guardians are informed and involved.
9. Student is referred to school counselor and/or additional therapeutic services.

**LEVEL 4 PROCEDURES**

1. There is immediate intervention by the staff member who is supervising the student or who observes the misconduct, provided such intervention can take place safely.
2. The administrator verifies the offense, confers with the staff involved, and meets with the student.
3. The student is immediately removed from the school environment.
4. If a suspension is considered, the student should be advised of the reasons for the suspension and given the opportunity to respond before the suspension becomes effective.
5. Parents/guardians are informed and involved.

6. Referral is made to the Superintendent of Schools.
7. Law enforcement officials are contacted.
8. The principal/assistant principal is to prepare a complete and accurate written report to be submitted to the Assistant Superintendent and Superintendent of Schools within twenty-four (24) hours.
9. The student is given a full due process hearing before the board, if expulsion is recommended.

#### **LEVEL 5 PROCEDURES**

1. There is immediate intervention by the staff member who is supervising the students or who observes the misconduct, provided such intervention can take place safely.
2. Any employee not a member of the teaching staff who believes a student is guilty of LEVEL V misconduct must take reasonable steps to prevent the continuance of such conduct and immediately notify the employee's immediate supervisor and the principal of the building attended by the student in question.
3. The principal/assistant principal must immediately verify the offense, and if appropriate, meet with the student. The principal is to immediately remove the student from the school environment and suspend the student. The student's parents or guardians, and law enforcement officials are to be notified immediately.
4. The principal/assistant principal is to prepare a complete and accurate written report to be submitted to the Assistant Superintendent and Superintendent of Schools within twenty-four (24) hours.
5. The Superintendent will share with the School Board.

#### **LEVEL 6 PROCEDURES**

1. There is immediate intervention by the staff member(s) who is supervising the students or who observes the misconduct, provided such intervention can take place safely.
2. Any employee who believes a student is guilty of LEVEL VI misconduct must take reasonable steps to prevent the continuance of such conduct and immediately notify the employee's immediate supervisor and the principal of the building attended by the student in question.
3. The principal/assistant principal must immediately verify the offense, and if appropriate, meet with the student. The principal/assistant principal is to immediately remove the student from the school environment and suspend the student. The student's parents or guardians and law enforcement officials are to be notified immediately.
4. The principal/assistant principal is to prepare a complete and accurate written report to be submitted to the Assistant Superintendent and Superintendent of Schools within twenty-four (24) hours.
5. The Superintendent will share with the School Board.

**THIS INFORMATION IS FOR INCLUSION IN FACULTY AND STAFF HANDBOOKS AND NOT OUTWARD FACING**

**Schools create safe and supportive environments that promote healthy and successful students. The foundation of this work is**

## Tier I of the MTSS pyramid and necessary to support strategies across the entire pyramid.

### TIER 1

Classroom Strategies	School-wide Strategies
<ul style="list-style-type: none"> <li>- Incorporating student interest and preferred activities and assignments</li> <li>- Choice-making opportunities</li> <li>- Relationship building activities</li> <li>- Community building activities</li> <li>- Change classroom organization/set-up - Intentional seating</li> <li>- Structured academic tasks</li> <li>- Classroom system of positive reinforcement</li> <li>- Full class redirection</li> <li>- Respectful individual redirection</li> <li>- Modeling desired behavior</li> <li>- De-escalation communication and strategies</li> <li>- Increasing opportunities to respond</li> <li>- Assign class jobs</li> <li>- Explicit help protocol</li> <li>- Gradual release method</li> <li>- Teacher/student conference</li> <li>- Verbalizing problems</li> <li>- Modeling, Rehearsal, and Feedback</li> <li>- Share a video of words, steps, procedures and/or instruction to rewatch</li> <li>- Mindfulness exercises (i.e: Gonoodle, brain breaks, etc.)</li> <li>- Create and review daily agenda</li> <li>- Use of free time</li> </ul>	<ul style="list-style-type: none"> <li>- Student choice</li> <li>- Advisory/Morning meeting               <ul style="list-style-type: none"> <li>• Address school wide issues</li> <li>• Relationship building</li> <li>• Community building</li> </ul> </li> <li>- Active supervision</li> <li>- Peer coaching/Coaching</li> <li>- Transition procedure</li> <li>- Restorative practice circles</li> <li>- Restorative practice methods</li> <li>- Community building activities</li> <li>- De-escalation strategies</li> <li>- Incorporating student interest and preferred activities and assignments</li> <li>- Choice-making opportunities</li> <li>- Implementing School-Wide PBIS</li> <li>- Implementation of an effective Schoolwide MTSS process</li> </ul>

**Schools identify students who are at-risk and/or have been exposed to trauma and/or loss and respond in ways that meet their unique exposures, experiences, developmental, and personal needs.**

## TIER 2

### Early Intervention/Group Strategies

Classroom Strategies	School-wide Strategies
<ul style="list-style-type: none"> <li>- Refocus desk/structured break for group</li> <li>- Cooperative learning</li> <li>- Peer-assisted learning strategies</li> <li>- Peer assessment</li> <li>- Peer modeling</li> <li>- Academic or social contracting</li> <li>- Written reflection or apology</li> <li>- Loss of privileges</li> <li>- Goal Setting</li> <li>- Self-Monitoring</li> <li>- Self-Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- Conflict resolution</li> <li>- Schoolwide peer tutoring</li> <li>- Peer mediation</li> <li>- Restorative practices strategies &amp; circles</li> <li>- Student support team interventions and responses</li> <li>- Group discussion with appropriate administrator</li> <li>- Intentionally taught replacement behavior (group)</li> <li>- Check-In, Check-Out</li> <li>- Referrals for evaluation for students suspected of having a disability or revisions to an existing IEP or 504 plan.</li> </ul>

### Classroom or School-wide Strategies

<ul style="list-style-type: none"> <li>- Pre-taught use of refocus location/ structured break</li> <li>- Service-based restitution or IMPACT project</li> <li>- Referral to student supports or SAP</li> <li>- Group mentoring</li> <li>- Referral to substance abuse counseling</li> <li>- Referral to Community in Schools</li> <li>- Restorative conversation with peers and/or adults</li> <li>- Use of proximity and active supervision</li> <li>- Intentionally taught skills</li> </ul>	<ul style="list-style-type: none"> <li>- Redirect and reteach with concern</li> <li>- Classroom assigned seats or seat change</li> <li>- High levels of praise vs. corrections</li> <li>- Group Reward/incentive or contingencies</li> <li>- Peer Reinforcement</li> <li>- Group goal setting</li> <li>- Differential reinforcement</li> <li>- Behavior modification</li> <li>- Academic or social contracting</li> <li>- Verbal correction and feedback</li> <li>- Group reminders and redirection</li> </ul>
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**Schools provide support to those students whose behaviors necessitate intensive interventions and aim to meet their individualized needs.**

## TIER 3

### Intervention

## School-wide Strategies or Change in Schedule

- Development of or revision to student support team plan
- Referral for evaluation for students suspected of having a disability
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)
- Community in Schools services by trained adult
- Restorative circle of support and accountability · Restorative welcome circle
- Referral to IEP team or 504 team for manifestation determination for students with disabilities
- Referral to substance abuse counseling
- Referral to appropriate community organization (e.g., mentoring programs)
- Referral for reevaluation for students with disabilities
- Revision to IEP or 504 plan as needed for students with disabilities
- In-school suspension
- Detention (lunch, make-up period, etc.)
- Suspension

## Classroom Interventions

- Teacher provides input in planning process of Behavior Intervention Plans
- Teacher supports implementation of Behavior Intervention Plans