



THE SCHOOL DISTRICT OF
PHILADELPHIA

Code of Conduct 2021-2022

The Purpose of the Code of Conduct

The purpose of this Code of Conduct is to provide guidance and information about students' rights and outline clear expectations for all school community members including students, parents/guardians, and staff. The Code also outlines parent/guardian rights and equips staff with guidelines for modifying and teaching appropriate behavior. The Student Code of Conduct provides alternatives to exclusionary discipline and has as a goal eliminating inequitable disciplinary practices for black and brown students.

**Superintendent
Dr. William R. Hite, Jr.**

Student Support Services
Offices

[Student Enrollment &
Placement](#)

[Student Rights &
Responsibilities](#)

[Prevention & Intervention](#)

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For copies of the Code of Conduct in languages other than English, please contact The Translation and Interpretation Center at phone number 215-400-4180, or consult the Center's website - Multilingual Language Pages.

KUJTESË: Kodi i Sjelljes së Nxënësit është i plotë në uebsajtin e Drejtorisë Arsimore - https://webapps.philasd.org/stor/Code_of_Student_Conduct_Albanian.pdf Kodi mund të merret si broshurë në drejtorinë e shkollës, ose nga Zyra e Përfshirjes së Familjes dhe Komunitetit, me telefon 215- 400-8480, ose website – www.philasd.org/language/albanian

https://webapps.philasd.org/stor/Code_of_Student_Conduct_Arabic.pdf إن مدونة قواعد سلوك الطالب متوفرة بشكل كامل في موقع المنطقة : الرجاء الملاحظة pdf Code_of_Student_Conduct_Arabic. رقم هاتف 215-400-8481 والمجتمع، السرة ترابط مكتب من أو مدرستك مدير من مطبوعة نسخ في متوفرة المدونة إن الإنترنت موقع من أو www.philasd.org/language/arabic

请注意：请注意，您可以登录网网站

https://webapps.philasd.org/stor/Code_of_Student_Conduct_Chinese.pdf 查看《学生守则须知》的中文文本。您可以向校长办公室索取

《学生守则须知》的印刷件，或者拨打电话 215-400-8482 或登陆 www.philasd.org/language/chinese 索取该文文件。

PRIÈRE DE NOTER: le code de conduite de l'élève est disponible dans sa totalité sur le site du district au https://webapps.philasd.org/stor/Code_of_Student_Conduct_French.pdf Le Code est disponible en imprimé chez votre principal ou au Bureau de la participation des parents, de la famille, de la communauté et des partenariats à base confessionnelle (Office of Family and Community Engagement) au 215-400-8483. www.philasd.org/language/french

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ПОЖАЛУЙСТА, ОБРАТИТЕ ВНИМАНИЕ: С полной версией Правил для учащихся можно ознакомиться на вебсайте округа https://webapps.philasd.org/stor/Code_of_Student_Conduct_Russia.pdf Распечатанные Правила можно получить у директора

школы или в Управлении по Делах Семьи и Задействованию Общин (номер телефона 215-400-8485 или вебсайт www.philasd.org/language/russian

NOTA: El código de conducta del estudiante completo está disponible en el sitio Web del Distrito - https://webapps.philasd.org/stor/Code_of_Student_Conduct_Spanish.pdf La copia impresa del código está disponible en la oficina del director de su escuela o en la Oficina del Compromiso Familiar y de la Comunidad, teléfono número 215-400-8489 o en el sitio Web – www.philasd.org/language/spanish

Xin Chú Ý: Nội dung của Nội Quy Điều Lệ Nhà Trường có trên trang web https://webapps.philasd.org/stor/Code_of_Student_Conduct_Vietnamese.pdf Hiệu trưởng hoặc Văn Phòng Gia Đình Và Cộng Đồng đều có bản in của quyển nội quy này, xin vui lòng gọi số 215-400-8486 hoặc đọc trên trang web www.philasd.org/language/vietnamese.

School District of Philadelphia Office Directory

The School District of Philadelphia's Education Center is located at:
440 N. Broad Street
Philadelphia, PA 19130
215-400-4000

The following offices are located at this same address and can be reached at the listed phonenumbers:

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|---|--------------------------------|
| Attendance and Truancy | 215-400-4830 - Option 1 |
| Climate and Culture | 215-400-4870 |
| Educating Children and Youth Experiencing Homelessness | 215-400-4830 Option 4 |
| Family and Community Engagement | 215-400-4180 |
| Re-Engagement Center | 215-400-6700 |
| Specialized Services | 215-400-4170 |
| Student Placement and Enrollment | 215-400-4290 |
| Student Rights and Responsibilities | 215-400-4830 |
| Transportation | 215-400-4350 |

Other important phone numbers:

| | |
|---|------------------------------|
| Bullying Hotline | 215-400-SAFE (7233) |
| Child Abuse Hotline | 1-800-932-0313 |
| Suicide Prevention Lifeline | 1-800-273-TALK (8255) |
| Pennsylvania Safe Schools Advocate | 215-656-5381 |

Introduction to the Code of Conduct

The School District of Philadelphia is committed to providing well-resourced, and safe school environments conducive to teaching and learning. We strive to develop meaningful partnerships with parents and families, so we can work together to encourage academic, social, and emotional growth in all our students. Our goal is to ensure that all of our students have the needed resources to graduate and will be ready to succeed as fully engaged citizens of the world.

Community Member Expectations and Responsibilities

Each school community member plays an important role in creating safe and supportive learning environments for our students. Some of the expectations and responsibilities of school community members include:

Responsibilities of Everyone

- Respect all members of the school community.
- Maintain a positive school climate by being responsible, respectful, and cooperative.
- Communicate code of conduct expectations for students and staff.
- Motivate students to live up to their potential through positive reinforcement.
- Use good judgment to prevent minor incidents from becoming major problems.
- Adhere to all social distancing guidelines as directed, which includes but is not limited to, wearing a face mask

Responsibilities of School Administrators and Staff

- Respect all members of the school community.
- Welcome every parent and guardian to the school and school meetings, and provide assistance that enables parents and guardians to be partners in their child's school experience.
- Ensure that all students are being afforded equitable access to all opportunities at school, with full preparation and support, and are not subject to harassment or disproportionate exclusion from class, consistent with the School District of Philadelphia's commitment to dismantle systemic racism that hinders student achievement.
- Teach and maintain a learning environment that leads to academic success.
- Provide training for teachers and staff in creating and maintaining a respectful school climate, de-escalation techniques, understanding trauma and professional development on restorative practices and other training requested by teachers and staff for the purpose of improving student experiences and outcomes.
- Inform all school personnel, parents, and students of discipline policies.
- Provide students and parents all disciplinary policies, notices, and materials in their preferred language free of charge.
- Hold students accountable for disruptive behavior in school and on school grounds.
- Address code of conduct violations with multiple strategies and interventions to keep students in school.
- Implement the code of conduct in an equitable and consistent manner.
- Review and thoroughly investigate code of conduct violations.

- Report any reasonable suspicion of child abuse or neglect to the Child Abuse Hotline at 1-800-932-0313.
- Maintain confidentiality of student records.

Students

- Comply with the school district's policies, including but not limited to , attendance, dress code, unlawful harassment, and bullying policies.
- Behave in a manner that focuses on academic success.
- Be responsible and accountable for following rules.
- Report any conflicts or concerns to a school staff member.
- Respect all members of the school community.
- Understand and comply with school rules and climate expectations, including the Code of Conduct and the school handbook.

Parents/Guardians

- Support school rules and regulations.
- Support the policies of The School District of Philadelphia.
- Teach children to respect the rights of others and follow school rules.
- Emphasize the importance of being prepared for school and adhering to school rules.
- Respect all members of the school community.
- Recognize and understand that school personnel must enforce school rules.
- Teach children to respect the rights of others and follow school rules.
- Comply with school rules when entering the school building.
- Any parent or guardians who pose a threat or danger to the school community will be reported to the Philadelphia Police Department.

When does the Code Apply?

The Code of Conduct applies to school community members while they are in school and/or at any school sponsored activity such as a class trip or a sporting event. 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, SEPTA, etc.). Additionally, the Code of Conduct applies to off- grounds (virtual learning) and after-hours (including weekends) behavior if the incident impacts the school community

Student and Parent/Guardian Rights

Parent/Guardian Appeals

The Office of Student Rights and Responsibilities is responsible for reviewing decisions made by school and/or central office staff to determine if the decision was made in accordance with school district policies, procedures, and protocols. The following decisions can be appealed:

1. Disciplinary transfers- transfers made pursuant to a disciplinary hearing
2. Neighborhood school transfers- transfers to a neighborhood school at the end of a school year for reporting inaccurate residency information to the school, moving out of the neighborhood catchment, or gaining admission to a school without an approved transfer through a district approved process or procedure
3. School selection- assignments made after the parent completed the school selection process
4. Homelessness designation- decisions regarding whether a student is experiencing homelessness ("McKinney-Vento eligible"). This dispute centers on whether a student lacks a permanent adequate nighttime residence. A student is considered to be experiencing homelessness throughout the pendency of any dispute, including any appeal to the state or court determination.
5. Students must be allowed to attend the school they are enrolled in during the pendency of any dispute. There are two kinds of challenges:
 - a. School Stability: a student experiencing homelessness has a right to stay in a school the student previously attended (school of origin) even though the student has moved to a new address.
 - b. Immediate Enrollment: a student experiencing homelessness has a right to immediately enroll in a new school where the student has a substantial connection when remaining in a prior school is not in the student's best interest.
6. Parental exclusion letters- guardians/parents are banned from a school building without an appointment banned from a school building, for a specified amount of time, without an appointment, as a result of threatening or unsafe behavior. Warning letters should be issued to guardians/parents if at all possible.
7. Bullying/harassment findings- after the school administrator investigates an allegation of bullying or harassment, the parent can appeal the findings of that investigation.
8. Interim assignment - temporary assignments to Camelot Academy due to an assessment that a student poses a threat to the school community, with a hearing to follow as soon as possible.

For instructions on submitting an appeal, parents should refer to the Procedures for Appeal Process on the school district website: <https://www.philasd.org/studentrights/>

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 may also contact the child's teacher 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 the special education compliance monitor (formerly called the "special education liaison") assigned to your student's school.

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 and the parent/guardian should include any relevant medical records along with specific services or accommodations the parent/guardian believes the student needs and/or the modifications the parent would like the school district to make if the parent/guardian is 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 counseling assistants, 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 can request a call-back from an interpreter here: <https://www.philasd.org/face/gethelp/#mult>

Victim Services

If a student is the victim of a school related incident, victim services can be sought by contacting the Pennsylvania Office of Safe Schools Advocate at phone number 215-656-5381, e-mail Ra-OSSAPhiladelphia@pa.gov or website – <http://www.phillyossa.com>.

If a student is a victim of a school related incident the school should create and institute a safety plan for that student, if appropriate

Students Experiencing Homelessness

The School District of Philadelphia 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).
- Any school that non-homeless students who live in the catchment area in which the child or youth experiencing homelessness is actually living are eligible to attend (new neighborhood school).

An unaccompanied homeless youth with a disability may also need to have a surrogate parent appointed by the District within 30 days if the youth has no one to serve in this role.

For more information, contact Education for Children and Youth Experiencing Homelessness (ECYEH), Phone: 215-400-4830 option 4 Email: ecyeh@philasd.org

Student Discipline

Students receiving disciplinary action can expect that school officials will:

- a) Give the student an opportunity to respond to allegation(s) explaining their version of events and to present relevant additional information.
- b) Permit the student to choose not to provide a statement.
- c) Discuss student's problem behavior and ways to correct it.
- d) Inform the student of the corrective action and/or next steps to be taken.
- e) 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.

Students in Foster Care

A child in foster care will remain in their school of origin (the school where the child was enrolled at the time of placement), unless a determination is made that it is not in their best interest to attend that school. If a student in foster care has experienced a change in placement, a Best Interest Determination meeting will be held to determine if the student should remain in the school of origin or if they should transition to a new school. Foster parents and/or foster care workers should not make any changes to enrollment for students who are in foster care without a Best Interest Determination meeting being held first. Please contact the Office of Student Rights and Responsibilities for additional information.

Transgender and Gender Non-Conforming Students

Transgender and gender non-conforming students are afforded certain rights under School Board Policy 252, which are:

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 parents and 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.

School Police Complaint Process

This procedure is intended to ensure that all students and parents/guardians have a process to submit complaints pertaining to the conduct of School Safety Officers (SSO) and that the complaint process is accessible to all, regardless of race, ethnicity, age, gender, sexual orientation, or disability status.

The complaint process shall be used by any student or parent/guardian of the School District of Philadelphia to report an incident that pertains to the conduct of a SPO. It may be used to document information regarding SPO misconduct. In order for timely review of the facts, including interviewing witnesses, the complaint should be filed as soon as possible. Students may file a SPO complaint via the School District of Philadelphia's website at: <https://www.philasd.org/studentrights/school-police-officer-student-complaint>

Expunging Records for Expelled Students

A student who has been permanently or temporarily expelled by the affirmative vote of a majority of the School Board, may apply to The School District of Philadelphia to have the records of expulsion expunged.

Expunging records occurs at the discretion of the superintendent or the student's designee and is not subject to review or appeal to the school board or the courts.

The complete Board Policy No. 233, including the criteria and process for readmission and/or expungement of records, may be found on The School District of Philadelphia's website –www.philasd.org/schoolboard/policies/

The Office of Family and Community Engagement

The Office of Family and Community Engagement (FACE) offers a wide array of programs and services for families, students and community members. FACE answers inquiries both over the phone and in person. They have staff ready to help in a variety of locations and in a variety of languages.

FACE Liaisons generally help facilitate the resolution of family concerns by supporting families in connecting them to the appropriate people and resources to address their needs. If any parent/guardian would like to speak to one of their team members, Family Engagement Liaisons are available to speak with you at your child's school or you can stop by the Parent and Family Resource Center at the School District of Philadelphia's Administration Building. For additional information and support requests, please visit the FACE website: www.philasd.org/FACE or reach out in person via the Parent and Family Resource Center (PFRC) or by phone via the Call Center 215-400-4000.

Digital Learning Expectations

While engaging in digital learning, the School District of Philadelphia 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 Parents

As always, support from parents/guardians is essential for our students to succeed. Parents/guardians can contact the school via the parent 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 parents and guardians 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 parents/guardians 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.

Parents/guardians 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:

- **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 (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 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.

Students who engage in behaviors that endanger school safety or disrupt the educational experience of others may be subject to consequences in accordance with the Code of Conduct.

Guidance for Schools on Discipline

During the time of distant learning, it is important that schools remember that students are learning away from school and should not be punished for normal activities like briefly leaving virtual class to use the bathroom, to eat or to attend to something urgent happening in their living situation. Students are encouraged but not required to have their video on while at home. Schools must strive to use school-based interventions to modify disruptive behavior. Office Discipline Referrals should still be documented. If a student exhibits egregious behavior that potentially puts others at risk the Principal should reach out to the Assistant Superintendent and the Deputy Chief for the Office of Student Rights and Responsibilities to discuss possible behavioral interventions.

Guidance for Schools on Attendance

Given the myriad of barriers that students may face when attempting to access virtual learning, it is important that schools are proactive about identifying the root cause(s) of student absenteeism. When a student is not regularly accessing the virtual classroom, schools must contact the parent/guardian and the student in order to determine the barrier(s) and provide interventions.

Visitors to Campus

Parents and guardians are encouraged to visit schools and meet with teachers and administrators about their child's progress. To ensure that all of our buildings are safe and orderly learning environments, visitors must first report to the main office to sign in, state the reason for their visit and receive authorization from a school administrator to proceed with the visit. All visitors must adhere to the district's health and safety guidelines as a result of COVID- 19, which includes but is not limited to, wearing a mask. Visits to your child's school should be scheduled in advance whenever possible.

Dress Code Expectations

Students are expected to follow their school's dress code so that their appearance does not constitute a health or safety hazard. School principals must determine, in collaboration with their school community, what the uniform policy will be and then communicate that decision. For information regarding a school's dress code, please consult your student's school handbook.

A dress code violation shall not result in exclusion from the classroom environment or virtual classroom.

Principals may declare spirit or club days and allow students to wear school spirit shirts, or schedule dress-up days (e.g., when school pictures are scheduled) or allow students to wear other attire for extracurricular activities (eg. athletics, band, or chorus). Nothing in this Code of Conduct restricts or bans students from wearing religious garb. Parents with concerns regarding religious dress are encouraged to discuss them with the school principal.

Students have the right to dress in accordance with their stated gender identity and/or expression within the constraints of the school's dress code.

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, work-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. For further guidance, please visit the [Office of Student Enrollment & Placement's Web page](#).

During the time that a student is of school age, they are entitled to attend the public schools in The School District of Philadelphia. Students who turn 21 during the school term are entitled to finish out the school year. Parents/guardians are expected to:

- Ensure that their student(s) 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 student(s) to school every day prepared to participate and learn.
- Establish reasonable, age-appropriate curfews and bedtimes.
- Make appointments for their student(s) outside of the school day or days when schools are closed whenever possible
- Ensure that their student 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 student is or will be absent.
- Provide a written excuse for every absence when their student 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 student, to improve daily student attendance when necessary.

When Can a Student be Absent?

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, parents 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 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 of the healing arts.
 - Upon written request by a person in parental relation, 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 person in parental relation submits the documentation required for excusal prior to the absence, within the appropriate time frame.
 - The student's participation has been approved by the Superintendent or principal.
 - The adult directing and supervising the tour or trip is acceptable to the person in parental relation.
- 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 observed by a bona fide religious group, upon prior written request from the person in parental relation.
- Out-of-school suspension
- Family Emergency (An unexpected, serious event that is outside of the control of the student's family)
 - Requires parental 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 a national veterans' organization or incorporated unit, as defined in law, for an event or funeral. The national veterans' organization or incorporated unit must provide the student with a signed excuse, which shall include the date, location, and time of the event or funeral. The student shall furnish the signed excuse to the school prior to being excused from school.
- Other urgent reasons that may reasonably cause a student's absence, as well as circumstances related to homelessness and foster care.

Temporary Excusals

The following students may be temporarily excused from the requirements of attendance at District schools:

1. For the purpose of receiving tutorial instruction in a field not offered in the District's curricula, with certain requirements. *
2. Students participating in a religious instruction program, with certain conditions. *
3. School-age students unable to attend school upon recommendation of the school physician and a psychiatrist or school psychologist, or both, and with approval of the Secretary of Education of the Pennsylvania Department of Education.

**As outlined in the 204 Attendance Policy*

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.

An out-of-school suspension may not be considered an unexcused 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. In family court, a Judge may adjudicate the student as dependent, and possibly order the student removed from their home and placed into foster care or a group home setting.

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 or by phone at 1-844-SAF2SAY (723- 2729).

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 as an intentional electronic, written, verbal, nonverbal, psychological or physical act or series of acts directed at another student or students, which occurs in and/or outside a school setting, 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).

Harassment

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.

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.

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 based on Pregnant or Parenting status
3. 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 during a District education program or activity and against a person in the United States to qualify as sexual harassment subject to Title IX regulations.

**NOTE: Not all unwelcome sexual conduct meets the definition of Title IX sexual harassment. Conduct that does not meet this definition might be considered sexual misconduct as defined in the behavior matrix below.*

Discrimination

The School District of Philadelphia 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, staff, and community members the right of equal access to services and accommodations provided by the School District of Philadelphia through enhanced communications.

Parents/Guardians and Authorized Visitors

Board Policy 904 states that a disabled parent/guardian or authorized visitor to a school event that requires a reasonable accommodation to assist in his/her attendance/participation in the event should contact the event administrative organizer at least three (3) business days in advance of the scheduled event or three (3) days following receipt of notice of the event, whichever accomplishes the earliest notice to the school district. Requests should be made as early as possible because some accommodations require additional time to prepare/arrange

Title IX

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:

Inquiries related to students:

Title IX Coordinator

Andrea Prince

440 N. Broad Street, Phila, PA 19130

antiharassment@philasd.org

Inquiries related to employees:

Title IX Co-Coordinator

Ronak Chokshi

400 N. Broad Street, Phila, PA 19130

employeerelations@philasd.org

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:

- Completing the online Bullying Harassment and Discrimination reporting form
- Calling the Bullying, Harassment and Discrimination hotline at 215-400-SAFE
- Submitting a complaint via Safe2Say
- Emailing the Compliance Officer/Title IX Coordinator directly at antiharassment@philasd.org
- Reporting the incident to the building principal or designee, or to any other member of the school staff, including teachers, guidance counselors, bilingual counseling assistants (BCAs), coaches, and administrators.

Modifying Behavior

The School District of Philadelphia 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. For additional information on any of these strategies or to request assistance with implementing them, please contact the Office of Climate and Safety.

Parents Resources for 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 at Home document for some recommendations for families and caregivers on how to use PBIS to support your children's social and emotional growth at home.

[Supporting Families with PBIS at Home](#)

Restorative Practices

Restorative Practices is a set of principles and practices inspired by indigenous values 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.

- Sit in circle
- Talking piece
- Guidelines
- Equal opportunity to hold the talking piece
- Both parties prepped for circle individually before circling up
- Questions asked in a harm & healing circles
 - What's important to you today?
 - What happened?
 - What do you need to move forward?
 - Based on the needs expressed in the circle, what are you willing to agree to so that we can move forward?
 - How are you feeling now that we've circled up and reached agreements? Is there anything else you want to say before we close out?

For more information, please check out the Office of Climate and Culture website

www.philasd.org/schoolclimate/

Tier I Prevention Strategies

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.

Classroom Strategies

- Change classroom organization/set-up
- Intentional seating
- Structured academic tasks
- Clear and explicit directions
- Strategy instruction
- Mnemonic strategies
- Classroom system of positive reinforcement
- Full-class redirection
- Increasing opportunities to respond
- Hook (i.e. start the lesson with an engaging task/activity)
- Chunk lessons
- Differentiation/modification
- Less lecture, more facilitation
- "Gamify" lesson
- Display student work
- Assign class jobs
- Art integration
- Explicit help protocol
- Preview schedule
- Gradual release method
- Teacher or student conferences
- Modeling, Rehearsal, and Feedback
- Make a video of words, steps, procedures and/or instruction
- Mindfulness exercises (i.e: Gonoodle, brain breaks, etc.)
- Create and review daily agenda

School-Wide Strategies

- Student choice
- Morning meeting
- Token Economy
- Clear, taught expectations/procedures
- Use of voice levels
- Active supervision
- Establish buddy teacher system
- Intentionally taught skills
- Transition procedure
- Increasing student interaction
- Restorative justice community-building circles
- Town hall
- Firm and kind mindset
- Opportunities for movement
- Community building activities
- Clear, consistent, predictable consequences
- Modeling desired behavior
- Reward/incentive system
- De-escalation strategies
- Restorative practice methods
- Verbalizing problems
- Previewing
- Sequential prompting
- Incorporating student interest and preferred activities and assignments
- Choice - making opportunities
- Group contingency
- Use of free time
- Refocus desk/space
- Implementing School-Wide PBIS

Tier 2 Early Intervention/Group Strategies

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

Classroom Strategies

- Class wide peer tutoring
- Refocus desk/structured break for group
- Cooperative learning
- Peer-assisted learning strategies
- Peer assessment
- Peer modeling
- Academic or social contracting
- Written reflection or apology
- Loss of privileges
- Goal Setting
- Self-Monitoring
- Self-Evaluation
- Self-Instruction

School-Wide Strategies

- Conflict resolution
- Peer mediation
- Restorative justice harm & conflict circles
- Student support team interventions and responses
- Group discussion with appropriate administrator
- Intentionally taught replacement behavior (group)
- Check-In, Check-Out (CICO)
- Referrals for evaluation for students suspected of having a disability or revisions to an existing IEP or 504 plan.

Classroom or School-Wide Strategies

- Pre-taught use of refocus location/ structured break
- Monetary or service-based restitution
- Detention
- Referral to student support team
- Group assignment of work projects
- Group mentoring
- Referral to substance abuse counseling group
- Restorative conversation with peers and/or adults
- Use of proximity and active supervision
- Teacher look
- Redirect and reteach with love and concern
- Classroom assigned seats or seat change
- High levels of praise vs. corrections
- Group Reward/incentive or contingencies
- Peer Reinforcement
- Group goal setting
- Differential reinforcement
- Behavior modification
- Academic or social contracting
- Intentionally taught skills
- Verbal correction and feedback
- Group reminders and redirection

Tier 3 Intervention

Schools provide support to those students whose behaviors necessitate intensive interventions and aim to meet their individualized needs.

School-Wide Interventions Change in schedule or class

- 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 conferencing by trained adult
- RJ circle of support and accountability
- RJ 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

Discipline

Students who engage in behaviors that endanger school safety or disrupt the educational experience of others may be subject to discipline in accord with the Code of Conduct.

The School District of Philadelphia is committed to achieving educational equity and reducing disproportionality in discipline.

Parents/Guardians who have any questions or concerns related to discipline are encouraged to contact the school principal and/or the Office of Student Rights and Responsibilities.

**Not permitting a child to attend recess or gym is not an appropriate form of discipline and should not be used.*

Suspension Procedures

According to Pennsylvania law, suspension is defined as the denial to a student of the right to attend school and to take part in any school function for any period of up to ten (10) days.

Suspensions must be preceded by notification to the student and parent/guardian in writing. For the purposes of The School District of Philadelphia's Student Code of Conduct, suspensions comprise three categories: in-school, short-term, and long-term.

In-School Suspensions

In-school Suspension is an exclusion from a classroom for disciplinary purposes that allow a student to remain under the direct supervision of school personnel.

Direct supervision means school personnel are physically in the same location as students under their supervision.

Out-of-School Suspensions

Kindergarten, first, and second grade students may NOT be suspended unless their actions result in serious bodily injury. Serious bodily injury is defined as bodily injury that involves (1) a substantial risk of death; (2) extreme physical pain; (3) protracted and obvious disfigurement; or protracted loss or impairment of the function of a body part, organ, or mental faculty. In order to prove serious bodily injury, the school must provide medical documentation to the Office of Student Rights and Responsibilities to determine if it constitutes serious bodily injury. Please consult with the Office of Student Rights and Responsibilities as well as the assigned Assistant Superintendent before issuing any suspension for a student in grades kindergarten, first and second. In lieu of suspension, the student must be referred to the counselor for a meeting to discuss appropriate behavioral or behavioral health interventions and supports.

Short-term Suspension is an exclusion from school and/or any school activity or function for a period of three or fewer school days. Students who are suspended must meet with the principal or designee prior to the suspension. During the conference, the student has the right to the procedures described under Student Conference Procedures outlined in this code of student conduct.

Long-term Suspension is an exclusion from school and/or any school activity or function for a period of four to ten school days. Students who are given a long-term suspension are to participate in a student conference and a parent/guardian conference. Prior approval by the deputy chief of the Office of Student Rights and Responsibilities and/or the assigned Assistant Superintendent is required for all suspensions exceeding three school days.

Parent Conference Procedures

At parent conferences, parents/ guardians can expect that school administrators will adhere to the following protocol:

1. Notice of a conference must be provided to the parent/guardian in their preferred language in writing and either hand-delivered to the home, sent by certified mail, faxed, emailed, or communicated by other reasonable means.
2. When a student is suspended, a parent/guardian conference must be held no later than day three of **the suspension**.
3. **At the conference, the parent/guardian or caregiver may request to review and have a copy of the student's records and any witness statements, with other student names and information redacted. Interpretation will be provided if requested. (Photographs and video recordings of incidents may be shown to parents/guardians but copies will not be provided.)**
4. School administrators will discuss the student's behavior and ways to modify the behavior.
5. School administrators will inform the parent/guardian of any further disciplinary action and provide an overview of the parent/guardian's due process rights regarding the disciplinary action, including the right to view evidence.
6. **Schoolwork for students with more than a four (4) day suspension must be provided to the parent/guardian at the conference, which is due upon reinstatement.**
7. **Schools must make every attempt to engage a guardian or parent when the student returns after a suspension. Students may not be kept out of school as a result of the parent or guardian's inability to meet with school staff.**

Interim Placements

Schools may request an interim placement (temporary school assignment) for the limited situations where the school has documentation that a regular education student's **continued presence** poses a threat to the school community. If an interim assignment is granted by the Office of Student Rights and Responsibilities, a hearing must be held as soon as possible after that assignment. For a special education student, interim assignments will only be granted if the incident involves weapons, drugs, or serious bodily injury.

Note: Please refer to the **Discipline for Students with Disabilities** section for exceptions and additional information regarding discipline protocols for students with disabilities.

Disciplinary Hearings/Transfers

Referrals will not be made for disciplinary transfers or expulsion for students in kindergarten through grade 5.

Students in kindergarten through grade 5 who are exhibiting a pattern or disruptive behavior(s) and/ or committing serious violation(s) of the Code of Conduct are referred to the Multi-Tiered Systems of Support (MTSS) process.

Students in grades 6 through 12 who are exhibiting a pattern of disruptive behavior(s) and/or committing serious violation(s) of the code of conduct may be referred to the Office of Student Rights and Responsibilities for a student disciplinary hearing if school administrators determine that level of discipline is warranted. Students who are referred for a disciplinary hearing receive full due process to determine whether the student will be transferred to a disciplinary school. Disciplinary schools provide high- quality alternative education programs and supports to help students achieve their intellectual and social potential.

English Learners (“ELs”) cannot be placed at disciplinary schools that cannot meet their language instruction needs. ELs must be taught by qualified teachers with ESL Teaching Credentials using materials that are appropriate for their ages and levels of proficiency. Students transitioning from a mental health or residential placement may not be placed at an alternative education program unless the student meets the definition of a disruptive student.

Students referred for a hearing will be suspended and provided the procedures indicated in the suspension procedures section of the code of student conduct. The parent will receive written notice in their preferred language of the suspension and referral for disciplinary transfer prior to the hearing. The school must complete a Behavior Performance Review (BPR) for regular education students or a Manifestation Determination for special education students or students with a 504 plan and share the results of the review at the parent/guardian conference. When a hearing is not scheduled during the period of a student’s suspension, the student has the right to return to school pending the outcome of the hearing, unless the behavior of the student continues to create such a risk of harm to the school community. In this case, then the school may request an interim placement. (See above for details of that process).

Disciplinary hearings will be conducted by an impartial hearing officer. During the hearing process, parents/guardians may oppose the request for their student’s removal from the school. Students and parents/guardians going through the disciplinary hearing process have the following rights:

- At the parent conference, you may request a copy of your child’s records and any evidence the school plans to present which will be provided to you within 48 hours.
- An interpreter will be provided if requested for the student or parent/guardian.
- You may bring your own witnesses and/or character statements to the hearing.
- You may bring a representative and/or advocate.
- You may ask questions of the school witnesses and present evidence of your own if it relates to the incident.
- The hearing officer will issue a decision letter within 5 school days from the date of the hearing.
- You may submit an appeal if you are not in agreement with the hearing decision. Appeals must be submitted within 15 calendar days from the date on the hearing decision letter, either in person or via the parentappeals@philasd.org email address.
- All hearings are audio-recorded. After the hearing, you may request a copy of the recording which will be provided to you within 48 hours.

Expulsion Procedures

According to Pennsylvania law, expulsion is defined as an exclusion from school and any school activities for more than ten (10) school days. Students who have committed an offense subject to expulsion will also be suspended and afforded the procedures found in the suspension section of the code of student conduct.

The formal expulsion hearing process includes the following due process requirement:

1. Notification of the violation(s) in writing by certified mail to the student’s parent/guardian in their preferred language.
2. At least three days’ notice of the time and place of the hearing, which shall include a copy of this policy, hearing procedures, and notice of the right to representation by legal counsel.
3. A student may request the rescheduling of the hearing when he/she demonstrates good cause for an extension.
4. The hearing shall be private unless the student or parent/guardian requests a public hearing.
5. Representation by counsel at the parent/guardian expense and parent/guardian may attend the hearing.

6. Disclosure of the names of witnesses against the student and copies of their written statements or affidavits.
7. The right to request that witnesses against the student appear in person and answer questions or be cross-examined.
8. The right to testify, make arguments and present witnesses on the student's behalf.
9. A written or audio record shall be kept of the hearing and a copy made available to the student at the student's expense, or at no charge if the student is indigent.
 - a. The hearing shall be held within 15 school days of the notice of charges, unless a delay is mutually agreed to by both parties or is delayed by:
 - b. The need for laboratory reports from law enforcement agencies.
 - c. Evaluations or other court or administrative proceedings are pending due to the student invoking their rights under the Individuals with Disabilities Education Act (IDEA).
 - d. Delay is necessary due to the condition or best interests of the victim in cases of juvenile or criminal court involving sexual assault or serious bodily injury.
10. Notice of a right to appeal the results of the hearing shall be provided to the student and the parent/guardian with the expulsion decision in their preferred language.

If a student is expelled by the school board, the parent/guardian of the student has 30 days to provide written documentation that the student is in another educational program. If they are unable to find an alternative educational program, the School District of Philadelphia will provide for the student's education.

A student who has been permanently expelled from the School District of Philadelphia by the affirmative vote of a majority of the school board may apply for readmission.

The school board delegate's complete authority for all readmission decisions to the Chief Executive Officer/Superintendent or his/her designee. Temporarily expelled students need not apply for readmission because they are automatically readmitted to The School District of Philadelphia at the end of the expulsion period. Readmission decisions are final and not subject to review by appeal to the school board or the courts.

For information on expunging expulsion records see the Student and Parent/Guardian Rights section of the Code of Conduct.

Alternative Education for Disruptive Youth (AEDY) Program

Pennsylvania's Alternative Education for Disruptive Youth Program (AEDY) provides a combination of intense, individual academic instruction and behavior modification counseling in an alternative setting to assist students in returning successfully to the regular education setting.

AEDY Transition Programs provide education to students in grades 6-12 who have been removed from the regular education setting for certain disciplinary reasons. Students must have a hearing prior to placement unless an immediate transfer is warranted because of a serious situation. The school programs help students work on their behavior while at the same time continuing with their education.

The School District and the AEDY Program work with families to create behavioral goals based on his/her reason for placement and assessments. Students receive a formal periodic review (progress review) before their presumptive exit date. Once behavioral goals are met, students prepare to transition to the regular education setting with a transition plan. Placements in AEDY Transition Programs are temporary. Students may only remain until they have met their behavioral goals.

Discipline for Students with Disabilities

Students with disabilities, even if expelled, must be provided with a Free and Appropriate Public Education (FAPE).

Students Identified as Intellectually Disabled

Students who are identified as intellectually disabled can only be removed (suspension, interim disciplinary placement, or expulsion) from the school building if there is written agreement from the parent/guardian or written approval from the Bureau of Special Education of the Pennsylvania Department of Education (PDE). PDE can be contacted by calling 717-783-6913 or by visiting their website – <http://www.pde.state.pa.us>.

All Other Students Receiving Special Education Services (includes students with a 504 Plan)

The district may suspend students who are receiving special education services and cease educational services for up to ten (10) consecutive school days or fifteen (15) cumulative school days in one school year without providing special education services as outlined in their IEP.

If schools are considering any of the following disciplinary actions for students receiving special education services or students with a 504 service plan, the action steps listed below must be completed:

1. Suspension for a behavior for which the student has received 10 cumulative days of suspension during this school year.
2. Request for a disciplinary hearing and transfer.
3. Referral for expulsion.

Action Steps:

1. Provide written notice to the parent/guardian of the recommended disciplinary action and provide an invitation to participate in the Manifestation Determination Meeting with the student's IEP team.
 - a. The purpose of the Manifestation Determination meeting is to answer two questions:
 - i. Was the conduct caused by, or did it have a direct and substantial relationship to, the student's disability?
 - ii. Was the conduct a direct result of the school's failure to implement the student's IEP?
 - b. This meeting should take place within 24 hours of the incident (or within 24 hours of the school becoming aware of the incident).
2. During the Manifestation Determination Meeting, the student's most recent evaluation, IEP and placement will be reviewed as well as the details of the incident which led to the need for discipline.
3. If the behavior IS a manifestation of the student's disability, the proposed disciplinary action may not be implemented. When necessary, the team should review and revise the existing behavior intervention plan or complete a functional behavior assessment and intervention plan to address the specific behavior and include in the IEP those services and modifications that will enable the student to continue to participate in the general education curriculum and help prevent the problem behavior from recurring.
4. If the behavior is NOT a manifestation of the disability, school officials may proceed with the recommended disciplinary action in accord with the Code of Conduct.
5. A Notice of Recommended Educational Placement (NOREP) must be issued with the results of this determination and a copy of the Procedural Safeguard Notice (PSN) must be given to the parent/guardian.
6. If the incident involves one of the following special circumstances, an interim placement (an assignment to an alternative educational setting for up to 45 days) can be requested from the Office of Student Rights and Responsibilities. NOTE: An interim placement can be requested regardless of

whether or not the behavior is considered a manifestation of the student's disability. While assigned to the alternative setting, the IEP team should review and revise the existing behavior intervention plan and the IEP to include services and modifications that will enable the student to return to their educational setting.

**If the parent/guardian disagrees with the decision that is made at the Manifestation Determination Meeting, they can request an expedited Special Education Hearing and the Commonwealth- appointed hearing officer will review the manifestation determination. Directions on requesting a hearing can be found in the NOREP and must be completed within ten (10) days.*

Special Circumstances:

1. The student carried a dangerous weapon* to school or a school function.
2. The student knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school function.
3. The student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

If the behavior is not one of these three special circumstances, is a manifestation of the student's disability and the student is likely to cause injury to themselves or others, a school administrator can request an expedited hearing conducted by a special education hearing officer to obtain an interim placement for up to 45 days. This request should be made by a school administrator to the Office of General Counsel.

**NOTE: A "dangerous weapon" is a weapon, device, instrument, material, or substance that is used for, or is readily capable of, causing death or serious bodily injury.*

Students Convicted or Adjudicated Delinquent Due to Sexual Assault

While schools have limited authority to impose code of conduct consequences for conduct outside the school setting, Pennsylvania law establishes disciplinary requirements when a student has been convicted or adjudicated delinquent of sexual assault upon another district student. School setting – means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school

Sexual assault – means any of the following offenses:

- Rape.
- Statutory sexual assault.
- Involuntary deviate sexual intercourse.
- Sexual assault.
- Aggravated indecent assault.
- Indecent assault.

Student Responsibilities

Students who have been convicted or adjudicated delinquent for sexual assault of another student in the school district must give notice to the school within 72 hours of the conviction or adjudication.

School Responsibilities

If the convicted or adjudicated student has not already been transferred to another District school or an AEDY Transition Program or expelled, or if the victim does not attend the same school, , schools must take action to either transfer the student to another District school, transfer the student to an AEDY Transition Program, or expel the student. Prior to any transfer or expulsion, the school must provide due process, including all of the procedures required in the Code of Student Conduct for these consequences.

In the case of a student with a disability, including a student for whom an evaluation is pending, prior to implementing any disciplinary removal or considering a change of placement for the student, the district shall coordinate with the student's Individualized Education Program (IEP) team and take all steps required to comply with state and federal laws and regulations, and Board policies.

If the sexual assault occurred in a school setting the school principal or administrator shall notify the Title IX Coordinator who will determine whether the incident has been addressed in accordance with the District's Harassment and Discrimination policy and procedures.

The district shall ensure that the convicted or adjudicated student is prohibited from taking part in the following activities at the same time as the victim:

1. Being educated in the same school building.
2. Being transported on the same school vehicle.
3. Participating in the same school-sponsored activity.

Return to school

A student who is expelled, transferred or reassigned, may return to the student's originally assigned school only if one (1) of the following circumstances occur:

1. The victim is no longer enrolled in the district.
2. The conviction or adjudication has been reversed and is not pending appeal.

Transfer Students

When the school district receives a student who transfers from a public or private school during or after an expulsion period for an act or offense involving a sexual assault conviction or adjudication, the district may assign that student to an alternative assignment or may provide alternative education services.

Prior to admission to the district, a parent, guardian or other person having control or charge of a student is required, upon registration, to provide a sworn statement or affirmation stating whether the student was previously or is presently expelled under the provisions of this section. The registration shall include the name of the school from which the student was expelled with the dates of expulsion and shall be maintained as part of the student's disciplinary record. Any wilful false statement made under this subsection shall be subject to 18 Pa.C.S. § 4904 (relating to unsworn falsification to authorities).

Behavior Matrix

This behavior matrix provides definitions for behaviors that are considered dangerous and/or disruptive to the learning environment. While some definitions contain an example, the definitions are not limited to the example provided. The behavior matrix also provides guidance as to the levels of consequence that school administrators might implement for specific rule violations.

Reminders:

- For all violations of the code of conduct before any suspension is issued, in-school interventions should be implemented to modify student behavior.
- Suspensions should be utilized as a last resort if in-school interventions have proven unsuccessful or if the violation is of a serious nature.
- All students 10 years or older found in possession of a weapon on school property, other than a firearm, shotgun or rifle will be placed in the Police School Diversion Program.
- A firearm is described as any weapon (including starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive. (this does not include a BB gun)
- Possession of a weapon on school property will be processed as follows: In all cases where the school has an assigned School Safety Officer (SSO), the SSO will take possession of the weapon, and will contact the Philadelphia Police Department (PPD), School Diversion Unit. The PPD Diversion Unit will determine the restorative model the student will be referred to address the criminal violation. The restorative programs will consist of, but not limited to the following: Department of Human Services- Preventive Services Program, Youth Court, and Restorative Circles.
- All subsequent weapons violations by the student within the same school year may result in the student being arrested.
- In all cases involving an actual firearm the student will be detained and arrested.
- In cases where the school does not have a School Safety Officer and the student is found to be in possession of a weapon on school property, the administrator and/or their designee will contact the Philadelphia Police Department. The Officer upon arrival will initiate the Police School Diversion Protocols and contact the Police School Diversion Unit to determine the student's eligibility.
- If there is no evidence to suggest the student intended to use the weapon for harm, exclusionary discipline may not be appropriate. A weapons waiver should be completed and can be found on the website for the Office of Student Rights and Responsibilities. Principals should consider using the weapons waiver when the weapon is found at the metal detector or school entrance, when there is a legitimate and justifiable reason for possessing the weapon, or it was accidentally brought into the school building without knowledge or intent to harm.

Legend for Behavior Matrix

"X" - symbol on the grid below means that the consequence does not apply to that behavior.

Interventions Defined:

Harm & healing circle (HHC): a restorative form of mediation that uses the circle process to reach agreements in order to resolve conflicts and repair harm. Can be used as an alternative to suspension and youth can be trained in HHCs as peer mediators.

Wheel of Nia or another specific community project or assignment: these are projects that aim to (1) provide a restorative rather than punitive consequence, that (2) can act as a learning opportunity, and/or (3) an opportunity to improve the school community/campus while (4) holding community members (adults and students) accountable to their actions and how those actions impact the community.

COSA with student support plan: a restorative method used to create a student support plan that generates higher buy-in than traditional methods because all stakeholders, including the student, share their input through circle and are all held accountable to action steps/goals (both adults and students)

Youth Court: a student led restorative justice program that gives students that make a poor choice an opportunity to improve their behavior without being suspended or punished in the traditional way.

| Rule | Definitions of Behaviors | Consequence Levels | | | | |
|------|--|---|---|---|--|---|
| | For all violations of the Code of Conduct, in school interventions should be implemented as means to modify student behavior. Suspensions should be utilized as a last resort if in school interventions have proven unsuccessful. | Level 1: In- school Interventions (Including In- school suspension) | Level 2: Out of School Suspension | Level 3: Behavior Contract or Lateral Transfer | Level 4: Alternative Education School Assignment | Level 5: Alternative Education Assignment with Expulsion Referral |
| | | | | Levels 3, 4, or 5 consequences are issued by The Office of Student Rights and Responsibilities as a result of a disciplinary hearing. | | |
| 1. | Profane or obscene language or gestures Students who curse or use, insulting or sexually explicit language/ gestures. | Grades K – 12 1. Restorative conversation 2. Harm & healing circle 3. Wheel of Nia or another specific community project or assignment 4. Parent meeting 5. COSA with student support plan 6. Youth Court | X | X | X | X |
| 2. | Inappropriate use an electronic device Students who engage in acts including ,but not limited to, 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. This includes the inappropriate use of Chromebooks or other school district devices. | Grades K – 12 1. Restorative conversation 2. Parent meeting 3. Youth Court | Grades 3 -12 Could warrant a long-term suspension, of 4 or more days. | Grades 6 - 12 | Grades 6 - 12 | Grades 6 - 12 |
| 3. | Forgery/Alteration of grades, excuse notes, or school documents Students who reproduce the signature of another with the intent to deceive or who alter official school records such as grades, attendance or reports. | Grades K – 12 1. Restorative conversation 2. Parent meeting 3. Wheel of Nia or another specific community project or assignment 4. Youth Court | Grades 3 -12 Should warrant a short-term suspension of 3 or less days. | X | X | X |
| 4. | Cheating Students who submit or intend to submit work that is not their own. | Grades K – 12 1. Restorative conversation 2. F on assignment and mandatory redo assignment 3. Parent meeting 4. COSA with student support plan 5. Youth Court | X | X | X | X |

| Rule | Definitions of Behaviors | Consequence Levels | | | | |
|------|--|---|---|---|--|---|
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| | | | | Levels 3, 4, or 5 consequences are issued by The Office of Student Rights and Responsibilities as a result of a disciplinary hearing. | | |
| 5. | Unauthorized Entry Into School Property Students who gain entry to a school building or who allow others into a school building via an unauthorized door or at an unauthorized time. | Grades K – 12 1. Restorative conversation 2. Parent meeting 3. Wheel of Nia or another specific community project or assignment 4. Youth Court | Grades 3 -12 Could warrant long term suspension of 4 or more days | Grades 6 - 12 | Grades 6 - 12 | X |
| 6. | Destruction of Property (Totaling less than \$100) Students who damage or deface school property or the personal property of another school community member. If the destruction of property was accidental, this should be taken into consideration when determining a consequence. | Grades K – 12 1. Restorative conversation 2. Harm & healing circle 3. Wheel of Nia or another specific community project or assignment. 4. Parent meeting 5. Youth Court | Grades 3 -12 Could warrant a short-term suspension of 3 or less days. | X | X | X |
| 7. | Destruction of property (Totaling \$100 or more) Students who damage or deface school property or the personal property of another school community member. If the destruction of property was accidental, this should be taken into consideration when determining a consequence. | Grades K – 12 1. Restorative conversation 2. Harm & healing circle 3. Wheel of Nia or another specific community project or assignment 4. Parent 5. COSA with student support plan 6. Youth Court | Grades 3 – 12 Could warrant a long-term suspension, of 4 or more days. | Grades 6 - 12 | Grades 6 - 12 | X |
| 8. | Theft (Less than \$100) Students who take school property or the personal property of another school community member. | Grades K – 12 1. Restorative conversation 2. Harm & healing circle 3. Wheel of Nia or another specific community project or assignment 4. Parent meeting 5. Youth Court | Grades 3 – 12 Could warrant a short-term suspension of 3 or less days. | X | X | X |

| Rule | Definitions of Behaviors | Consequence Levels | | | | |
|------|--|--|---|---|--|---|
| | For all violations of the Code of Conduct, in school interventions should be implemented as means to modify student behavior. Suspensions should be utilized as a last resort if in school interventions have proven unsuccessful. | Level 1: In- school Interventions (Including In- school suspension) | Level 2: Out of School Suspension | Level 3: Behavior Contract or Lateral Transfer | Level 4: Alternative Education School Assignment | Level 5: Alternative Education Assignment with Expulsion Referral |
| | | | | Levels 3, 4, or 5 consequences are issued by The Office of Student Rights and Responsibilities as a result of a disciplinary hearing. | | |
| 9. | Theft (More than \$100) Students who take school property or the personal property of another school community member. | Grades K – 12 1. Restorative conversation 2. Harm & healing circle 3. Wheel of Nia or another specific community project or assignment 4. Parent meeting 5. COSA with student support plan | Grades 3 – 12 Could warrant a short-term suspension of 3 or less days. | Grades 6 - 12 | Grades 6 - 12 | X |
| 10. | Extortion (Must be by use of threatened force) Students who obtain money, property, or services from another school community member by expressed or implied threat of force. | Grades K – 12 1. Restorative conversation 2. Harm & healing circle 3. Wheel of Nia or another specific community project or assignment 4. Parent meeting 5. COSA with student support plan | Grades 3 - 12 Could warrant a long-term suspension, of 4 or more days. | Grades 6 - 12 | Grades 6 - 12 | Grades 6 - 12 |
| 11. | Robbery (Must be by use of force) Students who take or attempt to take the property of another student or school community member by force, threat of force, or by putting the victim in fear. | Grades K – 12 1. Restorative conversation 2. Harm & healing circle 3. Wheel of Nia or another specific community project or assignment 4. Parent meeting 5. COSA with student support plan | Grades 3 - 12 Could warrant a long-term suspension, of 4 or more days. | Grades 6 - 12 | Grades 6 - 12 | Grades 6 - 12 |
| 12. | Mutual fighting Students who willingly engage in a one on one physical altercation. | Grades K – 12 1. Restorative conversation 2. Harm & healing circle 3. Wheel of Nia or another specific community project or assignment 4. Parent meeting 5. COSA with student support plan 6. Tier II targeted group on conflict 7. Youth Court | Grades 3 - 12 Could warrant a short-term suspension of 3 or less days. | X | X | X |

| Rule | Definitions of Behaviors | Consequence Levels | | | | |
|------|---|--|--|---|--|---|
| | For all violations of the Code of Conduct, in school interventions should be implemented as means to modify student behavior. Suspensions should be utilized as a last resort if in school interventions have proven unsuccessful. | Level 1: In- school Interventions (Including In- school suspension) | Level 2: Out of School Suspension | Level 3: Behavior Contract or Lateral Transfer | Level 4: Alternative Education School Assignment | Level 5: Alternative Education Assignment with Expulsion Referral |
| | | | | Levels 3, 4, or 5 consequences are issued by The Office of Student Rights and Responsibilities as a result of a disciplinary hearing. | | |
| 13. | Mutual group fight Students who willingly engage in a physical altercation with multiple willing participants. This is a physical altercation in which none of the participants are identified as aggressors or victims. | Grades K – 12 Restorative conversation Harm & healing circle Wheel of Nia or another specific community project or assignment Parent meeting COSA with student support plan Tier II targeted group on conflict | Grades 3 -12 Could warrant a long-term suspension, of 4 or more days. | Grades 6 - 12 | Grades 6 - 12 | X |
| 14. | Instigation and/or participation in a group assault Students who instigate or participate in an assault by multiple students on one or more other students. This is a physical confrontation in which participants can clearly be identified as aggressors and victims. Including but not limited to Gang Violence. | Grades K – 12 1. Restorative conversation 2. Parent meeting 3. COSA with student support plan 4. Potential harm & healing circle 5. Completion of mandatory service requirements | Grades 3 -12 Could warrant a long-term suspension, of 4 or more days. | Grades 6 - 12 | Grades 6 - 12 | Grades 6 - 12 |
| 15. | Simple assault Students who intentionally and without provocation, hit, punch, or kick a school community member. This does not include accidental physical contact such as a teacher being struck while breaking up a fight. | Grades K – 12 1. Restorative conversation 2. Parent meeting 3. COSA with student support plan 4. Potential harm & healing circle 5. Completion of mandatory service requirements 6. Youth Court | Grades 3 -12 Could warrant a long-term suspension, of 4 or more days. | Grades 6 - 12 | Grades 6 - 12 | X |
| 16. | Causing serious bodily injury Students who intentionally engage in an act that causes serious bodily injury to another school community member. Serious bodily injury must be supported with documentation from a medical professional. Including but not limited to Gang Violence. Please note, causing serious bodily injury goes all the way to expulsion. | Grades K – 12 1. Restorative conversation 2. Parent meeting 3. COSA with student support plan 4. Potential harm & healing circle 5. Completion of mandatory service requirements | Grades 3 -12 Could warrant a long-term suspension, of 4 or more days. | Grades 6 - 12 | Grades 6 - 12 | Grades 6-12 |

| Rule | Definitions of Behaviors | Consequence Levels | | | | |
|---|---|--|--|--|--|---|
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| Levels 3, 4, or 5 consequences are issued by The Office of Student Rights and Responsibilities as a result of a disciplinary hearing. | | | | | | |
| 17. | Inappropriate touch/exposure <ul style="list-style-type: none"> Students who engage in unwanted touching of another school community member either with their own body or with an object or who expose a part of their body to another school community member. Examples may include hugging or other touching that may not be sexual in nature. | Grades K – 12 | Grades 3 -12 Could warrant a long-term suspension, of 4 or more days. | Grades 6 - 12 | Grades 6 - 12 | Grades 6 - 12 |
| 18. | Bullying/Cyberbullying <ul style="list-style-type: none"> Bullying is repeated intentional conduct (physical, psychological, verbal, nonverbal, written, or electronic) that is directed at another student or students. It could happen in or outside of a school setting, is severe, persistent or pervasive, and has one of the following effects: (1) substantially interfere with a student's education, (2) creates a hostile learning environment, or (3) substantially disrupts school operation. Bullying occurs within an interpersonal relationship where there is an imbalance of power (e.g., one person is physically larger, stronger, mentally quicker, or socially more powerful). Cyberbullying occurs through electronic communication devices including but not limited to social networking, e-mail, instant messaging, text messages, tweets, blogs, photo and video sharing, chat rooms, dash boards, or web sites. | Grades K – 12 1. Youth Court | Grades 3 -12 Could warrant a long-term suspension, of 4 or more days. | Grades 6 - 12 | Grades 6 - 12 | Grades 6 - 12 |

| Rule | Definitions of Behaviors | Consequence Levels | | | | |
|------|---|---|--|---|--|---|
| | For all violations of the Code of Conduct, in school interventions should be implemented as means to modify student behavior. Suspensions should be utilized as a last resort if in school interventions have proven unsuccessful. | Level 1: In- school Interventions (Including In- school suspension) | Level 2: Out of School Suspension | Level 3: Behavior Contract or Lateral Transfer | Level 4: Alternative Education School Assignment | Level 5: Alternative Education Assignment with Expulsion Referral |
| | | | | Levels 3, 4, or 5 consequences are issued by The Office of Student Rights and Responsibilities as a result of a disciplinary hearing. | | |
| 19. | Harassment Students who engage in unwelcome 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. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. | Grades K – 12 | Grades 3 - 12 Could warrant a long-term suspension , of 4 or more days. | Grades 6 - 12 | Grades 6 - 12 | Grades 6 – 12 |
| 20. | Sexual Harassment any unwelcome conduct on the basis of sex that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access. This includes 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 (VA WA) | All allegations of sexual harassment are managed by the Title IX Coordinator and no discipline should be issued by the school team. If an allegation has been made, please email antiharassment@philasd.org and submit the incident in HIBster | | | | |
| 21. | Hazing Students who for the purpose of initiating or enhancing a student's membership in an organization causes or forces that student to violate any criminal law, consume a substance that subjects the student to harm, endure physical, mental or sexual brutality or perform any activity that endangers another person. Including but not limited to Gang Violence. | Grades K – 12 1. Restorative conversation 2. Parent meeting 3. COSA with student support plan 4. Potential harm & healing Circle 5. Completion of mandatory service requirements 6. Wheel of Nia or another specific community project or assignment 7. Youth Court | Grades 3 - 12 Could warrant a long-term suspension , of 4 or more days. | Grades 6 - 12 | Grades 6 - 12 | Grades 6 – 12 |
| 22. | Sexual Misconduct students who engage in a consensual sexual act on school property OR any unwelcome conduct of a sexual nature that does not meet the definition of sexual harassment, above. | Grades K – 12 1. Restorative conversation 2. Parent meeting | Grades 3 - 12 Could warrant a short-term suspension of 3 or less days | Grades 6 - 12 | X | X |
| | | Discipline may only be issued after confirming with the Title IX Coordinator that the conduct does not meet the definition of sexual harassment. Please email antiharassment@philasd.org for consultation | | | | |

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|------|--|---|--|---|--|---|
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| | | | | Levels 3, 4, or 5 consequences are issued by The Office of Student Rights and Responsibilities as a result of a disciplinary hearing. | | |
| 23. | Threats/Intimidation Students who introduce fear or a sense of inferiority in another school community member. This includes threatening to engage in an act that causes harm. Threats can be made verbally, in writing, or with gestures. Including but not limited to Gang Violence. | Grades K – 12 1. Restorative conversation 2. Harm & healing circle 3. Wheel of Nia or another specific community project or assignment 4. Parent meeting 5. COSA with student support plan | Grades 3 - 12 Could warrant a long-term suspension , of 4 or more days. | Grades 6 - 12 | Grades 6 - 12 | Grades 6 - 12 |
| 24. | Threatening Mass Violence Students who threaten to engage in an act that causes serious physical harm or creates a substantial risk of serious physical harm to members of a school community. For example, threatening to engage in a school shooting or bombing. | Please click here for the threat assessment process and complete before deciding appropriate level of intervention: | | | | |
| 25. | Possession and/or use of tobacco or electronic smoking devices Students who use or possess tobacco or any electronic smoking device on school district property or at school sponsored events. This includes but is not limited to products containing tobacco, electronic cigarettes, cigars, vaping kits, and hookah | Grades K – 12 1. Restorative conversation 2. Harm & healing circle 3. Wheel of Nia or another specific community project or assignment 4. Parent meeting 5. COSA with student support plan 6. Youth Court | X | X | X | X |
| 26. | Possession and/or use of alcohol and/or drugs Students who are found to be in possession or who use alcohol or other drugs on school property or at a school sponsored event. This includes drugs in edible form. All students in violation of this rule MUST be referred to the counselor. | Grades K – 12 1. Restorative conversation 2. Harm & healing circle 3. Wheel of Nia or another specific community project or assignment 4. Parent meeting 5. COSA with student support plan | Grades 3 - 12 Could warrant a short-term suspension of 3 or less days | Grades 6 - 12 | Grades 6 - 12 | X |

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|------|--|---|--|---|--|---|
| | For all violations of the Code of Conduct, in school interventions should be implemented as means to modify student behavior Suspensions should be utilized as a last resort if in school interventions have proven unsuccessful | Level 1: In- school Interventions (Including In- school suspension) | Level 2: Out of School Suspension | Level 3: Behavior Contract or Lateral Transfer | Level 4: Alternative Education School Assignment | Level 5: Alternative Education Assignment with Expulsion Referral |
| | | | | Levels 3, 4, or 5 consequences are issued by The Office of Student Rights and Responsibilities as a result of a disciplinary hearing. | | |
| 27. | Distribution of alcohol and/or drugs Students who are found to be sharing or selling alcohol or drugs. This includes drugs in edible form. | Grades K -12 1. Restorative conversation 2. Harm & healing circle 3. Wheel of Nia or another specific community project or assignment 4. Parent meeting 5. COSA with student support plan | Grades 3 – 12 Could warrant a long-term suspension , of 4 or more days. | Grades 6 - 12 | Grades 6 - 12 | Grades 6 - 12 |
| 28. | Possession of incendiary devices and/or explosives Students who are found to be in possession of incendiary devices such as matches, lighters, fireworks, bombs, firecrackers, bombshells, and/or other explosives. | Grades K – 12 1. Restorative conversation 2. Harm & healing circle 3. Wheel of Nia or another specific community project or assignment 4. Parent meeting 5. COSA with student support plan 6. Youth Court | Grades 3 - 12 Could warrant a long-term suspension , of 4 or more days. | Grades 6 - 12 | Grades 6 - 12 | Grades 6 - 12 |
| 29. | Use of incendiary devices and/ or explosives Students who use or activate incendiary devices such as matches, lighters, fireworks, bombs, firecrackers, bombshells and/or other explosives. This may include accidental or intentional fire starting. | Grades K – 12 1. Restorative conversation 2. Harm & healing circle 3. Wheel of Nia or another specific community project or assignment 4. Parent meeting 5. COSA with student support plan | Grades 3 - 12 Could warrant a long-term suspension , of 4 or more days | Grades 6 - 12 | Grades 6 - 12 | Grades 6 - 12 |
| 30. | Possession of a weapon Students who possess any object, device, or instrument, which, in its inherent and functional purpose is intended to be a weapon. This includes firearms, whether loaded or not, cap guns, pellet guns, BB guns, knives, box cutters, cutting instruments, nunchaku, electronic shock devices or mace. This does not include ordinary objects such as pencils that may have been used during an altercation. | Please see HERE for the process | | | | |

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| Levels 3, 4, or 5 consequences are issued by The Office of Student Rights and Responsibilities as a result of a disciplinary hearing. | | | | | | |
| 31. | Reckless endangerment <ul style="list-style-type: none"> Students who take any action that creates a substantial risk such that serious bodily harm could result to any person. For example, throwing objects across a room or out of a window. Reckless Endangerment is NOT cutting class, roaming hallways, or leaving school without authorization | Grades K – 12 <ol style="list-style-type: none"> Restorative conversation Harm & healing circle Wheel of Nia or another specific community project or assignment Parent meeting COSA with student support plan Youth Court | Grades 3 - 12 Could warrant a long-term suspension , of 4 or more days | Grades 6 - 12 | Grades 6 - 12 | Grades 6 - 12 |
| | | | | | | |
| 32. | Gang affiliation A student who engages in dangerous activities on behalf of an identified gang to commit disruptive or illegal acts within the school or community. | Grades K – 12 | Grades 3 - 12 Could warrant a long-term suspension , of 4 or more days | Grades 6 - 12 | Grades 6 - 12 | Grades 6 - 12 |

Gang Violence and Involvement

The Philadelphia School District will not tolerate gang activities and/ or involvement in gangs on any school campus or school sponsored event. Students who do not comply will be subject to disciplinary action in accordance with our Code of Conduct. Gangs and gang-related activities pose a serious safety threat to students and staff, which disrupt the educational process. Any information regarding gangs or gang related activity, should be immediately reported to school administration and can also be reported to our Office of School Safety at 215-400 – SAFE.

Referrals to the Philadelphia Police Department

Some of the behavior infractions in the code of conduct are also considered crimes according to Pennsylvania state law. The School District of Philadelphia has a memorandum of understanding (MOU) with the Philadelphia Police Department (PPD) that explicitly states which crimes must be reported to PPD. The crimes that must be reported to the Philadelphia

Police Department are as follows:

- Abductions and Attempts
- Assaults
- Bomb Scares
- Burglary
- Drug & Alcohol Offenses
- Fire & False Alarms (Arson)
- Graffiti (if racial or threatening in nature)
- Child Abuse
- Hate Crimes
- Morals Offenses (sexual in nature)
- Property Damage
- Robbery
- Theft
- Trespassing
- Weapons Offenses

A complete copy of the memorandum of understanding is available on the School District of Philadelphia's website (www.philasd.org). Students eleven (11) years old and younger will not be subject to arrest unless they have committed one of the enumerated crimes listed in the memorandum of understanding. Parents or guardians of victims and suspects should be contacted immediately about their child's involvement and attempts to contact parents should be documented.

The School District of Philadelphia also has a memorandum of understanding regarding the Diversion Program with the Philadelphia Police department. This program permits PPD to offer alternatives to arrest and criminal prosecution, such as social service supports. The Diversion Program allows the Philadelphia Police Department to divert a student from arrest if that student has committed a non-violent offense in school and has no prior arrests. In those cases, the student will receive services from the Department of Human Services.



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 website – <http://www.philasd.org>

For copies in languages other English, please contact The Translation and Interpretation Center at phone number 215-400-4180.

The School District of Philadelphia does 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, disability, nationality, citizenship, union membership, or limited English proficiency.

This policy of non-discrimination extends to all other legally protected classifications.

Publications of this notice are in accordance with state and federal laws including Title IX of the Education Amendments of 1972 and Sections 503 and 504 of the Rehabilitation Act of 1973.

School District of Philadelphia Education Center 440 North Broad Street Philadelphia, PA 19130 215-400-4000