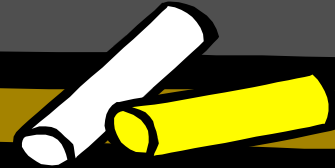
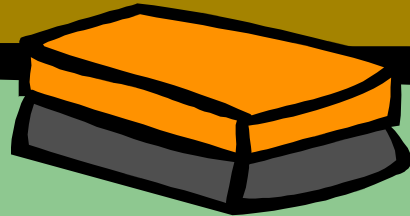


The School District of Philadelphia

RESPECT +
RESPONSIBILITY
SAFER SCHOOLS

2011-2012 Code of Student Conduct





School Reform Commission

Chairman

Robert L. Archie Jr., Esq.

Commissioners

Denise McGregor Armbrister

Joseph Dworetzky

Johnny Irizarry

Acting Superintendent

Leroy D. Nunery II, M.B.A, Ed.D.

Code of Student Conduct

Purpose of the Code of Conduct

- To support the creation of a safe learning environment for all members of the school community.
- To provide clear and explicit expectations for social behaviors within all school settings.
- To specify guidelines for teaching and encouraging social skills necessary for meeting District behavioral expectations.
- To describe explicit methods of corrective instruction and consequences for responding to behavior offenses.

Student Pledge

As a student of The School District of Philadelphia, I understand that my daily attendance is the key to my success.

*I understand that violent behavior and abusive language **are unacceptable** and do not help to solve problems.*

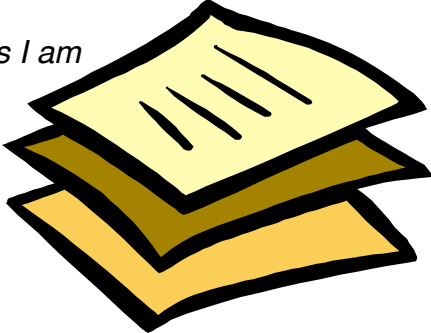
I understand that damage to and theft of property is unnecessary and harmful to my learning.

Yes — I will be proud of myself.

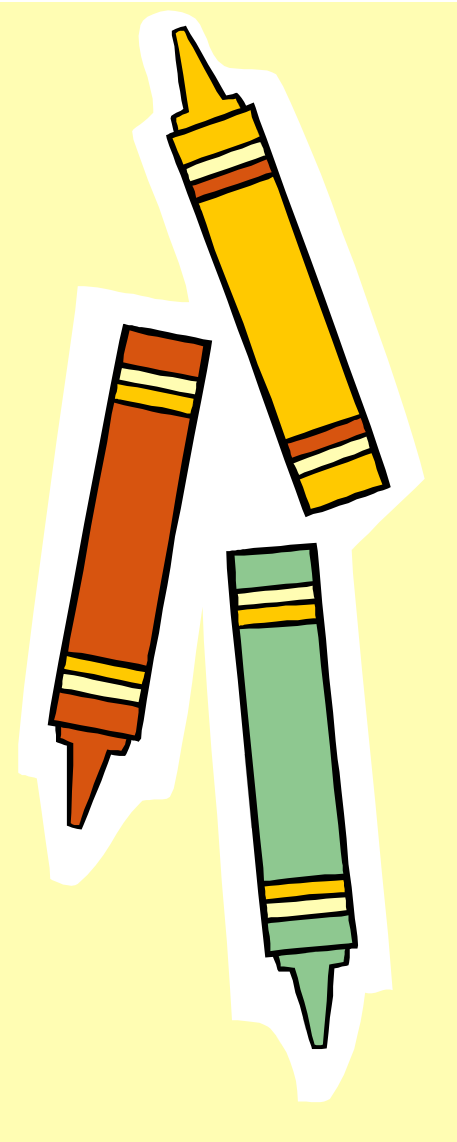
By signing this pledge, I understand and accept the responsibility of the Code, for as long as I am a student and a parent in the School District of Philadelphia.

Student Signature: _____

Parent Signature: _____



Summary of District Policy Regarding Behavior



It is the goal of the School District to provide a positive educational setting for every student. This requires an understanding of and adherence to acceptable standards of respectful behavior which will allow learning to take place in the classroom. Every student is entitled to an education, and the right to be free of a climate that disrupts the education of others.

The Code of Student Conduct establishes a policy of rules, expectations, and consequences for students who endanger the safety of the schools and/or disrupts the educational experience for other students. Every student must follow all of the rules of the Code of Student Conduct before, during, and after school. The Code applies to students in school buildings, on and off school grounds, at school-related activities, on the way to or from school, as well as all means/modes of transportation, including, but not limited to school district, private and public transit systems, when displayed behaviors violate the Code of Student Conduct, and directly impact any educational setting and/or school community. The Code of Student Conduct provides and utilizes a progressive discipline practice, to provide corrective instruction, to students who do not meet behavioral expectations.

The home shares the responsibility in the education of our youth; parents and guardians should be sure to know and understand the Code of Student Conduct and their child's school handbook.

This Code of Student Conduct provides definitions of behavior offenses. Some definitions include examples. These examples are not intended to be an exhaustive list; the behaviors covered by the definitions include, but are not limited to, the examples given.

The safety and security of all school children is our highest priority, and we are committed to providing a safe learning environment. Parents who have questions or concerns should contact the school principal.

Behavioral Expectations and Responsibilities

Responsibilities of Everyone

- Maintain the school climate while on campus by being:
 - Responsible
 - Respectful
 - Cooperative
- Be aware of and clearly communicate the expectations for students and staff.
- Motivate students to follow the expectations through positive reinforcement.

Responsibilities of Administrators

- Implement the Code of Student Conduct and all disciplinary procedures in a fair and consistent manner.
- Provide students and parents whose first language is not English with translation and interpretation services free of charge.
- Inform all school personnel, parents, and students of discipline policies.
- Review and act upon requests from school personnel concerning violations.
- Use professional judgment to prevent minor incidents from becoming major problems.

Responsibilities of Teachers

- Maintain a learning environment that provides for academic success.
- Teach and positively reinforce rules and regulations concerning student conduct.
- Hold students accountable for disorderly conduct in school/on school grounds.
- Address rule violations with multiple strategies.
- Use professional judgment to prevent minor incidents from becoming major problems.

Responsibilities of Students

- Understand and comply with school rules and climate expectations, including the Code of Student Conduct and the School Student Handbook.
- Respect authority of all school personnel and the rights of other students and all members of the school community.
- Comply with School District's attendance, dress code, unlawful harassment, and bullying policies.
- Behave in a manner that focuses on academic success.
- Be responsible and accountable for following rules.

Responsibilities of Parents, Advocates, and Guardians

- Respect, understand, and support school rules and regulations.
- Respect, understand, and support the policies of The School District of Philadelphia.
- Recognize and understand that school personnel must enforce school rules and regulations.
- Teach the child to respect the rights of others.
- Emphasize the importance of being prepared for school and the adherence to school rules to foster academic success.

Dress Code Expectations

All students are expected to follow his or her school's dress code and dress in a manner of appearance that would not cause a disturbance, distract or interfere with the instructional program, or constitute a health or safety hazard. Student uniforms should fit appropriately to his/her body. The principal of each school shall make the final decision as to what is considered proper or improper attire. For information regarding your school's dress code, please consult the school's student handbook.

Principals may declare spirit or club days and allow students to wear school spirit shirts, or dress-up days (i.e., when school pictures are scheduled) or allow students to wear other dress code attire such as uniforms or special dress for Boy Scouts, Girl Scouts, athletes, cheerleaders, band, or chorus. Nothing in this Code of Conduct shall restrict or ban a student's wearing of religious garb. Parents with concerns regarding religious dress are encouraged to discuss them with the principal of his or her child's school.

Examples of Appropriate Dress:

- **Shirt:** Solid-colored golf or polo style collared, uniform-type, short-sleeve shirts in any color. Worn tucked in at all times. Turtlenecks acceptable in winter.
- **Pants:** Uniform-style, in any color with belt loops. Slacks or shorts must fit at the waist and must be free from frays and holes. Belts must be worn at all times with slacks and shorts, and must be visible at the waist.
- **Appropriate Length:** Pants, shorts, and skirts which measure (front and back) no shorter than three inches above the knee. Skirts, jumpers, and dresses must measure no shorter than three inches above the knee.
- **Shoes:** Students must wear shoes to school.
- **Socks:** Socks (or stockings for girls) must cover the ankle and be visible.
- **Outerwear:** Sweaters, sweater vests, sweatshirts, or light jacket without hoods are acceptable in the *classroom*. During class time, jackets are to remain open – not zipped or buttoned.
- **Coats:** Heavy coats and jackets may be worn to and from school and/or outdoors.
- **Special:** Spirit shirts/club shirts may be worn on day/s determined by the school administrator.

Additional questions concerning the dress code should be referred first to the Principal or designee, then to the Academic Division office staff.

Attendance Procedures & Expectations

School Attendance Requirement

In Philadelphia County, school attendance is required for all children aged 6 to 17. “Attend school” means that a child must be enrolled and attend a public school, a charter school, a cyber charter school or a private or religious-based school, or participate in an approved home schooling program.

Pennsylvania Department of Education regulations state that children are considered school age from the time they are ADMITTED to the public school educational program until graduation from high school or the age of 21. Thus, during the time a child is of school age, the child or student is entitled to attend the public schools of the district or a charter school. Students who turn 21 during the school term are entitled to finish that school term.

When can a child miss school?

There are instances when it is necessary that a student miss school. These are called “excused absences.” Excused absences include circumstances such as illness or injury, teen parent leave (delivery only), death/funeral-related absence (see below), education-related trips or activities, suspension, and religious holidays. A written notice from a parent or guardian must be submitted to the school immediately upon a student’s return to school. Such notice must include a valid telephone number or other means of contact for verification purposes. Certification of illness/injury/delivery is required if the absence extends for 3 or more consecutive days.

An “unexcused” or “illegal absence” occurs when a student is absent without submission of a valid excuse. That means that either no written notice was submitted to the school upon the student’s return or that the reason provided in the notice was an invalid excuse. Examples of invalid excuses include (but are not limited to) babysitting, woke up late, or on vacation with family.

Responses to Non-Attendance (Truancy)

A student who is absent without a valid excuse is considered “truant” from school. A pattern of truancy can lead to a number of interventions or penalties, depending upon the circumstances. On the school level, truancy can result in school-based interventions (home visits, truancy elimination plans, academic supports, social service referrals, etc.) or truancy court.

According to the Compulsory School Attendance Law, a judge or hearing officer may require the student and/or his or her parent or guardian to do any or all of the following:

- Appear at a hearing regarding the student's truancy.
- Perform reasonable school or community service for a period designated by the hearing officer.
- Complete a parenting education program.
- Obtain counseling or other supportive services, including a Comprehensive Student Assistance Process Tier II, Re-Entry, or other service plan as provided by appropriate school officials.
- Pay a fine of up to \$300.
- Pay court costs.
- Serve up to five (5) days in county jail.
- Children who are truant may be declared dependents of the state as part of the adjudication process.

All parents are expected to:

- Ensure that their children between the ages of 6 and 17 are enrolled in school and attend school regularly, on-time, and for the whole school day.
- Emphasize the importance of on-time attendance in school, class, and supervised activities.
- Send their child to school every day prepared to participate and learn by providing a good night's sleep and breakfast.
- Establish reasonable, age-appropriate curfews/bedtimes.
- Make personal appointments for your child outside of the school day or during school breaks as much as possible.
- Ensure that their child receives the periodic student health examinations that are required by law.
- Schedule family vacations to coincide with school recesses.
- Call the school when your child is absent.
- Provide a written excuse for every absence when your child returns to school.
- Provide a written excuse for every late arrival and early departure.
- Provide correct current addresses, emergency contacts, home, cell and work telephone numbers, e-mail addresses to the school at the beginning of each school year and update information whenever there are changes.
- Help develop and implement the individualized plan for your child's improved attendance when necessary.
- Celebrate good attendance and success.

Unauthorized Visitors on Campus

Visitors to campus must present themselves to the school office or have permission from the principal. To provide safe and orderly learning environments, no visitor shall go on public school grounds or in any public school building or facility during school hours without the authorization of the school principal or an appropriate school official designated by the school principal.

Transportation Conduct

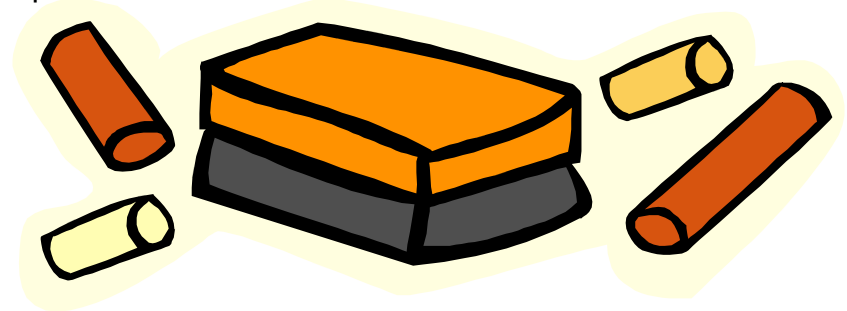
Students must comply with all school rules while traveling to or from school, on foot, and on all means/modes of transportation including, but not limited to, school district, private, or public transit systems to and from any school-related activity. Students shall be disciplined for offenses of the Code of Student Conduct which occur while going to and from their homes or school-sponsored and related activities. The principal may suspend any student from school or from riding the bus if the student commits an infraction covered by the Code of Student Conduct.

Classifying Behavioral Incidents

Behavioral incidents will be classified according to minor or major behaviors.

Level 1 Infractions (Minor) –Discipline incidents that are low level intensity and do not threaten serious bodily harm to others or create a hostile environment to the school community, warrants school based intervention.

Level 2 Infractions (Major) –Discipline incidents that severely interfere with the learning and safety of others, are of a threatening or harmful nature may warrant further discipline action.



Responding to Level I (Minor) Infractions

All minor infractions are handled by the school personnel in charge of the setting in which the problem behavior occurs. (“Teachable Moments”)

- Get student’s attention by calling his/her name in a calm voice
- Address the student in private
- State the problem behavior
- State expected behavior and why the student needs to follow the expected behavior
- Indicate the specific consequence for continuing to engage in the behavior. Any alternate assignment will be doubled if not completed by assigned date and time
- Ask student to demonstrate behavior
- Provide acknowledgement to student for listening to you and/or for doing the appropriate behavior (e.g. thanks, praise, reward)
- Contact parent/guardian to explain the behavioral problem and the discipline consequence(s) if problem continues.
- Refer to appropriate intervention (parent conference, individual or group counseling, school-based programs)
- Implement CSAP Tier II for continued minor infractions
- Out of school or in-school suspension when all other interventions are unproductive
- Document infraction on discipline referral report (EH20-pink slip)

Note: Repeated Level I violations of the Code of Student Conduct may result in a referral to an Alternative Program if all efforts to refer and implement in-school interventions are unproductive.

Level I (Minor) Infractions & Consequences

Examples of Expected Behaviors	Infractions of Behavioral Expectations	After-School Detention	Saturday School	In-School Suspension	Short-Term Suspension (1-3 days)
		<ul style="list-style-type: none"> ▪ Show respect to school staff, students, and visitors. 	<ul style="list-style-type: none"> ▪ Failure to follow classroom rules/disruption/disrespect for authority ▪ Fighting ▪ Simple assault ▪ Threats ▪ Reckless Endangerment 	X	X
<ul style="list-style-type: none"> ▪ Show respect to the property of the school and others 	<ul style="list-style-type: none"> ▪ Destruction and/or theft of property in amounts less than \$150 ▪ Defacing school property 	X	X	X	X
<ul style="list-style-type: none"> ▪ Be prepared to participate in class. ▪ Come to school in uniform and appropriately dressed. 	<ul style="list-style-type: none"> ▪ Dress code violation ▪ Failure to carry hall-pass or appropriate I.D. 	X	X	X	
	<ul style="list-style-type: none"> ▪ Failure to participate/unprepared for class 	X	X	X	
<ul style="list-style-type: none"> ▪ Come to school on time, each day 	<ul style="list-style-type: none"> ▪ Truancy/excessive tardiness/cutting class 	X	X	X	
<ul style="list-style-type: none"> ▪ Bring only appropriate school-related materials and items to school 	<ul style="list-style-type: none"> ▪ Possession of a cell phone or any device that can take photographs; record, play, or edit audio or video data; store, transmit or receive messages or images; or provide a wireless, unfiltered connection to the internet. 	X	X	X	
	<ul style="list-style-type: none"> ▪ Possession of inappropriate personal items (CD player, playing baseball cards, etc.) 	X	X	X	
<ul style="list-style-type: none"> ▪ Use polite language and maintain appropriate conduct 	<ul style="list-style-type: none"> ▪ Using profane/obscene language or gestures or derogatory language toward another person based on that person's characteristics. ▪ Public display of affection; inappropriate touching, or indecent exposure. 	X	X	X	X
<ul style="list-style-type: none"> ▪ Academic honesty 	<ul style="list-style-type: none"> ▪ Forgery of administrator, teacher, or parent's signature 	X	X	X	X
	<ul style="list-style-type: none"> ▪ Alteration of grade reporting, medical excuses, or other school documents 	X	X	X	X

Please refer to the glossary for detailed descriptions of behavior infractions.

Level 2 (Major) Infractions & Consequences

Examples of Expected Behaviors	Infractions of Behavioral Expectations	Long-Term Suspension (4-10 days)	Alternative Education Referral	Expulsion
		<ul style="list-style-type: none"> ▪ Respect school property and the property of others 	<ul style="list-style-type: none"> ▪ Destruction and/or theft of property in the amount of \$150 or more ▪ Vandalism ▪ Breaking and entering school property ▪ Robbery ▪ Extortion 	X
<ul style="list-style-type: none"> ▪ Treat others with respect and courtesy 	<ul style="list-style-type: none"> ▪ Harassing/bullying/cyber-bullying or intimidating any member of the school and/or school community ▪ Threatening students or school personnel with aggravated assault ▪ Assault of school personnel ▪ Instigates or participates in group assaults ▪ Aggravated assault ▪ Placing another intentionally in danger. 	X	X	X
<ul style="list-style-type: none"> ▪ Maintain a safe and orderly school environment 	<ul style="list-style-type: none"> ▪ Possession of a weapon ▪ Possession/use of fireworks or other explosive/incendiary device or poisonous gas 	X	X	X
<ul style="list-style-type: none"> ▪ Maintain a drug-free school environment 	<ul style="list-style-type: none"> ▪ Possession of a controlled substance with the intent to distribute or use ▪ Possession of alcohol with the intent to distribute or use ▪ Unauthorized possession of non-controlled substances with the intent to distribute or use 	X	X	X
<ul style="list-style-type: none"> ▪ Maintain appropriate physical contact and conduct 	<ul style="list-style-type: none"> ▪ Sexual Acts (voluntary or involuntary) 	X	X	X

Please refer to the glossary for detailed descriptions of behavior infractions.

Due Process

All students shall be treated fairly and honestly in resolving grievances and complaints, and in the consideration of any suspension or expulsion. All students have the right to fair and reasonable treatment of their student grievances and discipline by school officials.

Student Conference Procedures

1. Inform student of the reason for conference.
2. Give student opportunity to respond to allegation/s.
3. Discuss student's behavior and ways to correct student behavior.
4. Inform student of corrective action and/or next steps.
5. Document behavior and intervention.

Parent Conference Procedures

1. Notice of conference must be provided to the parent/guardian in writing and hand-delivered to the home, sent certified mail, faxed, emailed or sent by other reasonable means to reach the parent/guardian.
2. When a student is suspended, parent conference must be held within three (3) days of the suspension.
3. At the conference, parent may request to review student records and any witness statements.
4. Discuss student's behavior and ways to correct student behavior.
5. Inform parent of further disciplinary action (if applicable).

Suspension Procedures

According to Pennsylvania State 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 time of up to 10 days. For the purposes of this Code of Student Conduct, suspension will be classified in three categories: *In-school*, *Short-term* and *Long-term*.

In-School Suspension is an exclusion from a classroom for disciplinary purposes but allows 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.

Short-Term Suspension is an exclusion from school and/or any school activity or function for a period of **3 school days or less**. Students who are suspended shall 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 **4 to 10 school days**. Students who are given a long-term suspension shall have a student conference and a parent conference. During the parent conference, the student and parent have the right to the procedures described under *Parent Conference Procedures* outlined in the Code of Student Conduct. In addition, prior approval by the Regional Superintendent is required for Long-Term Suspension. **In addition, prior approval by the Deputy Chief for the Office of Student Discipline, Hearings and Expulsions is required for all Long-Term Suspensions consisting of 10 school days.**

Transition Hearing Procedures

The Office of Student Discipline, Hearings, and Expulsions provides students with high quality educational programs and support that prepare, ensure, and empower all students to achieve their full intellectual and social potential. Students not meeting with success due to a pattern of disruptive behavior and/or serious violations of the Code of Student Conduct may be referred to the Alternative Education Division for transfer to an Alternative Education Placement.

Any student referred for a transfer to an Alternative Education Placement may also be suspended and provided the procedures indicated in the *Suspension Procedures* outlined in this Code. Also, the school must complete a Behavior Performance Review for regular education students or a Manifestation Determination for special education students and share the results of the review at the parent conference.

Students/Parents have the right to a transition hearing conducted by an independent hearing officer to oppose the transfer. In addition, the student/parent may during the hearing process:

- present witnesses;
- request and ask questions of school district personnel; and
- review student records in advance

Note: Please refer to pages 16-17 regarding suspension and transfer protocols for discipline for students with disabilities.

Expulsion Procedures

According to Pennsylvania State Law, expulsion is defined as an exclusion from school and any school activities for more than 10 school days. Students that have committed an offense that is subject to expulsion will also be suspended and have the right to the procedures indicated under *Suspension Procedures* outlined in this Code of Student Conduct.

In addition, students will receive an Expulsion Hearing conducted by an independent hearing officer appointed by the School Reform Commission. The student may be represented by counsel. In addition, the student has the right to:

- present witnesses and evidence;
- request and cross-examine District witnesses; and
- review student records in advance

In the event that a student is being considered for expulsion, a transition hearing will be held to determine if the student poses a threat to the school community.

Readmission of Permanently Expelled Students

A student who has been permanently expelled from the School District of Philadelphia by the affirmative vote of a majority of the School Reform Commission may apply for readmission to the School District. If a student is expelled by the SRC, 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 District will provide for the student's education. The SRC delegates complete authority for all readmission decisions to the Chief Executive Officer/Superintendent or her designee. Temporarily expelled students need not apply for readmission for the reason that they are automatically readmitted to the School District upon expiration of the expulsion period. The readmission decisions are final and not subject to review by appeal to the SRC or to Court.

Expungement of Records of Expelled Students

A student who has been permanently or temporarily expelled by the affirmative vote of a majority of the School Reform Commission, beginning in school year 2008-2009, may apply to the School District of Philadelphia for expungement of the records of expulsion. The SRC delegates the authority for all decisions as to expungement of records of expelled students to the Chief Executive Officer/Superintendent or her designee, so that the expungement shall be at the discretion of the Superintendent or her designee. Expungement decisions are not subject to review or appeal to the SRC or to Court.

For the complete SRC Board Policy No. 233 with the criteria and process for readmission and or expungement of records, go to the School District of Philadelphia's website at: www.philasd.org/offices/administration/policies

Discipline for Students with Disabilities

Suspensions for Special Education Students Identified as Intellectually Disabled (“MR”)

The District can only suspend students identified as Intellectually Disabled (“MR”) with either written agreement of the parent or the written approval of the Bureau of Special Education of the Pennsylvania Department of Education (PDE). PDE can be contacted by calling: (717) 783-6913.

Suspensions, Expulsion, and Transfer for All Other Disabled Students – Including Students with 504 Service Agreements

The District may suspend students with disabilities and cease educational services for up to 5 consecutive school days or 15 cumulative school days in one school year without providing special education procedural safeguards.

The School **must** complete the following steps (**STEPS A through G below**) for students with IEPS or Section 504 Service Agreements if any of the following are being considered:

1. Expulsion Referral.
2. Request to transfer to an Alternative School for disciplinary reasons (the school must file an **EH-21**).
3. Suspension for more than 10 consecutive days.
4. Suspensions for more than 15 cumulative days.
5. Suspensions totaling more than (10) days in an academic school year and when there is a “pattern” of behavior.

STEPS:

A team shall convene a Manifestation Determination meeting within 24 hours of the misconduct with the parents having been invited.

- A) Provide written notice to the parent/guardian of the recommended disciplinary action and the date of an Individualized Education Program (IEP) meeting, to complete the Manifestation Determination.
- B) During the IEP / Manifestation Determination meeting, the IEP team shall review the student’s most current evaluation and the student's IEP and placement to determine whether the student’s misconduct is related to the student's disability. Two questions are to be answered by the school team at the manifestation meeting:
 - (i) Is the conduct caused by, or did it have a direct and substantial relationship to, the student’s disability **or**
 - (ii) Was the conduct in question a direct result of the School’s failure to implement the Individualized Education Program (IEP).
- C) If the school team determines that the student's **behavior is NOT a Manifestation of the Disability**, school officials may apply the Code of Student Conduct. In no event, however, may the student be suspended

without providing appropriate educational services for more than five (5) consecutive or fifteen (15) cumulative school days in a school year.

- D) A Notice of Recommended Educational Placement (NOREP) must be issued with the results of this determination and a copy of the procedural safeguard must be given to the parent.

***If parents disagree with the decision, they can request an expedited Special Education Hearing** and the State appointed Hearing Officer will review the manifestation determination.

- E) If necessary, the IEP team shall review and revise the existing behavior intervention plan **or**, if necessary, complete a functional behavior assessment and intervention plan to address the misconduct.
- F) The IEP team shall determine the appropriateness of an interim alternative educational setting, and as indicated, include in the IEP those services and modifications that will enable the student to continue to participate in the general education curriculum and address the behavior so that it will not recur.
- G) If the student's **behavior IS a Manifestation of the Disability**, the student's placement may not be changed unless:
- (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.

In these special circumstances and **over parent objections**, school officials may remove the student, by issuing a Notice of Recommended Educational Placement (NOREP) to an interim alternative education setting for not more than 45 school days.

- If the behavior is determined to be a manifestation of the student's disability and the conduct is not a "special circumstance" (**see 1,2,3 above**), the District may ask for an expedited hearing conducted by a Special Education Hearing Officer to request that the hearing officer order a 45 day interim placement if by maintaining the current placement, the student is substantially likely to cause injury to himself/herself or others.
- Students with disabilities, even if expelled, must be provided with a Free and Appropriate Public Education (FAPE).

***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. However, in the case of a pocketknife, blades less than two and a half inches in length are not considered dangerous weapons. A multiple cutting device is a "dangerous weapon".

Glossary of Terms

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

“Aggravated Assault” shall mean an act that causes serious physical harm or creates a substantial risk of serious physical harm to another member of the school community.

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

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

“Code” shall mean this Code of Student Conduct.

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

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

“District” shall mean The School District of Philadelphia.

“Electronic Device” shall mean any devices that includes, but not limited, to radios, walkmans, CD players, iPods, MP3 players, DVD players, handheld game consoles, Personal Digital assistants, cellular telephones, Blackberries, and laptop computers, as well as any new technology developed with similar capabilities.

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

“Group Assault” shall mean an assault committed by multiple offenders.

“Harassment” shall mean a demand of sexual favors, threatening or intimidating gestures or behavior that creates a hostile school environment because of someone’s gender, age, race, color, sexual orientation (known or perceived), gender identity expression (known or perceived), national origin, religion, Disability, socioeconomic status and/or political beliefs.

“Indecent Exposure/ Inappropriate Touching” shall mean students shall not expose or touch his/her genitals, breast, or buttocks to another member of the school community. This rule includes incidental contact where the student did not have malicious intent or have reasonable knowledge to understand the consequences of his/her behavior. Repeated violations of this rule are considered a level II violation.

“Member of the School Community” shall include but not limited to any student, parent, teacher, administrator, or employee of the District or visitor at any school.

“Placing Another in Danger” students shall not engage in or attempt to engage in any conduct, which endangers the health, safety, or welfare of any member of the school community. A violation of this rule includes, but is not limited to, retaliation against a member of the school community for his/her participation in an investigation, academic or disciplinary proceeding.

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

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

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

“Sexual Act” shall mean engaging in intercourse, oral sex, groping sexual parts, or simulated sex.

“Saturday Morning Alternative Reach and Teach Program or SMART” shall mean a comprehensive and integrated Saturday morning program. The SMART program provides students with character building and conflict resolution skills,

as well as prevention, intervention, referral, and support services for alcohol or drug-related problems and misconduct in general.

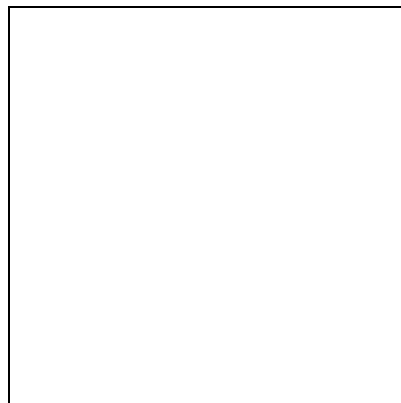
“Simple Assault” shall mean an act that causes bodily injury to another member of the school community

“Trespass” shall mean the entrance onto school grounds when prohibited.

“Vandalism” shall mean willful and malicious acts of damage or defacement to public or private property, which includes but not limited to graffiti in excess of \$150, school pranks that cause a major disruption, or arson.

“Weapon” shall mean any of the following but not limited to, any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm, but not limited to: any firearm, whether loaded or unloaded; cap guns, simulated guns, toy guns, pellet guns or BB guns. It shall mean any of the following but not limited to any knife, box cutter, cutting instrument, cutting tool, nunchuku, firearm, shot gun, rifle, scissors and any other tool, instrument or object used to or intended to be used to inflict serious bodily injury of another Member of the School Community. This definition includes but is not limited to the use or intended use of pepper spray, mace, simulated weapons, or laser pointer to inflict serious bodily injury on another Member of the School Community. A student violates this rule even if he/she did not intend to use such thing as a weapon.

ADDITIONAL NOTES



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

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

www.philasd.org

For copies in languages other than English, please contact
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215-400-6446

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