

Code of Student Conduct



**The School District of
Philadelphia**

2008-2009 School Year

The School District of Philadelphia

School Reform Commission

Sandra Dungee Glenn
Chairwoman

Members

Denise McGregor Armbrister
Martin G. Bednarek
James P. Gallagher, Ph.D
Heidi A. Ramirez, Ph.D.



Dr. Arlene Ackerman
Superintendent of Schools

Shawn Crowder
Chief of Staff

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SECTION 1. INTRODUCTION

1.1. Policy Statement.

The School District of Philadelphia (“District”) is committed to creating a safe, positive learning environment for all of our students, staff, parents, and community partners. The District will work to assure that all students and staff are well-motivated, fully aware of their potential and dedicated to lifelong learning as competent and productive human beings. The District believes that all children can learn in a safe learning environment. The District utilizes a range of activities to recognize, celebrate, and reward positive behavior at the classroom, school, and District levels.

In addition to this Code of Student Conduct (“Code”), the District has various policies that govern conduct in the District. A copy of those policies can be obtained at www.phila.k12.pa.us or the Office of Communications (215-400-4040).

With everyone’s commitment to this Code, we can all create a proper learning environment in the District. For copies in languages other than English, please contact the Office of Language Culture and Arts 215-400-6446.

1.2. Positive Behavior Support Statement.

It is the goal of the School District of Philadelphia to provide a positive educational setting for every student. This requires an understanding of and adherence to acceptable standards of respectful behavior which will allow learning to take place in classroom settings. The Code of Student Conduct must be implemented with attention to creating an environment where expected behaviors are taught and positively reinforced, and where student interventions match the need.

It is our responsibility, therefore, to ensure that the standards of behavior are taught and positively reinforced in each school on a daily basis, using a school-wide process of positive behavior support. This includes careful monitoring of student’s academic progress with appropriate interventions, to avoid behavioral disruptions often caused by academic failure, as well as attention to classroom and school environment. It is the District’s belief that with an organized process of providing positive supports, schools can reduce disruptions and disciplinary referrals. Interventions work best when they are proactive, not reactive. The importance of an efficient and well-understood system of reinforcing expected behaviors and monitoring student progress using all available data is essential to student success.

1.3. Purpose of the Code.

The District has adopted this Code to support the creation of a safe learning environment for all members of the school community. The purpose of this Code is to clearly state our standards for acceptable conduct of students. This Code also explains the consequences of not meeting these standards of conduct. This Code establishes a zero tolerance policy for conduct that endangers the safety of the schools and/or disrupts the educational experience for other students. The District does not permit corporal punishment.

This Code also sets forth the discipline procedures for the students who have committed violations of the Code. This Code is not meant to be a contract between the District and the students, and may be amended at any time. It is a place for the District to explain certain policies applicable to students.

1.4. Scope of the Code. This Code applies to any conduct that occurs:

- a. on school grounds at anytime;
- b. off school grounds at any school activity, function or event;
- c. off School Grounds when the conduct may reasonably be expected: (a) to undermine the proper disciplinary authority of the school; (b) to endanger the safety of Members of the School Community; or (c) to disrupt the school; and
- d. while traveling to and from school, including but not limited to actions on any school bus, van or public transportation.

1.5. Equal Opportunity Statement.

The District complies with all federal, state, and local laws, and provides an equal opportunity for all students. The District prohibits discrimination in admission, grading, discipline or any other activity based on race, creed, color, national origin, religion, ancestry, age, marital status, sexual orientation (known or perceived), gender identity expression (known or perceived), gender, handicap, nationality or citizenship.

All decisions of the District will be administered without regard to any of the categories listed above.

1.6. Language Access Statement

Students and parents whose first language is other than English have the right to translation and interpretation services free of charge. The District is required to inform students and family members of the right to language access services.

By federal, state, and local mandate, the District is obligated to provide language access services through qualified personnel. If these services are requested, the District shall provide for these services to ensure that qualified personnel are utilized.

1.7. Glossary of Terms.

1.7.1. “Alternative School Placement” shall mean a school or program that is focused on improving student behavior, attendance and academic performance.

1.7.2. “Behavior Performance Review” shall mean a review of a regular education student’s academic and behavioral progress.

1.7.3. “Bullying” shall mean engaging in behavior that prevents or discourages another student from exercising his/her right to education. Bullying behavior is defined as intentional hurtful behavior perpetrated repeatedly over a period of time, in a relationship characterized by an imbalance of power (with regards to gender, physical or mental strength, social acceptance etc.). Such prohibited behavior includes the use of threats, coercion, repeated harassment, abuse, oppression, intimidation against students, school personnel, or school visitors or exclusion of anyone physically, psychologically, or sexually.

1.7.4. “Cyber-Bullying” shall mean bullying that occurs by use of electronic devices through means of e-mail, instant messaging, text messages, blogs, mobile phones, pagers, and websites.

1.7.5. “Code” shall mean this Code of Student Conduct.

1.7.6. “Comprehensive Student Assistance Process or CSAP” shall mean a state mandated K through 12 student support process. It allows for identification, intervention, and follow-up for students experiencing barriers to learning.

1.7.7. “Corporal Punishment” shall mean physically punishing a student for an infraction of the Code. Corporal Punishment does not include teachers’ and school authorities’ use of force (1) to quell a disturbance; (2) to obtain Possession of Weapons or other dangerous objects; (3) for the purpose of self defense; or (4) for the protection of persons or property.

1.7.8. “Disability” shall mean a physical or mental impairment that substantially limits one or more of the major life activities of an individual; a record of such an impairment; or being regarded as having such an impairment; or a specific Disability such as: multiple disabilities, autism, mental retardation, specific learning disability, hearing impairment, speech/language impairment, visual impairment, serious emotional disturbance, orthopedic impairment, traumatic brain injury, or other health impairment.

1.7.9. “District” shall mean the School District of Philadelphia.

1.7.10. "EH-21 Form" shall mean a form used by the District in documenting incidents and recommending a disciplinary transfer.

1.7.11. "Expulsion" shall mean the removal of a student from school for more than 10 days because the student has violated this Code.

1.7.12. "Gang" shall mean any ongoing organization or group of people which has an identifiable name or identifying sign or symbol or whose members individually or collectively engage in or have engaged in a pattern of activity that endangers or disrupts the safety of the school or Members of the School Community.

1.7.13. "IEP" shall mean an Individual Education Plan to support a student with disabilities who requires specially designed instruction and related services.

1.7.14. "In-School Suspension" shall mean a disciplinary measure that permits the student to attend school, but prohibits him or her from attending his or her regular classes.

1.7.15. "Manifestation Determination" shall mean a review of a special education student's program and Disability to determine if misconduct is related to the Disability.

1.7.16. "Member of the School Community" shall mean any student, parent, teacher, administrator, or employee of the District or visitor at any school.

1.7.17. "NOREP" shall mean a notice of recommended educational placement. This notice shall be presented to the parent/guardian of a child with a Disability, and shall summarize the recommendations for the child's educational program.

1.7.18. "Possession" shall mean physical control over property (whether lost, found, or stolen), such as clothing, lockers or bags and the contents contained therein.

1.7.19. "School Grounds" shall mean any property owned or utilized by the District or property utilized by any vendor under contract with the District.

1.7.20. "School Privileges" shall mean any school-related activity or program including but not limited to graduation ceremonies, class trips, dances, sport teams, clubs or recess.

1.7.21. "Service Agreement" shall mean accommodations needed by a student with disabilities to access the curriculum and/or school environment.

1.7.22. "Serious Bodily Injury" shall mean bodily injury which creates a substantial risk of death or which causes serious, permanent disfigurement, or loss or impairment of the function of any bodily member or organ.

1.7.23. "Saturday Morning Alternative Reach and Teach Program or SMART" shall mean a comprehensive and integrated Saturday morning program. The SMART program provides students with character building and conflict resolution skills, as well as prevention, intervention, referral, and support services for alcohol or drug-related problems and misconduct in general.

1.7.24. "SRC" shall mean the School Reform Commission.

1.7.25. "Suspension" shall mean the involuntary removal of a student from class attendance or school attendance for 10 days or less.

1.7.26. "Trespass" shall mean the entrance onto School Grounds when prohibited.

1.7.27. "Weapon" shall mean any of the following but not limited to any knife, cutting instrument, cutting tool, nunchuku, firearm, shotgun, rifle, scissors and any other tool, instrument or object used to or intended to be used to inflict serious bodily injury of another Member of the School Community. This definition includes but is not limited to the use or intended use of pepper spray, mace or laser pointer to inflict serious bodily injury on another Member of the School Community.

SECTION 2. RIGHTS AND RESPONSIBILITIES OF STUDENTS AND PARENTS

2.1. Responsibilities of Students. All students share with the administration and faculty a responsibility to develop a safe learning environment within the school. Students shall have the responsibility to:

2.1.1. be on time and attend school daily;

2.1.2. put forth conscientious effort in classroom work and homework;

2.1.3. have knowledge of and conform to school rules and regulations and applicable laws;

2.1.4. dress and groom in conformity with the Dress Code and SECTION 3, Rule 2.

2.1.5. not use indecent, obscene or foul language;

2.1.6. show good sportsmanship while participating in school related events; and

2.1.7. report incidents or activities that may threaten or disrupt the school environment to a staff member or the District's Safety Hotline @ 215-400-SAFE (7233).

2.2. Rights of Students. Students shall have the right to:

2.2.1. a free appropriate public education if the student is between the ages of 6 and 21 years of age;

2.2.2. not be excluded from public schools or from School Privileges because the student is married, pregnant, has a Disability, is eligible for special education services and programs or because of race, gender, color, religion, sexual orientation (known or perceived), gender identity expression (known or perceived), or national origin;

2.2.3. not be subject to Corporal Punishment; and

2.2.4. be afforded the discipline procedures set forth in Section 4.

2.2.5. request and receive interpretation and translation assistance for school-related matters if English is not their primary language

2.3. Responsibilities of Parents/Guardians. Parents/guardians shall have the responsibility to:

2.3.1. ensure that their children between the ages of 8 and 17 enrolled in schools of this district attend school regularly, on time, and for the whole school day in accordance with the laws of the State of Pennsylvania. **If the child enrolls in school prior to the age of 8, the child becomes of compulsory school age and must continue to attend school;**

2.3.2. ensure that their children, who are younger than 8 years old but have been enrolled in school, attend school regularly and on time, and for the whole school day in accordance with the laws of the State of Pennsylvania

2.3.3. enroll their child in a non-District school if he or she is expelled from the District;

2.3.4. notify and provide proof to the District, within 30 days of the Expulsion, if they cannot provide placement in a non-District school for the child;

2.3.5. present to school officials any concern or complaint in a calm, reasoned manner;

- 2.3.6. work with the school on academic, disciplinary or other related matters pertaining to their child;
- 2.3.7. plan the time and place for homework assignments and provide necessary supervision;
- 2.3.8. talk with their child about school activities and expected behavior;
- 2.3.9. know the rules set forth in this Code and review the rules with their child; and
- 2.3.10. ensure that their child receives the periodic student health examinations that are required by law.

2.4. Rights of Parent/Guardian. Parents/guardians shall have the right to:

- 2.4.1. receive regular official reports of their child's academic progress;
- 2.4.2. inspect, copy, and challenge according to the appropriate guidelines any and all information contained in their child's records;
- 2.4.3. receive an explanation for the basis of any grade given by the teacher;
- 2.4.4. receive a prompt report of their child's tardiness or absence from one or more classes;
- 2.4.5. request a conference with the teacher and/or the principal;
- 2.4.6. receive translations and/or interpretations of any written or verbal communications regarding their child and their child's education;
- 2.4.7. receive all correspondence in the family's preferred language if not English, unless it is an infrequently encountered language, in which case an oral sight translation will be offered and delivered by a bilingual staff person;
- 2.4.8. bring, or have the District provide a translator during disciplinary conferences or hearings, when the school observes that a parent or student is not a native English speaker or has a significant difficulty communicating in English;
- 2.4.9. appeal disciplinary actions as provided in SECTION 4; and
- 2.4.10. receive reasonable accommodations for any Disability to have access to participate in their child's education, to the extent all parents are permitted to participate, upon request for such accommodation and proof of medical necessity.

2.5. Rights of Victims In School Related Offenses.

- 2.5.1. Any victim of a student that has committed any Level II violation of the Code of Student Conduct has the right to appear at the disciplinary hearing to testify to the facts of the incident as it relates to him/her.
- 2.5.2. Any victim of a crime committed by a Member of the School Community has the right to pursue criminal charges through the Criminal Justice or Juvenile Court Systems. To do so, a victim may initiate charges with the Philadelphia Police or file a private criminal complaint. To file a private criminal complaint if the alleged offender is an adult, the victim should call 215-686-9863, 215-686-9864 or 215-686-9865 or if the alleged offender is a juvenile, the victim should call 215-686-7430.
- 2.5.3. A victim may also contact the Department of Education's Safe Schools Advocate at 215-644-1277 or the District's Safety Hotline at 215-400-SAFE.
- 2.5.4. A victim may also file a grievance in accordance with the District's student grievance procedure as explained in Section 6.

SECTION 3. STUDENT INFRACTIONS AND CONSEQUENCES

This Code divides misconduct into two sections: (1) Level I Offenses; (2) Level II Offenses. The level of offense dictates the severity of the remedial measure the District will impose. **In addition to the specific offenses set forth below, the District has the right to discipline any student who engages in conduct that is not listed below, but threatens the health, safety or welfare of others or disrupts the learning environment.** The appropriate remedial measure will be determined at the sole discretion of the District in accordance with the law.

A student has the right to the procedures set forth in Section 4 regarding any recommendation for remedial action.

If any Member of the School Community has a question regarding the Code he or she should contact the Office of Transition and Alternative Education at 215-400-4220. For copies in languages other than English, please contact the Office of Language Culture and Arts at 215-400-6446.

3.1. Level I Rules.

Rule 1. Prohibition of Disruption of School: Students shall act in a courteous manner toward all Members of the School Community and shall not disrupt any educational or school-related program. A violation of this rule shall include but is not limited to:

- a. fails to obey directions from principals, teachers and other staff members;
- b. fails to follow established school rules;
- c. uses beepers, cell phones, walkman or other telephonic devices during school hours or programs;
- d. possesses mace, pepper spray or laser pointers;
- e. runs and/or makes excessive noise in the hall or building;
- f. trespasses, loiters and/or fails to provide school identification when requested;
- g. fails to attend class without a valid excuse;
- h. activates the fire alarm when there is no threat of fire; or
- i. is tardy to school or class.

Rule 2. Compliance with Dress Code: Students shall dress in accordance with the standards described below and the standards set forth in the school's adopted dress code, which establishes the appropriate colors and styles of clothing the student is to wear. A student violates this rule if he or she:

- a. fails to wear the designated uniform colors;
- b. fails to wear the designated style of clothing;
- c. fails to wear pants correctly at waist or without belts;
- d. wears clothing that is undersized or oversized;
- e. wears oversized T-shirts, muscle shirts or halter tops;
- f. exposes undergarments or wears spaghetti straps or see through clothing;
- g. wears stocking caps, doo rags, bandanas or hats.

Rule 3. Prohibition of Gang Colors and Symbols: Students shall not wear Gang colors/ symbols. A student violates this rule if he or she:

- a. wears colors of a Gang with the intent to show allegiance to the Gang;
- b. wears sports paraphernalia with the intent to show allegiance to the Gang; or
- c. wears any article of clothing which contains a symbol of a Gang.

Rule 4. Prohibition of Offensive Language: Students shall not use offensive language. A student violates this rule if he or she:

- a. curses or uses vulgar, obscene or offensive language; or
- b. sends or forwards any offensive, sexually-oriented, or threatening messages, pictures or symbols from any source to any other Member of the School Community.

Rule 5. Mandate of Academic Honesty: Students are expected to maintain the highest standards of honesty in their work. A student violates this rule if he or she cheats, copies the work of another, plagiarizes the work of another, or forges a note from another. (*Theft of standardized tests, changing grades and/or attendance data will be considered a Level II violation.*)

Rule 6. Abuse of Computer or Internet Privileges: Students shall respect the computer privileges granted to them. A student violates this rule if he or she:

- a. gives his or her password to another individual or uses another individual's account;
- b. illegally downloads copyrighted materials from the internet;
- c. visits sites on the internet which contain sexually explicit material;
- d. harms or destroys data of another student or person, the internet or other networks;
- e. creates, downloads or uploads computer viruses; or
- f. violates any rule contained in the School District's Acceptable Use Policy, which can be found at www.phila.k12.pa.us.

Rule 7. Prohibition of Destruction and Theft of Property: Students shall respect property and shall not damage, destruct, or steal any property. A student violates this rule if he or she causes damage or steals property in an amount not to exceed \$150 by:

- a. painting or drawing graffiti on property;
- b. causing or attempting to cause damage to property;
- c. stealing or attempting to steal property on School Grounds or at any school-sponsored event.

Rule 8. Prohibition of Gambling: Students shall not place or take bets on chance for personal benefit.

Rule 9. Prohibition of Reckless Endangerment: A student shall not act in a manner which ignores the health, safety or welfare of any Member of the School Community by placing that person in danger of injury, or pain.

Rule 10. Prohibition of Threats: A student shall not communicate, directly or indirectly, any threat to another Member of the School Community that places him/her in fear of injury, pain, or ridicule. Serious threats to life or safety will be considered a Level II violation. (*See Rule 18, Prohibition of Bullying and Serious Threats*)

Rule 11. Prohibition of Fighting: Students shall refrain from mutual confrontations involving physical contact with any Members of the School Community.

Rule 12. Prohibition of Simple Assault: Students shall not cause or attempt to cause bodily injury to another student or visitor. Acts that result in serious bodily injury that require medical attention will be considered a Level II violation. (See Rule 23, Prohibition of Aggravated Assault)

Rule 13. Prohibition of Indecent Exposure and Inappropriate Touching: Students shall not expose his or her genitals to another Member of the School Community or touch the genitals of another. This rule includes incidental contact where the student did not have malicious intent or have reasonable knowledge to understand the consequences of his or her behavior. Repeated violation of this rule will be considered a Level II violation (See Rule 21, Prohibition of Sexual Assault).

Violation of this rule does not include:

- a. Sexual Assaults;
- b. Harassment; or
- c. Sexual Acts;

Rule 14. Prohibition of Tobacco Products and Paraphernalia: A student may not possess or use any tobacco product, cigarette lighters, matches, rolling papers, pipes, or other such paraphernalia.

Rule 15. Prohibition of Drugs or Alcohol for Personal Use: Students shall not have, use or be under the influence of any alcohol, drugs or unauthorized prescription or non-prescription medication. *A second violation of this rule will be considered a Level II violation and sanctioned accordingly.*

A student does not violate this rule if he or she is in Possession of a drug prescribed to that student by a licensed physician and carried in the container supplied by a pharmacist showing the name of the student or a non-prescription medication where the student possesses a note from a parent or doctor. Students shall only possess the dosage necessary for use during that school day.

3.2. Level II Rules.

Rule 16. Repeated Violations of the Code: Students shall not commit multiple violations of Level I, Rules 1, 3, 5-14. This rule will not be considered violated if the school has failed to take all appropriate remedial interventions in response to each of those violations. Students may not be suspended for Repeated Violations of the Code of Student Conduct. Please use the appropriate Rule associated with the behavior that describes the violation rather than Rule 16 to code the suspension.

Rule 17. Prohibition of Destruction & Theft of Property: Students shall respect all property and shall not damage, destruct, or steal any property. A student violates this rule if he or she causes damage or steals property in an amount of \$150 or more by:

- a. painting or drawing graffiti on property;
- b. causing or attempting to cause damage to property; or
- c. stealing or attempting to steal property including standardized tests.

Rule 18. Prohibition of Bullying and Serious Threats: Students shall not intimidate or bully members of the school community. A student violates this rule if he or she participates in the following behaviors directly or indirectly:

- a. Physical: hitting, kicking, pushing, shoving, getting another person to hurt someone;
- b. Verbal: racial slurs, name-calling, teasing, taunting, verbal sexual harassment, gossiping, spreading rumor; or

- c. Non-Verbal: threatening, obscene gestures, isolation, exclusion, stalking, cyber-bullying (bullying that occurs by use of electronic devices through means of email, instant messaging, text messages, blogs, mobile phones, telephones, pagers or websites)

Rule 19. Prohibition of Harassment: Students shall not violate the Anti-Harassment Policy of the District, which can be found at www.phila.k12.pa.us. A student violates this rule if he or she demands sexual favors or harasses, threatens, intimidates or otherwise creates a hostile school environment because of someone's gender, age, race, color, sexual orientation (known or perceived), gender identity expression (known or perceived), national origin, religion, Disability, socioeconomic status and/or political beliefs.

Rule 20. Prohibition of Voluntary Sexual Acts: Students shall not engage in any consensual sexual acts (i.e. oral or intercourse) on School Grounds or at any school sponsored event.

Rule 21. Prohibition of Sexual Assault: Students shall not force or attempt to force another Member of the School Community to engage in any sexual act. For the purposes of this rule, sexual acts shall include but is not limited to:

- a. intercourse;
- b. oral sex;
- c. groping sexual parts; or
- d. simulated sex

Rule 22. Prohibition of Assault on School Personnel: Students shall not intentionally cause or attempt to cause physical injury or pain to any school employee.

Rule 23. Prohibition of Aggravated Assault: Students shall not cause, attempt to cause or threaten to cause serious bodily injury to another student or visitor without regard to the value of human life or with a Weapon.

Rule 24. Prohibition of Robbery: Students shall not use or attempt to use force to steal or attempt to steal property of another Member of the School Community.

Rule 25. Prohibition of Possession of a Weapon: Students shall not possess any Weapon as defined in this Code's Glossary. A student violates this rule even if he or she did not intend to use such thing as a Weapon.

Rule 26. Prohibition of Distribution of Drugs or Alcohol: Students shall not sell or distribute any drugs, or simulated drugs, alcohol, prescription or non-prescription medication or possess such items under circumstances which would indicate that they are for distribution or not for personal use.

Rule 27. Prohibition of Placing Another in Danger: Students shall not engage in, or attempt to engage in, any conduct, which endangers the health, safety or welfare of any Member of the School Community. A violation of this rule shall include but is not limited to:

- a. sets a fire on School Grounds;
- b. retaliates against a Member of the School Community for his or her participation in any investigation, academic or disciplinary proceeding;
- c. activates the fire alarm when there is no threat of fire and the fire department is deployed or the school is evacuated; or
- d. threatens the planting of or use of bombs, or other explosive devices.

3.3. The Comprehensive Student Assistance Process: An Intervention Framework for Reducing Behavioral Barriers to Learning

The School District's Comprehensive Student Assistance Process (CSAP) is a three-tiered, collaborative process by which schools identify barriers to learning and remove barriers by accessing internal (school-based) and external (community-based) resources. The heart of CSAP is the classroom, where the classroom teacher analyzes the strengths and learning needs students and adapts instruction and environment to create optimal learning conditions.

School-wide CSAP:

Any comprehensive support process must begin with creating a network of supports for students and staff that result in a safe and productive learning environment. At the school-wide level, elements which contribute to such an environment include ongoing opportunities for skill-building among staff and students, the engagement of families as educational partners, a behavior management model which is clearly defined and consistently implemented, and data-based decision-making.

CSAP Tier I:

The Tier I level of intervention is designed to address the needs of groups of students experiencing similar barriers to learning. At this level, teachers meet regularly with their grade group or academy colleagues to identify and implement strategies for the classroom. The grade group or academy leader facilitates Tier I meetings.

CSAP Tier II:

It is sometimes the case that individual students may be experiencing particular barriers to learning. Tier II is designed to provide targeted, individualized support for such students. At Tier II, a core team of trained professionals (the referring teacher, counselor, and/or nurse) joins parents/guardians at a meeting scheduled by the school counselor. Together, this team develops an intervention plan that is designed to address the needs of the student and/or family. This plan can include both school-based and community-based supports, and the team can include auxiliary members (school psychologist, agency staff) as indicated by need.

CSAP Tier III:

At Tier III, the focus is on an evaluation for change of placement when a child is still not meeting with success. This change of placement may be for educational or behavioral reasons. Team membership, documentation, and timelines are governed by procedural dictates established by the School District of Philadelphia and the Commonwealth of Pennsylvania.

3.4. Appropriate Interventions/Responses for Violations of the Code for Students in Grades K-4.

The following tables are meant to provide a menu of appropriate interventions/responses that can be used alone or in combination in response to a single offense. For example, for a single violation of Rule 1, a student may be required to write a journal entry and an apology, meet with his/her parent and be assigned an adult mentor. **Except as described below, a principal may impose other interventions not listed in this table as deemed appropriate by the principal.**

Please note that students exhibiting patterns of behavioral violations require individual intervention; as such, students with three (3) or more suspensions shall be referred for intervention planning at the CSAP Tier II (individual) level within 10 days of the third suspension.

LEVEL ONE Rules and Interventions Grades K-4	
Rule	Classroom-based Interventions
Rule 1: Prohibition of Disruption of School. *	Discuss the incident with student Use educational/creative interventions (i.e. student writes a journal entry describing the offense and its consequences; parent signs journal entry) Instruct student to make a verbal or written apology to affected community members Meet with student/parent and staff member Assign school buddy or adult mentor (where available) Refer student to consultative and education specialist or other school-linked behavioral health support (where available; requires parent consent) Assign student temporarily to different class (where appropriate) Suspend student from School Privileges Assign student permanently to another class (where appropriate) Assign student to In-School Suspension Assign student to SMART Suspend student (can only be utilized after the school has responded with all of the interventions listed above)
<i>* Note: If a student is late to school or late to class, the student can be prohibited from attending the class for which the student is late or the class in session at the time the student arrives at school. Students shall not be sent home for lateness. Students shall not be Suspended for cutting class, lateness, or truancy. Students exhibiting patterns of lateness or absence should be referred to CSAP for intervention planning at the Tier I (group) and/or Tier II (individual) level.</i>	
Rule 2: Compliance with Dress Code	Discuss the incident with student Provide uniform to student for the day from school's uniform bank Meet with student/parent and staff member Suspend student from School Privileges Assign student to In-School Suspension Assign student to SMART
Rule 3: Prohibition of Gang Colors/Symbols	Discuss the incident with student Provide uniform to student for the day from school's uniform bank Meet with student/parent and staff member Assign student to SMART Refer student to community-based organization Suspend student from School Privileges Suspend student (can only be utilized after the school has responded with all of the interventions listed above)

**LEVEL ONE Rules and Interventions
Grades K-4**

Rule	Classroom-based Interventions
Rule 4: Prohibition of Offensive Language	<p>Discuss the incident with student Use educational/creative interventions (i.e. student writes a journal entry describing the offense and its consequences; parent signs journal entry) Instruct the student to make a verbal or written apology to affected community members Meet with student/parent and staff member Assign student temporarily to another class (where appropriate) Via CSAP refer student to consultative and education specialist or other school-linked behavioral health support (where available; requires parent consent) Suspend student from School Privileges Assign student permanently to another class (where appropriate) Assign student to SMART Assign student to In-School Suspension Suspend student (can only be utilized after the school has responded with all of the interventions listed above)</p>
Rule 5: Mandate of Academic Honesty	<p>Discuss the incident with student Instruct student to retake test or redo assignment and write report on consequences of action; parent signs report Use values-based literature to illustrate academic honesty and honesty in general Instruct student to make a verbal or written apology to affected community members Meet with student/parent and staff member Suspend student from School Privileges Assign student to In-School Suspension Assign student to SMART Suspend student (can only be utilized after the school has responded with all of the interventions listed above)</p>
Rule 6: Prohibition of Abuse of Computer & Internet Privileges	<p>Discuss the incident with student Use educational/creative interventions, (i.e. student writes a journal entry describing the offense and its consequences; parent signs journal entry) Meet with parent Revoke student's computer & internet privileges for 1 day Revoke student's computer & internet privileges for 5 days Permanently revoke student's computer & internet Privileges Assign student to SMART</p>
Rule 7: Prohibition of Destruction of Property	<p>Discuss the incident with student Instruct the student to clean up (if graffiti) & write letter of apology to victim and principal; parent signs letter Meet with student/parent and staff member; Require restitution where appropriate Suspend student from School Privileges Assign student to SMART Assign student to In-School Suspension Suspend student (where damage is severe Suspension may be the appropriate first response)</p>

**LEVEL ONE Rules and Interventions
Grades K-4**

Rule	Classroom-based Interventions
Rule 8: Prohibition of Gambling	<p>Discuss the incident with student Meet with student/parent and staff member Require restitution where appropriate Instruct student to write paper on the effects of gambling in society Assign student to detention Suspend student from School Privileges Assign student to In-School Suspension Assign student to SMART Suspend student</p>
Rule 9: Prohibition of Reckless Endangerment	<p>Discuss the incident with student Instruct student to write letter of apology to victim, staff person, principal; parent signs letter Use opportunity to explain safety to the entire class; have student develop safety posters to be posted in the classroom. Meet with student/parent and staff member Assign a classroom buddy or mentor Assign student temporarily to different class (where appropriate) Suspend student from School Privileges Assign student permanently to another class (where appropriate) Assign student to In-School Suspension Assign student to SMART Suspend student</p>
Rule 10: Prohibition of Threats	<p>Discuss the incident with student Instruct student to write a letter of apology to victim, staff person and principal; parent signs letter Use the incident as an opportunity to explain threats and the feelings they invoke Meet with student/parent and staff member & assign a classroom buddy or mentor Assign student temporarily to different class (where appropriate) Suspend student from School Privileges Assign student permanently to another class (where appropriate) Assign student to In-School Suspension Assign student to SMART Suspend student</p>
Rule 11: Prohibition of Fighting	<p>Discuss the incident with student Instruct student to write letter of apology to other student, staff person and principal; parent signs letter Meet with student/parent and staff member & assign a classroom buddy or adult mentor (where available) Assign student to mediation, conflict resolution, or refer student to anger management (where appropriate) Assign student temporarily to different class (where appropriate) Suspend student from School Privileges Assign student permanently to another class (where appropriate) Assign student to In-School Suspension Assign student to SMART Suspend student</p>

**LEVEL ONE Rules and Interventions
Grades K-4**

Rule	Classroom-based Interventions
Rule 12: Prohibition of Simple Assault	<p>Discuss the incident with student Instruct student to write letter of apology to victim, staff person & principal; parent signs letter Meet with student/parent and staff member & assign a classroom buddy or adult mentor (where available) Assign student to mediation, conflict resolution, or refer the student to anger management Assign student temporarily to different class (where appropriate) Suspend student from School Privileges Assign student permanently to another class (where appropriate) Assign student to In-School Suspension Assign student to SMART Suspend student</p>
Rule 13: Prohibition of Indecent Exposure and Inappropriate Touching	<p>Discuss the incident with student and refer student to appropriate family support services Instruct student to write letter of apology to the student, staff person & principal; parent signs letter Meet with student/parent and staff member & assign a classroom buddy or adult mentor (where available) Refer to C&E (where available) Assign student temporarily to different class (where appropriate) Suspend student from School Privileges Assign student permanently to another class (where appropriate) Assign student to In-School Suspension Assign student to SMART Suspend student</p>
Rule 14: Prohibition of Tobacco Products	<p>Confiscate products Discuss the incident with student Instruct student to write about the use and abuse of tobacco products Use as an opportunity to teach healthy lifestyles to the class Meet with student/parent and staff member Suspend student from School Privileges Assign student to In-School Suspension Assign student to SMART Suspend the student</p>
Rule 15: Prohibition of Drugs & Alcohol	<p>Confiscate products; and Discuss the incident with student Refer to C&E (where available) via CSAP Instruct student to write about the use and abuse of drugs and alcohol; Assign student to detention Meet with student/parent and staff member Refer student to CSAP Tier II interventions and link with D & A Assessment (parental consent needed) Suspend student from School Privileges Assign student to In-School Suspension Assign student to SMART Suspend student</p>

**LEVEL TWO Rules and Reponses
Grades K-4**

Rules	Response
Rule 16: Repeat Violations of the Code	If the school has provided and documented all appropriate interventions including CSAP Tier II, the student may be recommended for a disciplinary transfer via the disciplinary referral form (EH-21).
Rule 17: Prohibition of Destruction of Property	Suspend the student, assign student to SMART recommend student for a disciplinary transfer to a another school, an Alternative School or Expulsion via the disciplinary referral form (EH-21). For sexual offenses students shall also be referred to appropriate family support services.
Rule 18: Prohibition of Bullying/Cyber-Bullying	
Rule 19: Prohibition of Harassment	
Rule 20: Prohibition of Voluntary Sexual Acts	
Rule 21: Prohibition of Forced Sexual Acts	
Rule 22: Prohibition of Assault on School Personnel	
Rule 23: Prohibition of Aggravated Assault	
Rule 24: Prohibition of Robbery	
Rule 25: Prohibition of Possession of Weapon	
Rule 26: Prohibition of Distribution of Drugs or Alcohol	
Rule 27: Prohibition of Placing Another in Danger	

3.5. Appropriate Intervention/Response for Violations of the Code for Students in Grades 5-12.

The following tables are meant to provide a list of appropriate interventions/responses that can be used alone or in combination in response to a single offense. For example, for a single violation of Rule 1, a student may be required to meet with his/her parent, write an apology and attend detention. **Except as described below, a principal may impose other interventions not listed in this table as deemed appropriate by the principal.**

Please note that students exhibiting patterns of behavioral violations require individual intervention; as such, students with three (3) or more suspensions shall be referred for intervention planning at the CSAP Tier II (individual) level within 10 days of the third suspension.

LEVEL ONE Rules and Interventions Grades 5-12	
Rules	Classroom-Based Interventions
Rule 1: Prohibition of Disruption of School*	<ul style="list-style-type: none"> Discuss the incident with student Meet with student/parent & staff member Instruct student to make a written or verbal apology to affected community member Assign student to detention Assign the student temporarily to different class (where appropriate) Refer student to Teen Court (where available) Assign student to community service (where available) Place student on daily report Suspend student from School Privileges Assign student permanently to another class (where appropriate) Assign student to In-School Suspension Assign student to SMART Suspend student (can only be utilized after the school has responded with all of the interventions listed above, except in extreme cases. Where a student is Suspended for a first offense, the student shall also be referred to CSAP.
<p><i>* Note: If a student is late to school or late to class, the student can be prohibited from attending the class for which the student is late or the class in session at the time the student arrives at school. Students shall not be sent home for lateness. Students shall not be Suspended for cutting class, lateness, or truancy. Students exhibiting patterns of lateness or absence should be referred to CSAP for intervention planning at the Tier I (group) and/or Tier II(individual) level.</i></p>	
Rule 2: Compliance with Dress Code	<ul style="list-style-type: none"> Discuss the incident with student Provide uniform to student for the day from school's uniform bank Assign student to detention Meet with student/parent Refer student to Teen Court (where available) Assign student to community service (where available) Suspend student from School Privileges Assign student to In-School Suspension Assign student to SMART
Rule 3: Prohibition of Gang Colors and Symbols	<ul style="list-style-type: none"> Discuss the incident with student Provide uniform to student for the day from school's uniform bank Assign student to detention Meet with student/parent Refer student to Teen Court (where available) Assign student to community service (where available) Refer student to community-based organization Place student on daily report Suspend student from School Privileges Assign student to SMART Suspend student (can only be utilized after the school has responded with all of the interventions listed above, except in extreme cases. Where a student is Suspended for a first offense, the student shall be referred to CSAP)

**LEVEL ONE Rules and Interventions
Grades 5-12**

Rules	Classroom-Based Interventions
Rule 4: Prohibition of Offensive Language	Discuss the incident with student Assign student to detention Meet with student/parent Instruct student to make a written or verbal apology to affected community member Assign student temporarily to different class (where appropriate) Refer student to Teen Court (where available) Assign student to community service (where available) Place student on daily report Suspend student from School Privileges Assign student permanently to different class (where appropriate) Assign student to In-School Suspension Assign student to SMART Suspend student (can only be utilized after the school has responded with all of the interventions listed above, except in extreme cases. Where a student is Suspended for a first offense, the student shall be referred to CSAP)
Rule 5: Academic Honesty	Discuss the incident with student Assign student to detention Instruct student to retake test or do assignment again and write report on consequences of action Instruct student to make a written or verbal apology to affected community member Meet with student/parent Refer student to Teen Court (where available) Place student on daily report Suspend student from School Privileges Assign student to In-School Suspension Assign student to SMART Suspend student (can only be utilized after the school has responded with all of the interventions listed above)
Rule 6: Prohibition of Abuse of Computer & Internet Privileges	Discuss the incident with student Refer student to Teen Court (where available) Meet with parent Revoke student's computer & internet privileges for 1 day Revoke student's computer & internet privileges for 5 days Permanently revoke student's computer & internet privileges Assign student to SMART
Rule 7: Prohibition of Destruction and Theft of Property	Discuss the incident with student Instruct student to clean up (if graffiti) Instruct student to write letter of apology to victim, staff person and principal; parent signs letter Assign student to detention Meet with student/parent Require restitution from student where appropriate Refer student to Teen Court (where available) Assign student to community service (where available) Suspend student from School Privileges Assign student to In-School Suspension Assign student to SMART Suspend student (where damage is severe Suspension may be the appropriate first response)

**LEVEL ONE Rules and Interventions
Grades 5-12**

Rules	Classroom-Based Interventions
Rule 8: Prohibition of Gambling	<p>Discuss the incident with student Assign student to detention Meet with student/parent Require restitution where appropriate Refer student to Teen Court (where available) Assign the student to community service (where available) Refer student to a gambling support group (where available) Suspend student from School Privileges Assign student to In-School Suspension Assign student to SMART Suspend student (where violation is severe, Suspension may be the appropriate first response)</p>
Rule 9: Prohibition of Reckless Endangerment	<p>Discuss the incident with student Instruct student to write letter of apology to victim, staff person and principal; parent signs letter Assign the student to detention Meet with student/parent Refer student to Teen Court (where available) Assign student to community service (where available) Assign student to another class (where appropriate) Suspend student from School Privileges Assign student to In-School Suspension Assign student to SMART Suspend student (where damage is severe Suspension may be the appropriate first response)</p>
Rule 10: Prohibition of Threats	<p>Discuss the incident with student Instruct student to write a letter of apology to victim, staff person and principal; parent signs letter Assign student to detention Meet with student/parent Refer student to Teen Court (where available) Evaluate student for CSAP Tier I interventions Suspend student from School Privileges Assign student to another class (where appropriate) Assign student to In-School Suspension Assign student to SMART Evaluate student for CSAP Tier II interventions Suspend student (where damage is severe Suspension may be the appropriate first response. Where student is suspended on a first offense, the student shall also be referred to CSAP)</p>
Rule 11: Prohibition of Fighting	<p>Discuss the incident with student Instruct student to write a letter of apology to victim, staff person and principal; parent signs letter Refer student to Teen Court (where available) Assign student to detention Meet with student/parent Assign the student to mediation and conflict resolution, or refer the student to anger management (where appropriate) Suspend student from School Privileges Assign student to another class (where appropriate) Assign student to In-School Suspension Assign student to SMART Suspend student (Where offense is severe Suspension may be the appropriate first response. Where student is suspended on a first offense the student shall also be referred to CSAP)</p>

**LEVEL ONE Rules and Interventions
Grades 5-12**

Rules	Classroom-Based Interventions
Rule 12: Prohibition of Simple Assault	<p>Discuss the incident with student Instruct student to write letter of apology to victim, staff person and principal; parent signs letter Refer student to Teen Court (where available) Assign student to detention Meet with student/parent Assign student to mediation and conflict resolution, or refer the student to anger management (where appropriate) Suspend student from School Privileges Assign student to another class (where appropriate) Assign student to In-School Suspensions Assign student to SMART Suspend student (where offense is severe Suspension may be the appropriate first response. Where student is suspended on a first offense the student shall also be referred to CSAP)</p>
Rule 13. Prohibition of Indecent Exposure and Inappropriate Touching	<p>Discuss the incident with student and meet with student/parent Instruct student to write letter of apology to victim, staff person and principal; parent signs letter Refer student to Teen Court (where available) Assign student to detention Assign student to mediation and conflict resolution, or refer the student to appropriate family services Suspend student from School Privileges Assign student to another class (where appropriate) Assign student to In-School Suspensions Assign student to SMART Suspend student (where offense is severe Suspension may be the appropriate first response combined with referral to appropriate family support services and CSAP)</p>
Rule 14: Prohibition of Tobacco Products and Paraphernalia	<p>Discuss the incident with student Confiscate products Assign student to detention Meet with student/parent Refer student to Teen Court (where available) Evaluate student for CSAP Tier II interventions Suspend student from School Privileges Assign student to In-School Suspension Assign student to SMART Suspend student</p>
Rule 15: Prohibition of Drugs & Alcohol for Personal Use	<p>Discuss the incident with student Confiscate products, Assign student to detention Meet with student/parent Refer student to drug treatment program (where available) Refer student to Teen Court (where available) Suspend student from School Privileges Assign student to In-School Suspension Assign student to SMART Suspend student</p>

LEVEL TWO Rules and Interventions Grades 5-12	
Rules	Response
Rule 16: Repeat Violations of Code	If the school has provided and documented all appropriate interventions including CSAP Tier II, the student may be recommended for a disciplinary transfer via the disciplinary referral form (EH21).
Rule 17: Prohibition of Destruction and Theft of Property	Suspend the student & recommend student for an Alternative School or Expulsion via the disciplinary referral form (EH-21)
Rule 18: Prohibition of Bullying/Cyber-Bullying	
Rule 19: Prohibition of Harassment	
Rule 20: Prohibition of Voluntary Sexual Acts	
Rule 21: Prohibition of Sexual Assault	
Rule 22: Prohibition of Assault on School Personnel	
Rule 23: Prohibition of Aggravated Assault	
Rule 24: Prohibition of Robbery	
Rule 25: Prohibition of Possession of Weapon	
Rule 26: Prohibition of Distribution of Drugs or Alcohol	
Rule 27: Prohibition of Placing Another in Danger	

SECTION 4. DISCIPLINE PROCEDURES

Except when a Level II violation of the Code of Student Conduct has occurred or when the student's behavior presents danger to the health, safety and welfare of the school and/or school community, exclusion from school shall be used as an option when schools have exhausted all in-school interventions as outlined in the Code of Student Conduct and Discipline Procedures Manual.

4.1. Procedures for Suspensions of 3 Days or Less.

4.1.1. Students who are Suspended shall be afforded a conference with the principal or designee before being Suspended. During the conference, the student shall be:

- a. informed of the alleged violation and any of the surrounding circumstances examined;
- b. given a chance to respond to the accusations if he or she has not already done so;
- c. informed of the recommended remedial measure; and
- d. informed of consequences of future infractions.

4.1.2. After the conference with the student, the principal or designee shall implement the recommended remedial measure and send the parent the Disciplinary Notice to inform them of the student's infraction, the length of the Suspension and the day on which the student and parent/guardian are to return to school to be reinstated.

4.2. Procedures for Suspensions of More than 3 Days.

Students who are suspended for more than 3 days shall be afforded the procedures set forth in Section 4.1 above. Additionally, the parent/guardian is to attend a parent conference to discuss the infraction and ways by which future infractions can be avoided.

4.3. Procedures for Transfers to Another School for Students in Grades K-4.

4.3.1. Any student who commits an infraction which requires a transfer to another school, will also be Suspended and afforded the procedures set forth in section 4.1 and 4.2 above. Additionally, at the parent conference, the Behavior Performance Review will be discussed.

4.3.2. Prior to the student being transferred to another school, the student shall be afforded an informal hearing which shall:

- a. be conducted by a member of the Office of Transition and Alternative Education; and
- b. provide an opportunity for the parent/guardian to review student records, present evidence and witnesses, and ask questions of District witnesses when presented.

4.3.3. The Office of Transition and Alternative Education shall make a determination on whether a transfer is appropriate. If the transfer is appropriate the student will be transferred.

4.4. Procedures for Transfers to Alternative School Placement for Students in Grades 5-12.

4.4.1. Any student who commits an infraction which requires a transfer to an Alternative School Placement, will also be Suspended and afforded the procedures set forth in section 4.1 and 4.2 above. Additionally, at the parent conference, the Behavior Performance Review will be discussed.

4.4.2. The Office of Transition and Alternative Education shall make a determination on whether a transfer is appropriate and advise the parent/guardian of that determination.

4.4.3. In addition, the student shall be afforded a hearing which shall:

- a. be conducted by an independent hearing officer or Discipline Liaison;
- b. provide an opportunity for the parent/guardian to review student records, present evidence and witnesses, and ask questions of District witnesses when presented.

4.5. Procedures for Expulsions.

4.5.1. Any student who commits an infraction which requires Expulsion, will also be Suspended and afforded the procedures set forth in section 4.1 and 4.2 above.

4.5.2. The Office of Transition and Alternative Education shall transfer the student to an Alternative School Placement and advise the parent/ guardian of the determination pending the outcome of the Expulsion hearing.

4.5.3. In addition, the student shall be afforded an Expulsion hearing which shall be conducted by the entire School Reform Commission (SRC), members of the SRC or an independent hearing officer appointed by the SRC. The student:

- a. may be represented by counsel at the parent/guardian's expense;
- b. has the right to be presented the names of witnesses against the student and copies of the statements and affidavits of those students;
- c. has the right to request that any such witness appear in person and answer questions or be cross-examined;
- d. has the right to testify and present witnesses on his or her own behalf;
- e. has the right to appeal to Court of Common Pleas.

4.6. Procedures for Special Education Discipline.

4.6.1. Suspensions for Special Education Students Identified as Mentally Retarded. The District can only Suspend students identified as Mentally Retarded with either (a) written agreement of the parent or (b) in an emergency where the student represents a danger to him/herself or others and the written approval of the Office of Special Education of the Pennsylvania Department of Education.

4.6.2. Suspensions, Expulsion and Transfer for All Other Disabled Students. The District may Suspend students with disabilities and cease educational services for up to 5 consecutive school days or 15 cumulative school days in one school year without providing special education procedural safeguards.

- a. The District will provide the following safeguards for students referred for Expulsion, transfer to an Alternative School for discipline reasons, or Suspension for more than 5 days, or for more than 15 cumulative days:
 1. written notice to the parent/guardian of the recommended disciplinary action and the date of an Individualized Education Program meeting;
 2. a team shall convene a Manifestation Determination meeting within 24 hours of the misconduct with the parents having been invited;
 3. during the IEP meeting, the IEP team shall review the student's most current evaluation and the student's IEP and placement to determine whether the student's misconduct is related to the student's disability. The misconduct is not related to the student's disability if (i) the current IEP was appropriate and implemented; and (ii) the Disability does not impair the student's ability to understand the consequences of his or her behavior and control his or her behavior.
 4. If the student's behavior is not a manifestation of the Disability, school officials may apply the Uniform Discipline Code, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be Suspended without providing appropriate educational services for more than five (5) consecutive or fifteen (15) cumulative school days in a school year. A NOREP must be issued with the results of this determination.
 5. The IEP team shall review and revise, if necessary, the behavior intervention plan or, as necessary, complete a functional behavior assessment and intervention plan to address the misconduct;
 6. The IEP team shall determine the appropriateness of an interim alternative educational setting, and as indicated, include in the IEP those services and modifications that will enable the student to continue to participate in the general curriculum and address the behavior so that it will not recur;
 7. The IEP team shall issue a NOREP with the results of the Manifestation Determination;

If the student's behavior is a manifestation of the Disability, the student's placement may be changed to an appropriate interim educational setting, only if the student carried a Weapon to school or a school function or knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school function. If the parent requests a due process hearing, the Alternative Placement shall be limited to 45 days.

The District may ask for an expedited hearing and request the hearing officer to order a 45 day interim placement if the student is substantially likely to cause injury to himself/herself or others.

Students with disabilities, even if expelled, must be provided with a free and appropriate education (FAPE).

4.7. Juvenile Justice and Criminal Justice Consequences for Violating the Code of Conduct.

In addition to the interventions specified by this Code of Student Conduct, violations which also constitute delinquent or criminal conduct under the Juvenile Act and the Pennsylvania Crimes Code, respectively, may subject the student to prosecution in Family or Adult Criminal Court. A student who commits a delinquent act after his tenth birthday

and before his eighteenth birthday may be prosecuted in the juvenile justice system. Such matters are handled at 1801 Vine Street, Philadelphia's Family Court. Acts committed after age 18 are handled in adult court.

However, if a student is age 15 or older and commits aggravated assault, rape, involuntary deviate sexual intercourse, aggravated indecent assault, robbery or robbery of a motor vehicle and **uses a deadly weapon**, the case will be processed in adult court.

If a student is age 15 or older and commits aggravated assault, rape, involuntary deviate sexual intercourse, aggravated indecent assault, robbery or robbery of a motor vehicle **and has previously been adjudicated delinquent for any of the same offenses**, the case will be processed in adult court.

4.8. Procedures for Students Returning from Court Ordered Placements.

It is the policy of the District to place students returning to the District from dependent or delinquent court placements in schools and programs that will maximize the students' chance to succeed while giving appropriate consideration to the general safety of the School Community to which they may be returned.

4.8.1. Return From Delinquency Placement. Prior to being returned to the classroom, a student released from delinquent court placement shall go through the Reentry Transition Initiative Welcome Return Assessment Program ("RETI-WRAP"). Students will be enrolled in RETI-WRAP for up to 4 weeks. While enrolled in RETI-WRAP students will be evaluated and assessed to determine an appropriate educational placement.

4.8.2. Return From Dependent Court Placement. Students who are returning from dependent court placement will be assigned to their neighborhood school by the Office of Transition and Alternative Education.

SECTION 5. TRUANCY REDUCTION INITIATIVES

5.1. Attendance & Truancy Intervention/Prevention Supports ("ATIPS") and Parent Truancy Officers ("PTO"). ATIPS is a comprehensive strategy developed by the District which includes partnering with community-based organizations, stakeholder groups, communities of faith, parents and other community members to increase school attendance and reduce truancy throughout the District. The District views truant behavior as an early warning that a student requires intervention that empowers and provides resources for families to manage their lives.

ATIPS builds on existing networks to provide interventions to children and families before they reach the Truancy Court threshold, generally at 3 or more unexcused absences. The PTO visits the student's family and provides them with information about District attendance policies, compulsory education, resources and support, where needed.

5.2. Truancy Sweep Program. The Truancy Sweep Program intervenes in the lives of young people who have decided to be absent and immediately re-integrate them into the school environment. Truancy Sweeps are conducted in partnership with the Philadelphia and SEPTA Police.

5.3. Truancy Centers. Currently the District has 2 Truancy Support Centers. The centers work closely with the Sweep Program and serve as the school site for thousands of students who are picked up on the street for being truant.

SECTION 6. POLICIES

6.1. Anti-Discrimination & Anti-Harassment Policy.

The District maintains a firm policy prohibiting all forms of discrimination and harassment. This section of the Code is only meant to provide a brief summary of the complete policy. A complete policy can be found at www.phila.k12.pa.us.

Students have a right to learn in an environment free from harassment and discrimination. Harassment is defined as a demand for a sexual favor or any conduct which harasses, threatens, intimidates or otherwise creates a hostile school environment because of someone's gender, age, race, color, sexual orientation (known or perceived), gender

identity expression (known or perceived), national origin, religion, Disability, socioeconomic status and/or political beliefs. Discrimination is defined as treating an individual differently because of someone's gender, age, race, color, sexual orientation (known or perceived), gender identity expression (known or perceived), national origin, religion, Disability, socioeconomic status and/or political beliefs. This list of bases is not all inclusive.

If a student feels as though he or she is a victim of discrimination or harassment, he or she shall report such conduct as described below in Section 6.2. Upon such complaint, the District shall investigate the complaint thoroughly and completely. To the extent possible and allowed by law, the District will maintain confidentiality within the confines of the investigation or the alleged prohibited behavior. All parties will be treated with dignity and the District will not retaliate against anyone making a report.

Nothing contained in this policy prevents a student from contacting the police if the matter involves an alleged criminal offense.

If a student has any question regarding the Anti-Harassment Policy, he or she should contact his or her principal or the Regional Superintendent.

6.2. Grievance/Complaint Policy.

6.2.1. Informal Complaint Procedure.

- a. If a student believes that he or she has been harassed or discriminated against or has knowledge that another has been harassed or discriminated the student should contact his or her principal to report the conduct.
- b. Should the principal be the person accused of the harassment or discrimination or should the student feel that the principal is in some way responsible for the harassment or discrimination, the student should report the conduct to the Regional Superintendent at the Regional Office.

6.2.2. Formal Grievance Policy. The District has a grievance procedure for students to report harassment, discrimination or Bullying committed by another Member of the School Community. The back page of the Code contains a form intended for use by students who believe they have been harassed, discriminated against, or bullied by another Member of the School Community. In addition to this procedure, students are reminded to report incidents by calling the Bully Hotline or their Principal or any other representative of the District. The following is a copy of the procedure:

- a. The complainant reports to the Principal or the Principal's designee or other SDP representative and receives the Grievance Report.
- b. The complainant completes the Grievance Report Form. If the complainant needs or requests language assistance to complete the form, the school or office receiving the form must make the proper arrangements for interpretation and translation services.
- c. A signed copy of the form is given to the complainant by the School District employee to whom the grievance was reported
- d. A copy is given to the Principal.
- e. The Principal will conduct an investigation **within 48 hours** and take appropriate action.
- f. Principal ensures that a Serious Incident Report is filed, and attaches the Grievance Report Form to the school's copy of the EH-31 Incident Follow-Up Report.
- g. The Principal must provide a copy of the Grievance Report Form and the EH-31 to the District's Title IX Coordinator.
- h. If the allegation is against the Principal, the Regional Superintendent or designee will conduct an investigation **within 48 hours** and take appropriate action.

6.3. Locker Search Policy.

The District acknowledges the need for safe in-school storage of books, clothing, school materials and other personal property necessary for school and may provide lockers and cabinets for such storage.

All lockers are and shall remain the property of the District. Students may not share lockers and are encouraged to keep their assigned lockers or cabinets closed and locked against incursion by other students, but no student may use a locker as a depository for anything of value or a substance or object which is prohibited or which constitutes a threat to the health, safety or welfare of the occupants of the school building or the building itself. Students may not change or replace the lock assigned to them by the school. Copies of the combinations of the assigned locks are kept by the school.

The District authorizes its employees to inspect a student's locker when such employee has reason to believe that the locker is improperly used for the storage of contraband, a substance or object the Possession of which is illegal, or any material which poses a hazard to the safety and good order of the schools.

6.4. Student Records. The District maintains a policy for maintaining records of all students. A copy of this policy can be obtained at www.phila.k12.pa.us.

6.5. Retention of Beepers, Cell Phones and Telephonic Devices Policy.

The School District prohibits the possession and use of telephonic paging devices, or pagers, on school grounds, at school sponsored activities and on buses or other vehicles provided by the School District.

In addition, the District prohibits students from using personal cell phones on school grounds during school hours. The principal has the authority to address issues that are disruptive to the academic environment that may arise from the improper use of telecommunication devices. A copy of the complete policy can be found on www.phila.k12.pa.us.

6.6. Student Expression Policy.

Students have the right to express themselves unless such expression materially and substantially interferes with the educational process, threatens immediate harm to the welfare of the school or community, encourages unlawful activity, or interferes with another individual's rights. For a copy of the Student Expression Policy, see www.phila.k12.pa.us. All students are encouraged and expected to review the Student Expression Policy.

SECTION 7. FREQUENTLY USED NUMBERS.

Office of Transition and Alternative Education	215-400-4220
Attendance and Truancy	215-400-4220
Reti-Wrap	215-684-8075
Student Discipline	215-400-4220
Family Help Center	215-686-7797
Office of Student Placement	215-400-4290
Office of Family Engagement and Language Equity Services	215-400-4180
Office of General Counsel	215-400-4120
Office of Safe Schools Advocate	215-644-1277
Office of School Climate and Safety	215-400-4710
Office of Specialized Services	215-400-4170
Parent Support Hotline	215-400-4000
School District Safety Hotline	215-400-SAFE(7233)
Central City Regional Office	215-351-3807
CEO/EMO Region	215-684-5132
East Regional Office	215-291-5680
North Regional Office	215-456-0998
Northeast Regional Office	215-281-5903
Northwest Regional Office	215-248-6684
South Regional Office	215-351-7445
West Regional Office	215-471-2271

SCHOOL DISTRICT OF PHILADELPHIA
Student Grievance Report Form

The School District of Philadelphia maintains a firm policy prohibiting all forms of discrimination and harassment (see Policy 102). All persons are to be treated with respect and dignity. This form is intended for use by students who believe they have been harassed or discriminated against by another student or School District employee. Students may also report incidents on the Bully Hotline, to their Principal or any other representative of the School District.

Complainant _____ Date of Birth _____
School _____ Grade _____ Room/Advisory _____
Home Address _____ Home Phone _____

Date(s) and Time(s) of Alleged Incident(s) _____
Name(s) of person(s) who discriminated against or harassed you _____
List or describe any witnesses that were present _____

Where did the incident(s) occur? _____

Describe the incident(s) as clearly as possible, including such things as any verbal statements (i.e., threats, demands, etc.); what, if any, physical contact was involved; what force, if any, was used; what you did to avoid the situation, etc. (Attach additional pages if necessary.)

This complaint is filed based on my honest belief that _____ has/have discriminated against and/or harassed me. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

Complainant Signature _____ Date _____

Received by _____ Date _____
School District of Philadelphia Representative & Position

I, the Complainant, have received a completed copy of this form from the School District.

Complainant's Signature _____ Date _____

Note to Administrators: A Serious Incident Report must be completed. Attach this Grievance Report Form to the school's copy of the EH-31 Incident Follow-Up Report

The information in this handbook
may be updated during
the course of the school year.

The latest version is available on the School District's web site.

www.phila.k12.pa.us

For copies in languages other than English, please contact
Office of Language Culture and Arts at
215-400-6446

The School District of Philadelphia, an equal opportunity employer, will not discriminate in employment or 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, nationality, citizenship, union membership, or limited English proficiency. This policy of non-discrimination extends to all other legally protected classification. Publication of this in this document is in accordance with the state and federal laws including Title IX of the Education Amendments of 1972 and Sections 503 and 504 of the Rehabilitation Act of 1973. Inquiries should be directed to Reba Smallwood, Esq., Equal Opportunity Compliance Officer, Small Business Development, Third Floor, 440 North Broad Street, Philadelphia, PA 19130, (215) 400-4380

School District of Philadelphia
Education Center
440 North Broad Street
Philadelphia, PA 19130