



Key Dates to Remember

2024 August	Monday 19	First Day of School for Professional Staff
	Thursday 22	Grades K, 6 Orientation at 9:00 AM
September October	Monday 26	First Day of School for Students
	Friday 30	Schools Closed — Labor Day Holiday
	Monday 2	Schools Closed — Labor Day Holiday
	Monday 14	Schools Closed — Act 80/In Service
November	Wednesday 30	First Rating Period Ends
	Tuesday 5	Schools Closed — Act 80/In Service
	Mon. 25 – Tues. 26	Pre K–12 Conferences (1/2 Day)
	Wednesday 27	Schools Closed — Act 80/In Service
December	Thur. 28 – Fri. 29	Schools Closed — Thanksgiving Holiday
	Monday 2	Schools Closed — Thanksgiving Holiday
	Mon. 23 – Tue. 31	Schools Closed — Winter Holiday
	Wed. 1 – Fri. 3	Schools Closed — New Year’s Holiday
2025 January	Monday 20	Schools Closed — Dr. Martin Luther King Jr’s Birthday
	Wednesday 22	Second Rating Period Ends
	Monday 27	Schools Closed — Act 80/In Service
February	Wed. 12 – Thur. 13	Pre K–12 Conferences (1/2 day)
	Fri. 14 – Mon. 17	Schools Closed — Presidents’ Day Holiday
March	Monday 10	Schools Closed — Act 80/In Service
	Monday 31	Third Rating Period Ends
April May	Thurs. 17 – Tues. 22	Schools Closed — Spring Holiday
	Tuesday 20	Schools Closed — Act 80/In Service
June	Monday 26	Schools Closed — Memorial Day Holiday
	Tuesday 10	Early Dismissal
	Wednesday 11	Last Day of School for Students
	Thursday 12	Last Day for Professionals Act 80/In Service
July	Fri. 13 / Mon. 16 / Tues. 17	Emergency School Closing Make-up Days for Professionals
	Thursday 19	District Closed — Juneteenth
	Thurs. 3 – Fri. 4	District Closed — Independence Day

If necessary, make-up days for students due to emergency school closings will occur on February 14, April 17 and April 22. The District may also elect to use Emergency Flexible Instruction Days during inclement weather or other emergency situations.



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Superintendent & Board President

Welcome

Dear Learning Community:

Welcome Back! We trust this message finds you well and ready to embark on this new journey of learning and growth. We extend our heartfelt greetings to both returning and new students, families, faculty, and staff. We are excited about the possibilities this year holds!

The Allentown School District's *Student & Family Handbook* serves as a valuable guide to the policies, procedures, and resources available within our school District. It outlines expectations for our students and families in terms of attendance, academic excellence, conduct and community engagement. We strongly encourage all students and their families to familiarize themselves with the contents of this handbook.

This year, we have a renewed dedication to enact our new mission. The content in this handbook is aligned to our mission, vision and core values. The mission of the Allentown School District is to serve the diverse educational needs of each student, by igniting their passion for learning and creating an academic culture. In our pursuit of educational excellence. Our staff is committed to fostering an inclusive atmosphere where diversity is celebrated, and each student's unique strengths are recognized and nurtured.

Throughout the academic year, students will have the opportunity to engage in a wide range of activities, sports, and clubs. Involvement in extracurriculars not only complements classroom learning but also provides avenues for personal growth, leadership development, and the exploration of new interests. We encourage every student to explore these opportunities and maximize the learning experiences in our District. Last year, we introduced *Brainfuse*, the on-demand online tutoring program that is available to every student. Additionally, we increased workforce development opportunities and early college offerings to create more meaningful and rigorous academic programming for our students.

As a District, we are focusing on the whole child. We are dedicated to cultivating conditions where all students feel safe, valued, empowered, and loved. Additionally, we are also focused on nurturing the whole child by fostering the physical and mental well-being of our students, so that they acquire the skills and attributes that are crucial for lifelong success in school and life beyond high school.

As we navigate the opportunities of the coming year, open communication will be essential. This fall, the District intends to transition our Student Information System. This includes a robust portal where families will be able to access student attendance, grades, and other information in real time! As we look to make this change, important information about how to access this platform will be shared with all families.



This year, several major sections of the handbook have been significantly updated. Please be sure to review this information carefully:

Page 4: We are excited to unveil our new District **mission and vision**, which have been outlined in our Strategic Plan. The completed Strategic Plan, entitled *Lighting the Way: A Blueprint for Innovation and Excellence 2030*, is available on our website and highlights the District's areas of focus. We invite all families to review *Lighting the Way* and learn more about how we plan to transform educational experiences for students using this plan as our roadmap.

Page 5: Schedules for all elementary school students have been adjusted to create greater efficiencies in how we transport our students and increase the number of elementary students who will receive transportation services this year.

Page 17: The **Student Responsibilities** section has been revised to include information about Academic Integrity and the use of Artificial Intelligence (AI) tools in the classroom.

Page 18: Virtual Campus has been reimagined to provide flexibility and additional opportunities for students who choose to learn online.

Page 25: Increased Mental Health Supports and Resources for Students - Information on how students can access *Counslr* and *Hazel Health* has been added to this handbook.

We are excited to learn and grow with you this school year. Have a fantastic year!
We Get Better Together! All of Our Strengths Are Needed!

Best,

Dr. Carol D. Birks
Superintendent / Chief Executive Officer

Andrene Nowell
School Board of Directors President



Mission, Vision, Board of School Directors, Meetings, Non-Discrimination Policy

Vision

The Allentown School District envisions a learning community that increases student achievement by cultivating positive relationships, offering rigorous and meaningful curricula, and by empowering the Allentown community.

Mission

The mission of the Allentown School District is to serve the diverse educational needs of each student, by igniting their passion for learning and creating an academic culture.

Board of School Directors

Andrene Nowell, President
LaTarsha Brown
Lisa Conover
Phoebe Harris

Audrey Mathison, Vice President
Jennifer Ortiz
Zaleeae Sierra
Ana Tiburcio

School Board Meetings

In accordance with Act 84 of 1986, the following public meetings of the Board of School Directors of the School District of the City of Allentown will be held at the Administration Center in the Boardroom – 31 S. Penn Street, Allentown, PA 18102.

Committee of the Whole (COW) meetings are generally held on the second Thursday of each month at 6:30 p.m. Regular Board meetings are generally held on the fourth Thursday of each month at 7:00 p.m. A list of dates can be found under the District website, and all meeting agendas and board policy can be found in BoardDocs.

Non-discrimination Policy

The Allentown School District is an equal rights and equal opportunity agency. The District affirms that no persons shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any educational program or activity on the basis of race, color, age, creed, religion, gender, sexual orientation, transgender identity, ancestry, national origin, citizenship, marital status, pregnancy, veteran's status, genetic information, or disability. In addition, no person shall, on any of these bases, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment, or recruitment, or consideration, or selection, whether full-time or part-time, under any educational program or activity operated by the district. The Allentown School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. The District shall make reasonable accommodations for qualified individuals with disabilities upon request, consistent with the requirements of federal and state laws and regulations.

For information about the policy, please contact the Executive Director of Human Resources, District Administration Center, 31 South Penn Street, PO Box 328, Allentown, PA 18105 or by calling 484-765-4129.

Title IX Non-Discrimination Policy: Pursuant to Title IX of the Education Amendment Act of 1972, the District does not discriminate on the basis of sex in the education programs or activities that it operates. This requirement not to discriminate in the District's education programs and activities extends to employment with and admission to the District.

In compliance with Title IX of the Education Amendment Act of 1972, the district has a designated Title IX Coordinator who should be contacted regarding any inquiries as to the application of Title IX or filing a harassment complaint: Chief of Performance Management, Equity, and Accountability, located in the Allentown School District offices at 31 S. Penn Street, Allentown, PA 18105, 484-765-4119 or email to TitleIX@allentownsd.org.

School Schedules & Attendance

A student missing 50% or more of a school day will result in a full day absence.

2024-2025 Student Day Schedule

	Elementary Schools	Middle Schools	High School Start "A"	High School Start "B"	B21 Allentown
Student Start	9:00 a.m.	8:00 a.m.	7:20 a.m.	8:10 a.m.	8:30 a.m.
Student End	3:30 p.m.	2:35 p.m.	1:50 p.m.	2:40 p.m.	3:30 p.m.

School Attendance

The Allentown School District recognizes that attendance is an important factor in educational success. Attendance shall be required of all students enrolled during the days and hours that school is in session. School attendance matters.

Pennsylvania Compulsory Attendance Law (Pennsylvania Public School Code 24 P.S. 13-1327) states that all children ages 6-18 years of age must be enrolled in school or in an approved home education program.

Chronic Absenteeism: Chronic absenteeism is defined as students who are absent 10% or more and are enrolled in the District at least 90 school days. A student is considered absent if they are not physically participating in instruction or instruction-related activities. This includes students who are absent regardless of whether absences are excused or unlawful; this includes out-of-school suspensions. If a student misses at least 50% or more of a school day (excused, unlawful, OSS), it is considered a full day absence.

Excused: Parents/guardians are required to turn in a written excuse within three days of an absence. A maximum of 10 days of cumulative lawful absences verified by parental notification shall be permitted during a school year. Excused absences include illness, quarantine, recovery from accident, observance of a religious holiday, participation in a project sponsored by a statewide or countywide, 4-H, FFA, or combined 4-H and FFA group college visit (three day maximum), family emergency, non-school sponsored trips/family trips, court/legal appointments, and death in the family. All absences beyond 10 cumulative days will require an excuse from a licensed practitioner of the healing arts.

Unlawful: Absences will be treated as unlawful until the school receives a written excuse explaining an acceptable absence, to be submitted within three days of the absence. If an unacceptable excuse is received, the absence will remain as unlawful. Tardy to School and Early Dismissal: Students who arrive late to school and/or leave early will be coded as unlawful unless the absence has a written excuse from a licensed doctor.

Compulsory School Law: The attendance law requires children to attend a public or state-accredited private school. This period is a child's life from the time the child's parent/guardian elects to have the child enter school, which will be no later than 6 years of age, until the child is 18 years of age.

School Schedules & Attendance (cont.)

Truant: A child is truant when they have three or more unlawful absences in one school year. The parent or guardian will receive a letter within 10 school days of the student's third unlawful absence.

Habitually Truant: A child is habitually truant when they have six or more unlawful absences in one school year. The parent or guardian will receive a letter with the scheduled attendance improvement conference to support and improve regular school attendance.

School Attendance Improvement Conference: The purpose of the School Attendance Improvement Conference is to examine the student's absences and reasons for the absences in an effort to improve attendance with or without additional services. The following individuals are invited to the conference: the student, the student's parent/guardian, other individuals identified by the parent/guardian who may be a resource, appropriate school personnel, and recommended service providers.

When a student under 15 years of age is habitually truant, the District will refer the student to a school-based or community-based attendance improvement program or the local children and youth agency. If attendance does not improve, a citation may be filed against the parent or guardian who resides in the same household as the student.

When a student 15 to 17 years of age is habitually truant, District staff shall refer the student to a school- or community-based attendance improvement program, the local children and youth agency, or file a citation against the student or the parent or guardian who resides in the same household as the student.

If attendance does not improve or a student refuses to participate, a citation may be filed against the student or parent/guardian who resides in the same household as the student.

The outcome of the School Attendance Improvement Conference shall be documented in a written School Attendance Improvement Plan. The plan shall be retained in the student's file. A copy of the plan shall be provided to the parent/guardian, the student, and appropriate District personnel.

Special Education Services: If a truant or habitually truant student qualifies as a student with a disability, and require special education services or accommodations, the Special Education designee shall be notified and shall take action to address the student's needs in accordance with the applicable law, regulations, and Board policy.

See page 48 for additional attendance information. If you need help, please contact your child's school.

Family & Community Engagement

The Office of Family and Community Engagement partners with caregivers, educators, and other stakeholders to strengthen relationships between our schools and communities to improve educational outcomes for all students. Family Engagement is a full, equal, and equitable partnership among families, educators, and community partners to promote children's learning and development from birth through college and career. The Office of Family and Community Engagement is comprised of the following human resources: 21st Century Community Learning Centers Project Coordinators, The Family Center – Parents as Teachers Program Parent Educators, Homeless Liaisons, Outreach Workers, and Parent Liaisons.

McKinney-Vento Homeless Assistance Act

The McKinney-Vento Homeless Assistance Act guarantees a free and appropriate public education for all children and youth experiencing homelessness. "Homeless" is defined as "anyone lacking a fixed, adequate, regular nighttime residence."

Children and youth who are experiencing homelessness, according to the McKinney-Vento Act, have been displaced from their homes and are living in a place that is not fixed, regular, or adequate, such as:

- Sharing the housing of others due to loss of housing, economic hardship, or similar reason
- In a place not designated as regular sleeping accommodation, such as a vehicle, park, hotel, or campground
- In a homeless or domestic violence shelter or transitional housing placement
- Outside of his/her home as an unaccompanied youth
- Awaiting foster care
- In any of the situations listed above as the child of a migrant family

Federal and state laws make our responsibility clear. We must provide proper educational support and services. The law makes sure that these students receive a free and suitable public education by removing barriers to school enrollment and full, basic, daily participation in school activities. This includes:

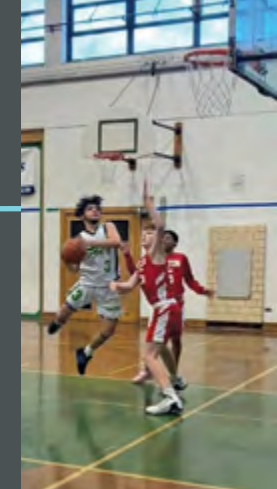
- Access to the District Homeless Liaison(s)
- Help with basic needs such as hygiene products, socks, undergarments, winter items
- Help with coordination of school-based and community referrals and support services (i.e. academic, clothing, food, shelter, and healthcare)
- Immediate enrollment
- Help from school with any necessary enrollment documents
- Help from school setting up transportation service (if the student qualifies)
- Help from school with basic supplies
- Help from school with any basic clothing needs
- Help from school with basic high school graduation needs and expenses

Resources

If your family is experiencing homelessness and is in need of support to reduce barriers to education, please contact Allentown School District's main number, 484-765-4000, to be connected to one of our District homeless liaisons.

PA 211: If you need to connect with resources in the community, PA 211 is a great place to start. From help with a utilities bill, to housing assistance, after-school programs for kids, and more, you can dial 211 or text your zip code to 898-211 to talk with a resource specialist for free. Specialists will listen to your needs, and give you information on programs in the community that might be able to help.

Finding Your Way In PA App: This is a Pennsylvania-based mobile and desktop app designed to share services, resources, and information with young people and families, particularly those experiencing homelessness. While using the app, users can search for and request assistance with services and resources in their current location, local communities, and throughout PA to connect them with helpful support services.





Student Information System

Allentown School District uses PowerSchool as its student information system where important information about a child's journey as part of our learning community is housed. PowerSchool is your student's learning dashboard accessible through a secure online portal and app. With PowerSchool students and families are empowered to:

- **Check Grades & Attendance:** Get real-time updates on your child's progress and see if they're in class each day.
- **Track Assignments & Progress:** Know what's being learned, view projects, and help your child stay on top of their work.
- **Message Teachers Directly:** Have questions or want to share good news? PowerSchool makes communication easy!

Student and family access to PowerSchool provides:

- **Better Connection:** You become a closer partner in your child's learning journey.
- **Student Ownership:** Children can take charge of their progress too! PowerSchool helps them understand their goals.
- **Clear Support:** When you know exactly where your child stands, you can offer the best targeted support at home.

More information will be on our website.

Attendance Tracking

Date Absent	Reason for Absence	Emailed or Sent to School	Date Sent
11/3/24	Doctors appt. - Sick	Emailed	11/4/24

Parent/Guardian Responsibilities

Attendance/Health

- Maintain up-to-date home, work, and emergency numbers/contacts at the school.
- Send your child to school regularly, on time, well-rested, and prepared to learn.
- Provide appropriate information, including documentation, on known medical problems that might affect attendance.
- Send in a signed excuse note within 3 days of your child's return to school following an absence.
- Be aware of the school's Attendance Policy (#204, page 48) and noncompliance consequences.
- Bring any problem or condition which affects your child or other children of the school community to the attention of school administration.
- Follow through with health recommendations. Keep your child home if they are sick.
- Call the school office if your child's dismissal procedures change, including daycare, at least 30 minutes prior to dismissal.

Student Progress/Curriculum

- Create an atmosphere at home that supports learning by encouraging reading activities.
- Monitor assignments, progress reports, and homework completion — this can be done easily through the PowerSchool Student and Parent Sign In tab on your school's website.
- Provide a suitable space for study and completion of homework assignments.
- Be responsible for any financial obligations incurred by your child in school. This responsibility includes lost books and damage to property.
- Support the rules and regulations set forth by the school and individual classroom teacher(s).
- Sign up for the Parent Portal Access (PowerSchool) to view your child's progress.
- Maintain ongoing communication with your child's teacher(s) regarding their progress and conduct.

Personal Responsibilities

- Refrain from using written or verbal profanity and abusive language or actions.
- Obey all traffic laws and regulations while on or around school property.
- Comply with all school guidelines for arrival and dismissal procedures.
- Review all school communications and respond promptly.
- Be involved in your child's school.
- Attend school functions and conferences.
- Encourage your child to show respect for their classmates, school personnel, and school property.
- Participate in decisions relating to the education of your child.
- Review the Student & Family Handbook as a family, especially Attendance, Dress and Grooming Guidelines, Discipline, and Bullying Prevention Policies.
- Discuss emergency procedures with children (i.e. early dismissal due to inclement weather).



Child Nutrition Services

Child Nutrition Services understands that good nutrition is essential to a student's health and development. We encourage our students to eat nutritious school meals to enable them to concentrate and learn better. All Allentown School District students are offered meals at no cost. Be sure to take advantage of this awesome program!

Breakfast is the most important meal of the day. A nutritious start to each day can lead to positive academic outcomes for your student. Research has shown that students who eat breakfast daily are more likely to achieve proficiencies in math and science as well as become overall better learners.

Menus and Nutritional Information

Child Nutrition Services continues to revamp school lunch menus to meet the ongoing demands of our students, parents, and learning community.

Monthly menus and menu nutritional analysis can be found on the Allentown School District website by clicking the menus icon on the home page or by going directly to <https://schools.mealviewer.com/district/AllentownSchoolDistrict>

Child Nutrition Services
1301 Sumner Avenue, Allentown, PA 18102
484-765-4710

Notification of an Emergency at School

The most immediate method of communication in the event of a school emergency, delayed opening, or building closure is a **voicemail and email notification via School Messenger** to parents, guardians, and staff who provide the District with an accurate and accessible phone number and email address.

To ensure that you receive all communication in a timely manner, please contact your building Principal and request that your emergency contact information be updated in all District computer systems, including the School Messenger Notification System.

When appropriate and for delays, closings, or other emergency information, District provides information to trusted news outlets such as The Morning Call and WFMZ. Closures or delays will also be posted on all District and school websites (www.allentownsd.org), as well as District/school social media channels.

Key Contacts

Allentown School District Administration Center
31 S. Penn St., Allentown, PA | 484-765-4000

William Allen High School

106 N. 17th St., 18104
484-765-5000
Athletic Office:
484-765-5250

Louis E. Dieruff High School

815 N. Irving St., 18109
484-765-5500
Athletic Office:
484-765-5650

Building 21 Allentown High School

265 Lehigh St., 18102
484-765-4400

Sonia Sotomayor Dual Language Immersion Academy

2020 E. Pennsylvania St., 18109
484-765-5680

Harrison-Morton Middle School

137 N. 2nd St., 18101
484-765-5700

Raub Middle School

102 S. St. Cloud St., 18104
484-765-5300

South Mountain Middle School

709 W Emaus Ave., 18103
484-765-4300

Trexler Middle School

851 N. 15th St., 18102
484-765-4600

Brigadier General Anna Mae Hays Elementary School

1227 W. Gordon St., 18102
484-765-4470

Central Elementary School

829 Turner St., 18102
484-765-4800

Dodd Elementary School

1944 S. Church St., 18103
484-765-4500

Jackson Early Childhood Center

517 N. 15th St., 18102
484-765-4701

Jefferson Elementary School

750 St. John St., 18103
484-765-4420

Ruby Bridges Early Childhood Center

1402 Walnut St., 18102
484-765-4420

Lehigh Parkway Elementary School

1708-1720 Coronado St., 18103
484-765-4440

Luis A. Ramos Elementary School

1430 W. Allen St., 18102
484-765-4840

Mosser Elementary School

129 S. Dauphin St., 18109
484-765-5880

Muhlenberg Elementary School

740 N. 21st St., 18104
484-765-4860

Ritter Elementary School

740 N. Plymouth St., 18109
484-765-5660

Roosevelt Elementary School

210 W. Susquehanna St., 18103
484-765-4460

Sheridan Elementary School

521 N. 2nd St., 18102
484-765-4880

Union Terrace Elementary School

1939 Union St., 18104
484-765-5480

Washington Elementary School

837 N. 9th St., 18102
484-765-4940

Let's Talk!

Contact the Allentown School District & our schools directly using Let's Talk located on our website. Click "Contact Us" on any page to be connected with the Office of Family and Community Engagement or the appropriate school/department that can best meet your needs.

https://www.allentownsd.org/contact_us

Safe2Say Something

In 2018, the General Assembly passed Act 44, which mandated the Office of Attorney General to establish the "Safe2Say Something" (S2SS) anonymous reporting system and required every Pennsylvania school entity to participate in the program.

District students can submit anonymous tips using the S2SS app, website, or 24/7 Crisis Center **Hotline at 844-SAF2SAY** (844-723-2729).

Alternative Education

AEDY
(Alternative Education for Disruptive Youth)
GAIN

401 Allen St., 18102
484-765-4531
Program allows credit deficient students, 18 and over, to obtain the virtual credits for graduation.

Community & Health Services

Alcoholics Anonymous
610-882-0558

Allentown Communications Center (non-emergency)
610-437-7751

Allentown Health Bureau
610-437-7760

Allentown Public Library
610-820-2400

Allentown YMCA & YWCA
610-434-9333

Casa Guadalupe Center
610-435-9902

Center for Humanistic Change
610-443-1595

Childline & Abuse Registry
800-932-0313

Children & Youth Services
610-782-3064

Community Services for Children
610-437-6000

Crime Victims Council of the LV
610-437-6610

Crisis Text Line
ext HOME to 741741
crisistextline.org

Domestic Abuse Counseling Center
412-678-1055

Family Behavioral Resources
724-850-8118

24-Hour Hotline
610-437-6611

Hispanic American Organization
610-351-2292

Lehigh County Crisis
610-782-3127

Learning Disabilities Association
888-300-6710

Lehigh County Referral Line
610-782-3200

Pinebrook Family Answers
610-432-3919

National Alliance on Mental Illness
610-882-2102

National Child Abuse Hot Line
800-422-4453

Pennsylvania Department of Human Services - findhelp.org

Poison Control Center
800-222-1222

Promise Neighborhoods of the LV
610-351-4288

Salvation Army
610-432-0128

Turning Point of Lehigh Valley, Inc
610-797-0530

United Way 211
211

Valley Youth House
610-820-0166



Food Banks

Jefferson Place Food Bank

750 St. John Street, Allentown
Door 2 / Puerta 2 (8th Street)
484-765-4439

Promise Food Access & Wellness Center

Brigadier General Anna Mae
Hays Elementary School
1227 West Gordon Street,
Suite C41
610-351-4288

Health Services

Dental Van

District partners with Star Community Health's Dental Van to bring preventative and restorative dental services to District students. The van visits Union Terrace Elementary, Harrison Morton Middle School, Raub Middle School, South Mountain Middle School, Trexler Middle School, and Allen High School. Services are available to all students enrolled in District schools.

Vision Services

If you need support in obtaining vision care services for your student, please contact your school nurse. Vision vouchers are available for a free eye exam and glasses for those without vision insurance.

Medical Van

The St. Luke's Community Health Mobile Youth Health Center and provides integrated medical, dental, vision and mental health services to adolescents at Allen, and Raub.

Health Services

The following providers accept patients who are uninsured or underinsured. They offer financial assistance through sliding scale fees as well as help families apply for medical assistance. They also accept a variety of insurances and medical assistance programs for those who are insured.

Allentown School District Assistant Director of Health Services: 484-765-4061

Neighborhood Health Centers of the Lehigh Valley (Casa Guadalupe)

218 N. 2nd Street | Allentown, PA 18102 | Phone: 610-841-8400

Hours: Monday and Thursday 8am-8pm, Tuesday/Wednesday/Friday 8am-4:30pm

Website: <https://www.nhclv.org>

Star Community Health Family Medicine - Sigal Center

450 West Chew Street, Suite 101 | Allentown, PA 18102 | Phone: 610-776-4888

Hours: Monday-Friday 8am-5pm

Website: <https://www.starcommunityhealth.org>

Star Community Health KidsCare - Sigal Center

450 West Chew Street, Suite 101 | Allentown, PA 18102 | Phone: 484-822-7850

Hours: Monday-Thursday 8am-6:30pm and Friday 8am-5pm

Website: <https://www.starcommunityhealth.org>

Valley Health Partners - Children's Clinic

1627 Chew Street, 6th floor | Allentown, PA 18102 | Phone: 610-969-4300

Hours: Monday-Thursday 8am-8pm, Friday 8am-5pm, Saturday/Sunday 8:30am-12:30pm

Website: <https://www.valleyhealthpartners.org/locations>

Valley Health Partners - Children's Clinic at 6th Street

101 N. 6th Street., 3rd Floor | Allentown, PA 18101 | Phone: 610-969-4200

Website: <https://www.valleyhealthpartners.org/locations>

Valley Health Partners - Children's Clinic at Hays

Hays Elementary School | 1227 W. Gordon Street | Allentown, PA 18102

Phone: 610-969-4300

Hours: Monday-Wednesday and Friday 8:30am-5pm, Thursday 11:30am-8pm

Website: <https://www.valleyhealthpartners.org/locations>

Valley Health Partners - Children's Clinic at Sheridan

Sheridan Elementary School 521 N. 2nd Street | Allentown, PA 18102

Phone: 610-969-4300

Hours: Tuesday and Thursday 8am-4pm

Website: <https://www.valleyhealthpartners.org/locations>

Valley Health Partners -Community Vision Center

101 N. 6th Street, Suite 300

Phone 484-224-0775

Hours Monday - Friday 8am-5pm

Student Rights & Responsibilities

Students attend school so they may develop to their fullest potential. The expectation is that every student will:

Be Responsible

- Attend school and all classes daily and punctually.
- Demonstrate responsibility.
- Complete assignments and submit them in a timely manner.
- Take appropriate care in the use of District facilities, books, and equipment.
- Come to school prepared to learn.
- Follow the Dress & Grooming Guidelines.
- Comply with District rules and regulations.
- Make up all missed work in the event of an absence.
- Promptly deliver all school communications to your parent/guardian.

Be Fair

- Make your best effort in class and on homework.
- Value diversity; treat all others fairly and with dignity, i.e. no bullying.
- Respect the views and opinions of others; seek peaceful resolutions to disagreements.
- Be a partner in your own safety; provide information relating to the health, safety, or welfare of the school community, and assist school staff in operating a safe school.

Be Respectful

- Keep hands, feet, objects, and/or physical actions to self.
- Refrain from using written or verbal profanity and abusive language or actions, in-person and online.
- Promote a climate of mutual respect and dignity by behaving respectfully toward others and property.
- Respect the rights of students, teachers, administrators, and all others who are involved in the educational process.

There are many student rights and responsibilities. This is not a full and complete list. The complete policy on Student Rights and Responsibilities, Policy #235 can be found on the Allentown School District's website at www.allentownsd.org.



Student Rights & Responsibilities (Cont.)

All offenses will be documented in PowerSchool and include parent/ guardian communication.

Cellphone Expectations and Consequences

Students are not permitted to use cell phones during school hours unless approval is granted by a school administrator. Cell phones must be turned off and out of sight. If a cell phone is being used without permission during school hours, the following will occur:

- **1st offense** - A warning will be given and the parent/guardian will be contacted.
- **2nd offense** - The cell phone will be confiscated. An administrator will contact the parent/guardian to come in for a conference to collect the cell phone.
- **3rd offense** - The cell phone will be confiscated and held by an administrator for 3 school days. A parent/guardian with proper identification and proof of ownership will need to schedule a time for a conference with an administrator to collect the cell phone at the end of the 3rd school day.
- **4th offense** - The cell phone will be confiscated and held by an administrator for 5 school days. A parent/guardian with proper identification and proof of ownership will need to schedule a time to meet with an administrator and pick up the cell phone at the end of the 5th school day.
- **5th offense** - The cell phone will be confiscated and held by an administrator for 10 school days. A parent/guardian with proper identification and proof of ownership will need to schedule a time to meet with an administrator and pick up the cell phone at the end of the 10th school day.
- **6th offense and any thereafter** - Any subsequent offenses may result in additional disciplinary actions.



Academic Integrity and Artificial Intelligence

Artificial intelligence, or AI, refers to technology that allows computers and machines to efficiently process data. Generative AI, a subset of AI, enables the creation of new content such as images, music, or text by learning from large datasets and works alongside traditional AI for more personalized and robust solutions. This technology is evolving rapidly, and guiding principles and AI literacy education established by the Allentown School District will ensure responsible, ethical, and effective use.

We empower instructors to make informed decisions about the use of generative AI tools within their classrooms, respecting their expertise and preferences in pursuit of student achievement. The use of AI in our school district is guided by proper training, ethical considerations, and responsible oversight. When using generative AI tools to create or assist in creating texts or artistic works, students should adhere to the Acceptable Use Policy and maintain academic integrity as it relates to the Allentown School District Code of Conduct.

This guidance outlines the appropriate use of AI in the creation of academic work and the requirements to ensure academic integrity, promote ethical use of technology, and maintain the quality of academic work. The aim is to provide clear guidelines on how students should use and cite AI tools in their assignments, projects, and other academic endeavors.

- **Use Responsibly:** AI tools may be used to aid in understanding complex topics, generating ideas, or getting assistance with language and grammar. Students should employ AI tools ethically, avoiding cheating, plagiarism, or unfair advantages.
- **Understand Limitations:** Students must recognize that AI cannot replace critical thinking, creativity, and problem-solving skills.
- **Consider Biases:** Students should be aware of potential biases in AI tools and take steps to minimize bias when using AI.
- **Verify Content:** AI can produce inaccurate information or misinformation, so students must verify sources and confirm the accuracy of AI-generated content.
- **Cite the Source:** When using AI tools and techniques to generate content that is directly included in academic work, students must attribute and appropriately credit the sources of these tools. Citations should follow the requirements set forth by each individual course instructor.
- **Seek Guidance:** When permitted to use AI and a student is unsure about the appropriateness



Virtual Campus Requirements & Expectations

The Allentown School District is proud to offer digital learning options, rooted in best-practice and research, for students who attend district schools. A full-time learn-at-home option is offered where kindergarten through grade twelve students learn remotely in synchronous and asynchronous formats while having the opportunity to participate in all extra-curricular activities and functions at their district school. Hybrid options are also offered, where students in grades six through twelve learn in both virtual and in-person formats in a school setting. Credit recovery program options combine virtual learning with in-person instructional support for students in grades nine through twelve who wish to continue in their home schools. Families interested in virtual learning options for their children are encouraged to visit the Allentown School District for more information, requirements, and the application process.

Faculty, Staff & Administrator Responsibilities

Faculty/ Staff

- Promote a safe and orderly school environment based upon a climate of mutual respect and dignity that supports active teaching and learning.
- Promote a mutual climate of respect and dignity while reinforcing resiliency.
- Promote the district's social-emotional learning programs: Second Step, Restorative Practices, Mindfulness and Olweus Bullying Prevention Program.
- Value diversity and treat all persons fairly.
- Attend work regularly and on time.
- Maintain honesty and integrity.
- Maintain confidentiality on all student and family matters.
- Develop cooperative relationships with parents/guardians for the educational benefit of the student.
- Model a professional and responsible manner.
- Respect and comply with the law and all persons in positions of authority.
- Develop a good working relationship with families by providing opportunities for parent participation in school functions/events.
- Communicate to students and parents about:
 - Course objectives and requirements
 - Assessment/grading procedures
 - Assignment deadlines
 - Expectations for students
 - Classroom behavior/management plan
- Be fair, firm, and consistent in implementing the Student & Family District Handbook in the school, on school transportation, on the school campus, and at all school-sponsored activities.
- Set a positive example for students, parents/guardians, and the community by following the district's dress code. (Administrative Employees, Policy 325 and Professional Employees, Policy 425)

Administrator

- Promote a safe and orderly school environment based upon a climate of mutual respect and dignity that supports active teaching and learning.
- Ensure that all students and staff have the opportunity to communicate regularly with administrators.
- Promote the District's social and emotional learning programs: Restorative Practices and Olweus Bullying Prevention Program.
- Promote a positive school climate in collaboration with the climate team to support Restorative Practices, PBIS, Social Emotional Learning, mindfulness, and bullying prevention.
- Regularly evaluate all instructional programs and staff.
- Support the development of, and student participation in, appropriate extracurricular activities.
- Maintain visibility throughout the school, and be accessible to the students and community.
- Develop close, cooperative relationships with parents for the educational benefit of students.
- Model respect for law and order, self-discipline, and a genuine concern for all persons.
- Be fair, firm, and consistent in enforcing the Student & Family Handbook and ensuring that all cases are resolved promptly and fairly.
- Establish necessary building security and safety protocols and procedures.
- Respond in a timely and confidential manner to all written and verbal requests.
- Regularly communicate with students, parents/guardians, and the community.



Student Services & Supports

Student Assistance Program

The Student Assistance Program Team (SAP) helps to identify students who are experiencing challenges beyond academics that pose a barrier to their personal success. The team is composed of a group of specially trained school staff and community agency liaisons who work together to assist students and families. SAP services are available for all students in every school building. Referrals to SAP may be made by staff, students, or families by contacting the student’s school counselor. SAP referrals are not for immediate emergencies/crises response (see Policy #236 on pg. 53).

Working Papers

ALL STUDENTS age 14-17 seeking employment are required by PA law to apply for a work permit. Students are not permitted to work prior to obtaining the official work permit. Applications for work permits can be obtained at the Allentown School District Website under Departments → Student Services → Working Papers department tab.

We also provide applications in the lobby of the Allentown School District Administration Building for Charter, Cyber, and Private school students who can apply from 8:00 am to 4:00 pm, Monday through Friday. Allentown School District students can obtain work permits from their home school counseling office.

A work permit shall be issued on a wallet-sized form prescribed by the department. The work permit shall contain information related to the minor.

The work permit shall certify that:

- the holder has personally appeared before the issuing officer and has been examined
- all papers required by law have been examined, approved, and filed; and
- all conditions and requirements for issuing a permit have been fulfilled.

The application for a work permit must be verified as follows:

- (A) The applicant’s parent or legal guardian must sign the application.
- (B) In lieu of a signature under clause (A), the applicant may execute a statement before a notary public or other person authorized to administer oaths attesting to the accuracy of the facts set forth in the application on a form prescribed by the department. The statement shall be attached to the application.

NOTE

Not all students need approval from a parent or guardian to apply for a work permit. This does not apply if the applicant can demonstrate official proof of high school graduation.

Student Health Services & Supports

Allentown School District Health Services is composed of a team of certified school nurses (CSNs), nurses, certified dental hygienists, health room assistants, and School-Based Health Centers. District’s health services team mission is to protect student health, promote student academic success and preserve community relationships. Our goal is to help each student obtain their own optimal health and to be ready to learn and participate in the school setting. District endeavors to provide relevant health information, instruction, and guidance to students and their families. School nurses and dental hygiene professionals keep comprehensive health records and foster relationships with area health care providers, dentists, and hospitals, especially through District’s school-based health centers. We partner with students and families to bridge access barriers and ensure equity to health services and resources, as well as provide care coordination with local providers to ensure continuity of care. Our health services staff is committed to following standards of ethical nursing practice and incorporating evidence-based best practice into our daily nursing practice.

District Immunization Program

Allentown School District has partnered with the Pennsylvania Department of Health in the Vaccines for Children Program (VFC). The VFC program is a federally-funded program that provides free vaccines to children, age 0-18, who are underinsured or have no health insurance. Routine childhood immunizations protect children from a number of infectious diseases and have significantly reduced childhood mortality rates. You can take an important step in keeping your child safe from disease by ensuring they are up-to-date with routine immunizations.

Vaccines are administered at Allen High School, Dieruff High School, Harrison-Morton Middle School, South Mountain Middle School, and Central Elementary School. Contact your school nurse for more information.

Medications

Students who require any medication during the school day (both prescribed and over-the-counter medications) must have an authorization for medication form, filled out in its entirety, and signed by both the prescribing physician and parent/guardian. This form needs to be completed yearly and must be dated July 1, 2024 or after to be valid for the current school year.

Students who are permitted to self-carry medications (inhalers and epinephrine auto-injectors) must have an additional self-carry authorization form completed yearly. This form must be dated July 1, 2024 or after to be valid for the 2024-2025 school year.

All medications must be brought into school by a parent/guardian in the original container. The label on the medication container must match the authorization form exactly. Students are not permitted to transport medications to and from school (exception: inhalers and epi-pens with valid self-carry orders). Students that carry medication on them without medical orders are in violation of school policy and may be subject to discipline.

The school district doctor has signed standing orders for some medications should the need arise during the school day. This form needs to be signed by a parent/guardian, each school year, for the student to be able to receive these medications.

Student Health Services & Supports (Cont.)



When to Keep Your Child Home From School

If your child is ill the night before, or the morning of school, please keep your child home. If your child has a note from their doctor regarding an illness, please provide this note to your school nurse. If you have any questions or concerns, please contact your school nurse.

Students should not be sent to school with these health problems, including, but not limited to:

- Fever of 100.0 F or greater
- If they are taking fever-reducing medications such as Tylenol, Advil, or Motrin
- Repeated vomiting or diarrhea in the past 24 hours
- Pink eye (may return 24 hours after starting antibiotics if prescribed)
- Symptoms of COVID-19 including, but not limited to: cough, shortness of breath, difficulty breathing, new loss of taste or smell, chills, rigors, headache, fatigue, sore throat, nausea/vomiting/diarrhea, congestion or runny nose.
- Positive COVID-19 test results - students must remain home until fever-free for 24 hours without the use of fever-reducing medications and symptoms are improving.
- Injuries or surgical procedures that require narcotic medication prior to or during the school day.
- ANY illness/injury when the child is not able to function normally in the classroom without pain/discomfort. Such illnesses may include, but are not limited to: severe sore throat, excessive cough, headache, earache or stomachache.

Student Health Screenings

The following screenings are mandated by the Pennsylvania Department of Health: Health and weight, hearing, scoliosis, and vision. Screenings are not to be substituted for regular exams by your healthcare provider. The screenings are performed by the school nurse or designee. Passive consent for all screenings is implied. If you do not want your child to participate in any of the state-mandated screenings, you must provide a written statement to the school nurse/dental hygienist indicating which screenings you do not want your child to have. You are then required to provide evidence of these screenings by your private medical provider. These requirements also apply to students who are homeschooled and students enrolled in District's Virtual Campus.

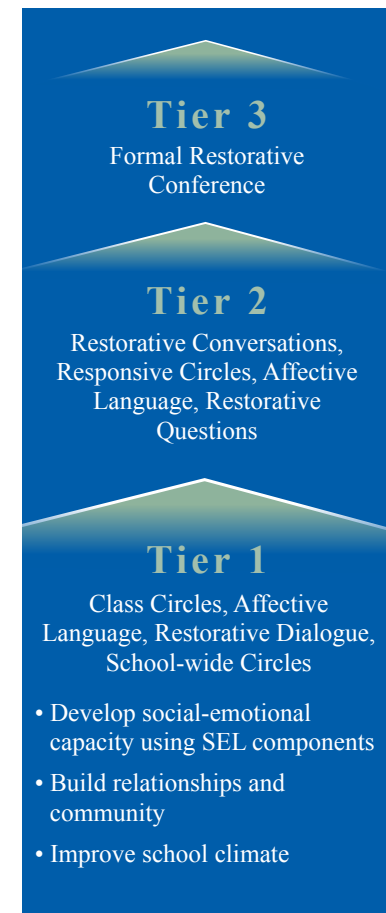
What does a screening referral mean?

If you receive a referral form after any school screening or examination, it means that the screening or examination detected a possible problem and further evaluation by a professional health care provider is recommended. The referral form is to be completed by your private health care provider and returned to the school nurse.

Restorative Practices

Restorative Practices is a field within the social sciences that studies how to strengthen relationships between individuals as well as social connections within communities. The aim of Restorative Practices is to develop community and manage conflict by repairing harm and restoring relationships. The Fundamental Hypothesis of Restorative Practices is that Human beings are happier, more cooperative, more productive, and more likely to make positive changes when people do things with them, rather than to them or for them.

The Allentown School District is committed to training all staff in the use of Restorative Practices. The strategies utilized span throughout 3 tiers of student support. Universal practices include affective language, affective questions, and proactive circles. Targeted supports include restorative conversations and responsive circles. Formal conferences are held when intensive interventions are needed. Through the use of Restorative Practices, we strengthen our relationships as a school community and repair harm with a healthy and productive approach. Restorative Practices also encourage the teaching and learning of the 5 social-emotional competencies.



Restorative Practices Continuum

informal				formal
affective statements	affective questions	small impromptu conversations	circle	formal conference

Restorative Practices (Cont.)

Restorative Questions

What happened?

What were you thinking of at the time?

What have you thought about since?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?

Restorative Practices Principles

1. Restorative Practices focuses on harms rather than rules or persons and the consequent needs of victims, offenders, and communities.
2. Restorative Practices addresses obligations of the offender resulting from those harms, as well as the community's obligations to both victims and offenders.
3. Restorative Practices uses inclusive, collaborative processes.
4. Restorative Practices involve all individuals (victims, offenders, parents, students, staff, and faculty) who have a legitimate stake in a given situation.
5. Restorative Practices seek to right the wrongs that have been done, so that victims feel safe and valued, and offenders feel restored to the school community.

Restorative Discipline

1. Acknowledges that relationships are central to the building of the school community.
2. Must establish policies and procedures that repair harm and misbehavior in a way that strengthens relationships.
3. Focuses on harms done rather than rules broken.
4. Gives voice to the person who has been harmed.
5. Engages in collaborative problem solving.
6. Empowers change and growth for all involved.
7. Enhances responsibility for actions and attitudes for all involved.

Building Relationships with Restorative Practices

Relationships are at the core of Restorative Practices and a positive school climate. Classrooms are encouraged to hold "circles" that allow students and staff to learn more about each other, share their voices and build community. Circles are an opportunity to strengthen social-emotional learning skills such as self-awareness, self-management, social-awareness, relationship skills, and positive decision making. We approach the student learning experience with a growth mindset and understand students will continue to need guidance, redirection, and support in order to graduate ready to thrive in a diverse and complex world. Our belief is that through the formation of positive relationships we can reduce the impact caused by any of the below infractions.

School-wide Positive Behavioral Intervention & Support (PBIS) System

A positive behavioral intervention and support system is a set of procedures to address school-wide issues to support student success. It is a universal system for all students in the building. School-wide PBIS is about improving classroom and school climate while maximizing academic achievement with these goals:

1. Establish and define clear and consistent school-wide expectations.
2. Teach the school-wide expectations to students.
3. Acknowledge students for demonstrating the expected behaviors.
4. Develop a clear and consistent consequence system to respond to behavioral violations.
5. Use data to evaluate the impact of school-wide efforts.

Mindfulness

Mindfulness is being present here and now: paying attention to our thoughts, bodies, emotions, and environment with kindness, non-judgement, and curiosity.

Students and staff are taught how to use mindfulness as a way to manage stress and emotions and be present in the current moment. In schools, students and staff learn how to mindfully listen, see, and move, which supports them with paying attention, learning and handling their emotions. Students are exposed to a variety of science-based exercises that support stress reduction as well as the above-mentioned goals

Social Emotional Learning

Social Emotional Learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel, and show empathy for others, establish, and maintain supportive relationships, and make responsible and caring decisions.

SEL makes a difference. We know this from the research, which demonstrates that an education that promotes SEL has a positive impact on a wide range of outcomes, including academic performance, healthy relationships, mental wellness, and more.

Counslr.com

Counslr is partnering with the Allentown School District to provide high school students free, unlimited, live, 45-minute texting support sessions with a licensed counselor. Support is available 24/7/365.

Download Counslr Today! Free for Allentown Students.



Hazel Health



The Allentown School District has launched a new health services program in partnership with Hazel Health. This program provides K-12 students free access to licensed therapists and medical providers at school and home. Students can schedule appointments with therapists or receive on-demand medical consultations, ensuring comprehensive and convenient healthcare support.

To learn more or sign up, visit my.hazel.co/allentownsd or scan the QR code.

Response to Infractions

The appropriate response to any Level infraction will be determined based on the student's age, disciplinary history, and behavior.

Responses to disruptions to the learning community are outlined below. Whenever possible, the Allentown School District strives to avoid exclusionary responses by employing consequences that seek to repair harm done to individuals and the community. Student misconduct is classified into 4 levels based upon location and frequency of occurrence, severity, and disruptive effect upon the safety and orderliness of the learning community. The appropriate level of response will be assigned based on the behavior(s) of the student. Suspensions are reserved for more serious behaviors and/or when restorative approaches have not resolved the problem. Expulsions are reserved only for the most serious behaviors that impact the safety of the school community.



Level 1 infractions include (but are not limited to) behaviors which disrupt the learning community and occur within the classroom

Level 1

Teacher-Enforced Restorative Approaches to Classroom Disruptions

Level 1 infractions are typically handled at the classroom level and can be approached using affective language and statements. Staff will clearly define the behavior of concern and the associated impact to self and others. The preferred behavior will be stated and positively reinforced by staff.

Level 1 Responses

These responses are designed to teach appropriate behavior, so students are respectful, can learn, and contribute to a safe environment. Teachers are encouraged to focus on prevention and utilize a variety of teaching and classroom management strategies. When appropriate, teachers may engage the student's support system to ensure successful learning and consistency of responses, and change the conditions that contribute to the student's inappropriate or disruptive behavior.

- | | | |
|---------------------------|---|----------------------------|
| Affective Questioning | Lunch Bunch | Proximity Control |
| Behavior Contract | Mentor Check-In | Restitution |
| Behavior Plan | New Seat Assignment | (With parent permission) |
| Break from setting | One on One conference with the student | Restorative Circle |
| Calming Corner | Out of Class Time-Out with admin. | Restorative Conference |
| Change of schedule | Out of Class Time-Out with counselor | Safety Plan |
| Check-In/Check-Out Circle | Parent /family Meeting | Small Group Skill Building |
| Community services | Parent/Family Communication | SWPBIP Utilized |
| Conflict Resolution | Parent/family phone conference with student | Verbal redirection |
| Family Meeting | Peer Mediation | Written Reflection |
| Goal Setting sheet | | |
| Group meeting | | |

Response to Infractions (Cont.)

Level 2 infractions include (but are not limited to) prohibited behaviors during school, during school-sponsored activities on and off school property, and while students travel to and from school.

Level 2

Administrator-Enforced Responses to Minor Infractions

A Level 2 infraction may be warranted when Level 1 behaviors are addressed but repeated. Affective language to define behavior will be utilized as well as Restorative Questions. Additional stakeholders may be included when addressing Level 2 infractions such as families, school counselors, mentors, and/or administrators. If the behavior affects others, a Restorative Conversation involving all parties should take place. Consideration should be given when addressing bullying behaviors. Staff should follow the District bullying prevention policy and regard to the target of bullying should be observed. Conferencing or conflict resolutions with both parties are often not appropriate in events of bullying. In some instances, Restorative Practices will be utilized in conjunction with taking a break from the learning community. If conduct is observed from multiple students in the same learning environment a responsive circle may be held to address the behavior.



Level 2 Responses

These responses are designed to teach appropriate behavior, so students act respectfully, can learn, and contribute to a safe environment. Many of these responses engage the student's support system, and are designed to alter conditions that contribute to the student's inappropriate or disruptive behavior. These responses aim to correct behavior by stressing its severity and acknowledging potential implications for future harm, while still keeping the student in school.

Any Level 1 Response
(See Level 1 Responses)
Parent/Family
Communication
REQUIRED

Referral to Behavior
Specialist
Referral to outside
agency
Referral to SAP

Referral to School
Counselor
Referral to School
Social Worker

All Level 3 infractions must be referred by staff to an administrator as expediently as possible.

Level 3

Administrator-Enforced Responses to Major Infractions

Level 3 infractions include serious and concerning behaviors. Restorative Conversations that engage multiple stakeholders in the student's circle of influence should take place. Restorative Conversations will likely take place prior to and/or following taking a break from the learning community through in-school or (if warranted) an out-of-school suspension. A change of program placement may be considered. In serious situations, a Restorative Conference may be warranted. A trained staff member will coordinate and prepare all participants that were affected by the identified behavior. The goals of the Restorative Conferencing are to allow the voice of all affected and those who caused harm, allow those that caused harm to take responsibility and offer reparations, and repair relationships. Students may be referred to the Student Assistance Program to identify needed supports. Consideration should be given when addressing bullying behaviors. Staff should follow the District bullying prevention policy and regard to the target of bullying should be observed. Conferencing or conflict resolutions with both parties are often not appropriate in events of bullying.

Level 3 Responses

These responses engage the student's support system to ensure successful learning, and to alter conditions that contribute to the student's inappropriate or disruptive behavior. These responses aim to correct behavior by stressing its severity and acknowledging potential implications for future harm, while still keeping the student in school. These responses may involve the short-term removal of a student from the classroom. Such a removal should be limited as much as practical without undermining its ability to adequately address the behavior.

Any Level 1 Response
(See Level 1 Responses)
Out-of-School
Suspension up to Ten
(10) Days

Parent/Family
Communication
REQUIRED
Referral to Behavior
Specialist
Referral to Outside
agency

Referral to SAP
Referral to School
Counselor
Referral to School
Social Worker



Response to Infractions (Cont.)



Level 4 infractions include (but are not limited to) behaviors which represent an immediate danger to the safety and well being of the entire school community

Level 4

Administrator-Enforced Responses to Expellable Infractions

Level 4 infractions include serious and concerning behaviors. Restorative Conversations that engage multiple stakeholders in the student’s circle of influence should take place. Restorative Conversations will likely take place prior to and/or following taking a break from the learning community through in-school or (if warranted) an out-of-school suspension. A change of program placement is likely. In serious situations a Restorative Conference may be warranted. A trained staff member will coordinate and prepare all participants that were affected by the identified behavior. The goals of the Restorative Conferencing are to allow the voice of all affected and those that caused harm, allow those who caused harm to take responsibility and offer

reparations, and repair relationships. Students may be referred to the Student Assistance Program to identify needed supports. Consideration should be given when addressing bullying behaviors. Staff should follow the District bullying prevention policy and regard to the target of bullying should be observed.

Level 4 Responses

These responses address serious behavior and may result in removing a student from the school community. They may involve the placement of the student in a safe environment that provides additional structure and services. They promote safety of the school community by addressing self-destructive and dangerous behavior. Responses taken may include, but are not limited to, short-term out-of-school suspension (1-3 days), long-term out-of-school suspension (4-10 days); alternative educational placement (45 days); or expulsion.

Any Level 1 Response (See Level 1 Responses)
Out-of-School Suspension up to Ten (10) Days
Parent/Family Communication REQUIRED
Referral to Alternative Education for Disruptive Youth (AEDY).

Students may be referred to the Superintendent of Schools for an expulsion hearing before the Board of School Directors of the Allentown School District.
*IEP students will follow the MDR process.

Referral to Behavior Specialist
Referral to Outside agency
Referral to SAP
Referral to School Counselor
Referral to School Social Worker

All violations of the PA Crimes Code will be reported to the School Resource Officer (SRO) and may be reported to the Lehigh County Office of Children and Youth.

Special Education Students

Any special education student who demonstrates the need for additional assistance with behavior management may have a review and possible revision of their Individualized Education Plan (IEP) with parent and/or guardian consent. The review and revision may include a Behavior Modification Plan, which will be conducted by the school-based IEP Team and may include District staff and the parent/guardian, with their consent.

Suspension of Special Education Students: The District can only suspend students identified as intellectually disabled with either written agreement of the parent/guardian or the written approval of the Bureau of Special Education of the Pennsylvania Department of Education.

Suspension, Expulsion and Transfer of All Other Disabled Students: The District may suspend students with disabilities and cease educational services for up to 10 consecutive school days or 15 cumulative school days in one school year without providing special education procedural safeguards.

A Manifestation Determination Conference will be held within 3 school days for a student with an IEP cited for a Level IV infraction.

Alternative Education for Disruptive Youth Program (AEDY)

The Allentown School District’s AEDY (Alternative Education for Disruptive Youth) Program at the William Penn Building is a short-term education placement for students meeting 1 of the 6 identified qualifications of “disruptive youth” per the Pennsylvania Department of Education.

Students have individual behavior goal(s) based on the reason for referral and receive small group counseling and instruction per AEDY guidelines. The student’s return to his or her home school is coordinated once he or she has met the established goal.

Placements are reviewed every 45 days.

Communication with Parents and Families

All District educators are encouraged to be in regular communication with parents, and families; this includes working to build trusting relationships through clear and timely information ranging from general school news to issues relating to individual students. Communication should happen through multiple formats, including notes, phone calls, meetings, and relevant technology. An expansive communication approach is especially critical when concerning any issues outlined in this code of conduct. Parents and families have the right to be notified of any exclusionary forms of discipline.

Parents and families serve as integral partners in the school’s response to student misconduct. District educators will work proactively with families to establish strong relationships and positive behavior supports. If school discipline becomes necessary, parent(s)/family are welcome participants in the disciplinary process and may ask for a meeting with the Principal to discuss the decision and to request information about the investigation or the appeal process. If you are still dissatisfied after speaking with the Principal, contact the Office of Family and Community Engagement, or contact us through Let’s Talk on the District website.

Infractions Levels

	Level 1	Level 2	Level 3	Level 4
Acceptable Use Policy Violation				
Arrival Misconduct				
Assembly Misconduct				
Banned Materials Possession				
Bullying Behavior				
Bus Misconduct				
Cafeteria Misconduct				
Cell Phone Offense 1-5				
Cut Class				
Cutting Detention(s)				
Defacing or Damaging School Property - Minor				
Dismissal Misconduct				
Disrespect to Peer				
Disrespect to Staff				
Disruption of Education Process				
Dress Code Violation				
Drinking/eating-undesignated time or area				
Excessive Talking				
Failure to meet classroom expectations				
Goofing Around/Horseplay				
Hallway Misconduct				
Hitting/Pushing				
Improper Language/Profanity				
Late Arrival to Class/any assigned place				
Lavatory Misconduct				
Leave Class without Permission				
Locker Policy Violation				
Loitering				
Misconduct				
Non-Compliance				
Not Keeping Hands or Feet to Self				
Public Display of Affection				

	Level 1	Level 2	Level 3	Level 4
Refusal to Participate				
School Activity Misconduct				
Sexual Harassment/Sexual Language/ Non-aggressive Touch				
Spitting				
Study Period Misconduct				
Throwing objects				
Unprepared for Class				
Academic Integrity Violation				
Defiance				
Dress Code Violation				
Loitering				
Misconduct				
Repeated Level 1 Infractions				
School Activity Misconduct				
Sexual Harassment (HV)				
Study Period Misconduct				
Tardiness				
Threat to person or property				
All Other Forms of Harassment or Intimidation (HV)				
Arson and Related Offenses (HV)				
ATS Violation				
Burglary (HV)				
Controlled Substance/Paraphernalia Policy Violation				
Criminal Trespass (HV)				
Cyber Harassment of a Child (HV)				
Defiant Trespass				
Disorderly Conduct				
Disrespect to Staff				
Extortion				
Failure of Disorderly Persons to Disperse upon Official Order				
False Emergency Report				
Fighting (MSE)				
Fraud/Cheating/Forgery is the same as academic integrity violation				
Gambling				
Gang Policy Violation				

Infractions Levels (Cont.)

	Level 1	Level 2	Level 3	Level 4
Hazing				
Incidental Contact with Staff				
Indecent Assault (HV)				
Indecent Exposure (HV)				
Institutional Vandalism or Graffiti (HV)				
Insubordination				
Minor Altercation (HV)				
No Id - Third Offense				
Obscene and other sexual materials and performances				
Open Lewdness (HV)				
Physical Altercation				
Possession or Use or Sale of Tobacco				
Possession or Use or Sale of Vaping Materials				
Racial and/or Ethnic Intimidation (HV)				
Refusal to Identify Self				
Repeated Level 2 Infractions				
Simple Assault on Staff (HV)				
Simple Assault on Student (HV)				
Stalking (HV)				
Theft and Related Offenses (HV)				
Threat To Another Person-Not Student or Staff				
Threatening a Student (HV)				
Unlawful Restraint (HV)				
Verbal Altercation				
Aggravated Assault on Staff (HV)				
Aggravated Assault on Student (HV)				
Aggravated Indecent Assault (HV)				
Arson and Related Offenses (HV)				
ATS Violation				
Bomb Threats (HV)				
Crimes Related to Criminal Homicide (HV)				
Criminal Trespass (HV)				

	Level 1	Level 2	Level 3	Level 4
Institutional Sexual Assault (HV)				
Institutional Vandalism or Graffiti (HV)				
Involuntary Sexual Deviate Intercourse (HV)				
Kidnapping or Interference with Custody of Child (HV)				
Possession of Weapon				
Possession or Use or Under the influence of a Controlled Substance				
Rape (HV)				
Recklessly Endangering Another Person (HV)				
Repeated Level 3 Infractions				
Rioting				
Robbery/Unlawful Taking (HV)				
Sale or Distribution of a Controlled Substance				
Sale or Possession or Use or Under the Influence of Alcohol				
Sexual Assault (HV)				
Sexual Harassment (HV)				
Simple Assault on Staff (HV)				
Statutory Sexual Assault (HV)				
Suicide - Attempted				
Suicide - Committed				
Terroristic Threats (excluding bomb threats) (HV)				
Threatening a School Official (HV)				
Unlawful Restraint (HV)				
Weapon Look-alikes/Toys				





Infraction Descriptions

Acceptable Use Policy Violation: A student shall not engage in any act that violates the District's Network Usage and Safety Policy, any individual school computer use guidelines or mobile computing device program guidelines, including, but not limited to the following acts that may not necessarily pose a threat to the health, safety, or property of others:

- A. Utilizing computers, computer networks, or electronic devices during times when such conduct is not permitted
- B. Intentionally loading or use of unauthorized games, programs, files, or other electronic media, on District devices
- C. Impersonation of another user, anonymity and pseudonyms, within District systems
- D. Creation of links to other networks whose content or purpose would violate the District's Network Usage and Safety Policy
- E. Offensive and inflammatory communications that do not pose an apparent risk to safety

Arrival Misconduct: Intentional wrongdoing or improper behavior at arrival.

Assembly Misconduct: Intentional wrongdoing or improper behavior at an assembly.

Bullying Behavior: Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting, that is severe, persistent or pervasive and has the intent or effect of:

1. Creating an intimidating or hostile environment that substantially interferes with a student's education; or
2. Physically, emotionally or mentally harming a student; or
3. Placing a student in reasonable fear of physical or emotional harm; or
4. Placing a student in reasonable fear of damage to or loss of personal property

Bus Misconduct: Violation of the posted or written rules of conduct for the bus or school; examples: not in assigned seat, not following conduct requests of staff, or getting on or off the bus at the wrong bus stop.

Cafeteria Misconduct: Intentional wrongdoing or improper behavior in cafeteria.

Cell Phone Offense 1-5: Students may possess electronic devices only as permitted by Board policy and school rules. School-based Discipline Committees may establish such restrictions in a manner consistent with Board Policy 216 – Electronic Devices. Specific information regarding electronic device restrictions will be provided to students and parents/guardians in advance of implementing of any restriction.

Cut Class: Not attending (without notice or excuse) an assigned class at school when it is compulsory to attend.

Cutting Detention(s): Not attending (without notice or excuse) an assigned detention at school when it is compulsory to attend.

Defacing or Damaging School Property - Minor: Damaging, altering, or adding to district property without consent

Dismissal Misconduct: Intentional wrongdoing or improper behavior at dismissal.

Disrespect to Peer: Lack of respect or courtesy towards peers.

Disrespect to Staff: Lack of respect or courtesy towards staff.

Disruption of Education Process: Verbal or physical behavior which is determined by the classroom teacher to be disruptive to learning. Examples include, but are not limited to: repeatedly talking out in class or out of turn, being exceptionally loud, running, throwing objects, failure to follow classroom rules.

Dress Code Violation: All students enrolled in the district schools shall implement, for grades K-12, the mandatory dress and grooming code set forth in the policy # 221

Failure to meet classroom expectations: Not following the norms/rules set forth by the classroom staff.

Goofing Around/Horseplay: Physical contact or communication with another student that is made for non-educational purposes and either interferes with education or safety of the school environment.

Hallway Misconduct: Intentional wrongdoing or improper behavior in hallway.

Improper Language/Profanity: Use of profane, indecent or obscene language.

Late Arrival to Class/any assigned place: Arriving after the class start time without a written, lawful excuse.

Lavatory Misconduct: Intentional wrongdoing or improper behavior in lavatory.

Loitering: Occupying or waiting in an area without purpose or permission.

Misconduct: Intentional wrongdoing or improper behavior.

Non-Compliance: Violation of specific posted or written school or class rules and regulations. Examples include but are not limited to: repeated gum chewing, repeatedly talking out in class, running, throwing objects, and dress code violations.

Not Keeping Hands or Feet to Self: Physical contact or communication with another student that is made for non-educational purposes and either interferes with education or safety of the school environment.

Public Display of Affection: Hugging, kissing, hand-holding, cuddling, and other kinds of intimate touching, when done in a public space

School Activity Misconduct: Intentional wrongdoing or improper behavior at a school activity.

Sexual Harassment/Sexual Language/Non-aggressive Touch: Conduct on the basis of sex that is both unwelcome and is determined by a reasonable person to be so several, pervasive and objectively offensive that it denies a person equal access to a District program. Quid pro quo sexual harassment, requiring a person to submit to unwelcome sexual conduct in exchange for an aid, benefit or service is also covered by District policy. Sexual assault, dating violence, domestic violence, and stalking, as defined by District policy are also types of sexual harassment.

Study Period Misconduct: Intentional wrongdoing or improper behavior during study period

Unprepared for Class: Failure to bring materials and/or assignments set forth by the classroom staff.

Academic Integrity Violation: Failure to meet the expectations that teachers set forth regarding educational materials including : honesty, trust, fairness, respect and responsibility.

Defiance: A verbal or non-verbal display of disrespect and/or uncivil behavior toward school personnel which either causes a substantial disruption or material interference with school activities.

Dress Code Violation: Failure to meet the required dress code expectations set forth in the policy

School Activity Misconduct: Intentional wrongdoing or improper behavior at a school activity.

Infracton Descriptions (Cont.)

Sexual Harassment (HV): Conduct on the basis of sex that is both unwelcome and is determined by a reasonable person to be so severe, pervasive and objectively offensive that it denies a person equal access to a District program. Quid pro quo sexual harassment, requiring a person to submit to unwelcome sexual conduct in exchange for an aid, benefit or service is also covered by District policy. Sexual assault, dating violence, domestic violence, and stalking, as defined by District policy are also types of sexual harassment.

Study Period Misconduct: Intentional wrongdoing or improper behavior during study period

Tardiness: Arriving late after the posted start time without a written, lawful excuse.

Threat to person or property: A threat to commit violence. Threats in this infracton level pose a minimal risk to the victim and public safety. The threat is vague and indirect; the information contained within the threat is inconsistent, implausible, or lacks detail; the threat lacks realism; and the content of the threat suggests the person is unlikely to carry it out. Threats can be made verbally, in writing, or with gestures.

All Other Forms of Harassment or Intimidation (HV): Intentional electronic, written, verbal or physical act that physically harms another person, damages property, interferes with other's learning, and/or creates a threatening environment.

Arson and Related Offenses (HV): the criminal act of deliberately setting fire to property

Burglary (HV): illegally entering a building or other areas without permission

Criminal Trespass (HV): Entering a building or structure while knowing one is not privileged to do so. Refusing to leave the property after being instructed to do so.

Cyber Harassment of a Child (HV): Use of electronic means to harass, annoy, or alarm a child.

Defiant Trespass: Remaining on property after being told to leave.

Disorderly Conduct: A person is guilty of disorderly conduct if, with intent to cause public inconvenience, annoyance or alarm, or recklessly creating a risk thereof, he:

- (1) engages in fighting or threatening, or in violent or tumultuous behavior;
- (2) makes unreasonable noise;
- (3) uses obscene language, or makes an obscene gesture; or
- (4) creates a hazardous or physically offensive condition by any act which serves no legitimate purpose of the actor.

Disrespect to Staff: Lack of respect or courtesy or to insult a staff member.

Extortion: Obtaining something, especially money, through force or threats.

Failure of Disorderly Persons to Disperse upon Official Order: This is same as trespassing

False Emergency Report: Falsely incriminate another person. For example, falsely telling the police someone committed a crime with the intention of incriminating them. This is a misdemeanor of the second degree. Fictitious reports. This includes reporting made-up incidents to the police that you know never really occurred or pretending you know about an incident when you really don't. If you provide police with false information as described above during a declared state of emergency, and the false information causes law enforcement to divert their activities from dealing with the emergency, the offense will be graded one step higher."

Fighting (MSE): A physical confrontation involving two (2) or more students.

Fraud/Cheating/Forgery is this same as academic integrity violation: Includes the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work/the copying of the language structure, idea, or thought of another or your own previous material in a new class and representing it as one's own original work/verbal or written statement of untruth/writing or presentation of written or visual documents for fraudulent purposes.

Gambling: the practice or activity of betting : the practice of risking money or other stakes in a game or bet.

Gang Policy Violation: Behavior that violates the District Gang Policy 218.3.

Hazing: Activity which recklessly or intentionally endangers the mental or physical health or safety of a person or which willfully destroys or removes public or private property for the purpose of initiation or admission into or affiliation with, or as a condition of continued membership in, any organization.

Incidental Contact with Staff: Contact that cannot reasonably be anticipated and avoided

Indecent Assault (HV): Touching (or the threat to touch) a person's body in a sexual manner without consent by another person.

Indecent Exposure (HV): Exposing his or her genitals in any public place or in any place where there are present other persons under circumstances in which he or she knows or should know that this conduct is likely to offend, affront or alarm

Institutional Vandalism or Graffiti (HV): Knowingly desecrating, vandalizing, defacing, or otherwise damaging school property

Insubordination: Defying authority; refusal to obey orders

Minor Altercation (HV): Physical contact is involved with no physical injury

Obscene and other sexual materials and performances: Displaying and/or dissemination of explicit sexual materials.

Open Lewdness (HV): Any lewd act in a place where he or she knows they are likely to be observed by people who would be affronted or alarmed.

Physical Altercation: Use of violence by a student on another person when there is no major injury as determined by the school administrator, but there is a clear aggressor or initiator of the physical aggression.

Racial and/or Ethnic Intimidation (HV): Malicious intention toward the actual or perceived race, color, religion, national origin, ancestry, mental or physical disability, sexual orientation, gender or gender identity of another individual or group of individuals, with respect to such individual or his or her property or with respect to one or more members of such group or to their property.

Simple Assault on Staff (HV): Intentional and recklessly attempting or causing bodily harm

Simple Assault on Student (HV): Intentional and recklessly attempting or causing bodily harm

Stalking (HV): Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

Theft and Related Offenses (HV): Taking of another person's personal property with the intent of depriving that person of the use of their property.

Threat To Another Person-Not Student or Staff: Expression of intention to inflict evil, injury, or damage

Threatening a Student (HV): Expression of intention to inflict evil, injury, or damage

Unlawful Restraint (HV): Restraining another unlawfully in circumstances exposing him to risk of serious bodily injury; or holds another in a condition of involuntary servitude.

Verbal Altercation: Any argument involving inappropriate language, threats of violence, may include minor physical contact.

Aggravated Assault on Staff (HV): Attempt to cause serious bodily injury to another or causes serious bodily injury intentionally, knowingly, or recklessly under circumstances manifesting extreme indifference to the value of human life".

Aggravated Assault on Student (HV): Attempt to cause serious bodily injury to another or causes serious bodily injury intentionally, knowingly, or recklessly under circumstances manifesting extreme indifference to the value of human life".

Aggravated Indecent Assault (HV): Forcible contact of a sexual nature

Arson and Related Offenses (HV): Deliberately setting fire to property

Bomb Threats (HV): Communicating through the use of mail, e-mail, telephone, telegram, or other instrument of commerce; the willful making of any threat; or the malicious conveyance of false information knowing the same to be false which concerns an attempt being made, or to be made; to kill, injure intimidate any individual; or unlawfully to damage or destroy any building, vehicle, or other real or personal property by means of an explosive.



Infracton Descriptions (Cont.)

Criminal Trespass (HV): Entering a building or structure while knowing one is not privileged to do so. Refusing to leave the property after being instructed to do so.

Institutional Sexual Assault (HV): Sexual contact between two people that have a specific relationship. Typically, one is in a position of power or authority over the other.

Institutional Vandalism or Graffiti (HV): Knowingly desecrating, vandalizing, defacing, or otherwise damaging school property

Involuntary Sexual Deviate Intercourse (HV): Sexual intercourse which occurs by forcible compulsion or threat of forcible compulsion. Forcible compulsion is defined the same for IDSI as it is for Rape.

Kidnapping or Interference with Custody of Child (HV): Taking of a person against his/her will (or from the control of a parent or guardian) from one place to another under circumstances in which the person so taken does not have freedom of movement, will, or decision through violence, force, threat or intimidation.

Rape (HV): Forcibly or under threat of force engaging in sexual intercourse with another person. Rape can also occur if the defendant has substantially impaired the victim's ability to control his/her conduct by intoxicating the victim without his/her knowledge or if the victim has a mental disability.

Recklessly Endangering Another Person (HV): Conduct which places or may place another person in danger of death or serious bodily injury.

Rioting: Three or more people behave in a violent and uncontrolled manner.

Robbery/Unlawful Taking (HV): Taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.

Sale or Distribution of a Controlled Substance: Selling of a drug or other substance that is tightly controlled by the government because it may be abused or cause addiction. The control applies to the way the substance is made, used, handled, stored, and distributed. Controlled substances include opioids, stimulants, depressants, hallucinogens, and anabolic steroids.

Sexual Assault (HV): Nonconsensual sexual act proscribed by Federal, tribal, or State law, including when the victim lacks capacity to consent.

Sexual Harassment (HV): Conduct on the basis of sex that is both unwelcome and is determined by a reasonable person to be so severe, pervasive and objectively offensive that it denies a person equal access to a District program. Quid pro quo sexual harassment, requiring a person to submit to unwelcome sexual conduct in exchange for an aid, benefit or service is also covered by District policy. Sexual assault, dating violence, domestic violence, and staking, as defined by District policy are also types of sexual harassment.

Simple Assault on Staff (HV): Intentional and recklessly attempting or causing bodily harm

Statutory Sexual Assault (HV): Sex with a minor when the sex is agreed to by both parties, not forced.

Terroristic Threats (excluding bomb threats) (HV): A threat communicated either directly or indirectly to commit any crime of violence with the intent to terrorize another; to cause evacuation of a building, place of assembly or facility of public transportation; or to otherwise cause serious public inconvenience, or cause terror or serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience

Unlawful Restraint (HV): Restraining another unlawfully in circumstances exposing him to risk of serious bodily injury; or holds another in a condition of involuntary servitude.



Comprehensive Suspension Program (CSP)

A systematic continuum of support — Fundamental components of resiliency include a classroom design that offers CLEAR and CONSISTENT boundaries. Age-appropriate expectations are displayed and taught, classroom norms are established, policies are consistently implemented, and procedures are followed. The teacher teaches Social Emotional Learning (SEL) skills within the context of the classroom and establishes cooperation from students by building positive relationships, utilizing healthy conflict resolution strategies, problem-solving, and decision-making skills. Social Emotional skills are taught directly and reinforced proactively to ensure a healthy climate for learning. In the event that challenging behaviors occur, the staff will use the CSP model as a consequence/intervention system.

Level 1: Teacher Responsibilities

- Identify clear and consistent routines and expectations
- Document
- Implement an array of practical classroom-based interventions
- Instruct acceptable replacement behaviors, and use positive reinforcers to sustain the desired behavioral change
- Establish response that will deter repeated behaviors
- Maintain records of the concerns, interventions, and students' responses to interventions
- Strategize with team members when faced with challenging Level 1 behaviors

Required Before Administrator Referral

- Student conference
- Teacher intervention
- Behavioral plan/log
- Parent/family communication
- Counselor referral

Reports/Referrals are sent to the Administrator for habitual or Level 2, 3 or 4 behaviors.

Level 2: Administrator Responsibilities

- Determine appropriateness of referral
- Investigate incident
- Meet with student
- Establish response
- Implement intervention
- Accumulation of 5 incidents becomes a Level 3 infraction
- Inform team, parent/guardian (may include an informal hearing)
- Functional Behavior Assessment (FBA)/Positive School Behavior Plan (PSBP) for Individualized Education Plan (IEP)

Alternative to Suspension Model:

Alternative to Suspension (ATS), is a progressive system of consequences. (school-based)

- The Principal will delegate the first 3 incidents for Level 3 offenses.
- Severe and/or persistent violations of the school policy and rules could result in a possible referral to Alternative Education for Disruptive Youth program (AEDY). A team review meeting including parent/family will determine next steps.

Level 3: Administrator Responsibilities

- Determine appropriateness of referral
- Investigate incident
- Meet with student
- Establish response
- Hold informal hearing process, unless parent/guardian stipulates and agrees to placement into Alternative Education
- IEP Process: Manifestation Determination Conference (MDR) is held immediately and an IEP meeting must occur prior to change of placement



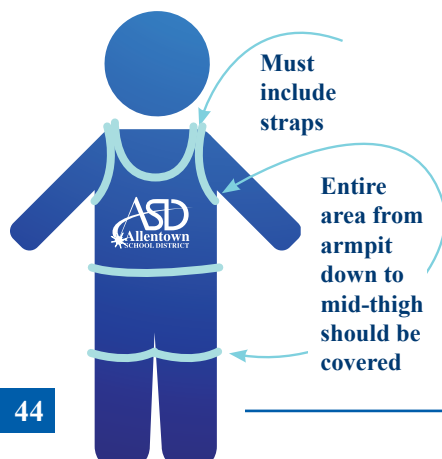
Dress & Grooming Guidelines

Policy 221: Dress & Grooming was established to ensure that students are able to attend in a manner that is equitable and supports their dignity and individual value. The policy applies to all schools in the Allentown School District, grades PK-12. The responsibility for the dress and grooming of a student rests primarily with the student and his or her parent(s)/family. The dress and grooming guidelines are intended to ensure that no student is marginalized or discriminated against based on their racial or cultural identity, sexual orientation, gender identity, religion, or body type. These guidelines are designed to:

- Support students in their ability to express themselves and their identity through their clothing choices.
- Support the development of students as they prepare for a thriving future.
- Create an environment conducive to learning.

Section 1: Allowable Dress & Grooming

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent.
- Shirts and dresses must have fabric in the front and on the sides.
- Clothing must cover undergarments and waistbands.
- Fabric covering all private parts cannot be see-through or transparent.
- Religious headwear is permitted.
- Hoodies must allow the student's face and ears to be visible to staff.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.
- Shoes must contain a hard sole, for example sneakers, dress shoes, or boots.



Section 2: Non-Allowable Dress & Grooming

- Attire that includes the use or depiction of hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups.
- Attire or grooming that threatens the health or safety of any other person.
- Attire that has violent images or language.
- Attire that includes images or language depicting or suggesting drugs, alcohol, vaping, or other controlled substances or related paraphernalia.
- Attire that includes images or language depicting or promoting illegal activity, including profanity and implied words or symbols.
- Attire that is deemed to be a representation of gang affiliation.
- Any clothing that reveals undergarments.
- Accessories that could be used as a weapon or considered dangerous.
- Any head covering, including certain hoodies, that obscure the face to such an extent that the child cannot be reasonably identified, except for head coverings mandated by bona fide religious observance or personal protective equipment (PPE), which may need to be accommodated.
- Footwear with a soft bottom (for example, slippers or flip flops).

Section 3: Dress Code Enforcement

The Allentown School District is first and foremost an educational institution. As such, interactions between school personnel and students believed to be in violation of the Dress & Grooming Guidelines should be conducted in a manner to educate the student, not in an attempt to demean or shame them. School personnel should address potential dress and grooming guideline violations in accordance with the guidance below.

- Students should always be treated with respect and dignity. No student should be affected by dress code enforcement due to racial or cultural identity, sexual identity, sexual orientation, religion, or body size/type.
- Students will be given the opportunity to change their clothing, or call a parent/guardian for alternate clothing. However, students will not be required to change their clothing unless the dress and grooming violation is deemed egregious or dangerous by administration. ** Students with repeated violations will be treated with progressive discipline and will be required to change.
- Repeated incidences of dress and grooming violations will follow a progressive discipline model.

These Dress and Grooming Guidelines are considered to be in effect during all school days, summer school days, and school activities. Athletic uniforms will be determined by the safety and competitive standards of the individual sport, but may not be appropriate to wear during the school day.



A Grading Guidelines

The Allentown School District is committed to providing a high quality, standards-aligned, rigorous, and well-rounded education to the students of Allentown. Grading will reflect what students know, understand, and are able to do (academic achievement). Teachers will not use practices that directly distort the measure of student performance. Students should be involved in the assessment and grading process.

Required Best Practices for Grading

1. Reporting Academic Achievement

- ★ Report behavior, effort, and participation separate from academic achievement.
- ★ No extra credit will be given.
- ★ Homework and practice will be reported separately from academic achievement.
- ★ Grades will be based on a variety of high-quality formative, summative, and common assessments.

2. Using Assessments

- ★ Use formative feedback to move learners forward in their understanding.
- ★ Use common formative and summative assessments across all grade levels and subject areas.
- ★ Use evidence from summative assessments to evaluate what students know, understand, and are able to do, as well as the mastery of essential questions to determine course grades.
- ★ Provide multiple opportunities for students to show understanding, after re-teaching and/or remediation.
- ★ When reassessing, record the most current summative assessment score as the grade.

3. Dealing with Late Assignments

- ★ Score late work for achievement, not punctuality (scored separately).
- ★ Incomplete work should be recorded as incomplete until it is made up.
 - Use available resources to get students to complete missing/late work.
 - Teachers should communicate with parents when students are not completing work.
 - Incomplete work will be made up within a 2-week period.
 - If the work is not made up after 2 weeks, the grade will be recorded based on existing evidence of the student meeting the learning goal. Lack of evidence may result in a zero.
 - In extreme cases, teachers should refer students through the student referral process (Student Assistance Program).

4. The Purpose and Grading of Homework

- ★ Use homework as practice, previewing, or extension of material and/or skills.
- ★ Use homework to provide feedback.
- ★ Report homework separately from academic achievement.
- ★ The amount and type of homework should be based on the age and needs of the students.
- ★ Homework refers to daily assignments, not long-term assignments like projects, reports, etc.

5. Students should be involved in the assessment and grading process.



Allentown School District Policy Highlights

The following pages offer summaries that refer to the numerically indicated Allentown School District policies related to school matters. All of the school policies can be found at the Allentown School District's website www.allentownsd.org, and/or hard copies can be found at each of our school buildings. For the complete policy, use the policy number to locate the policy on District's website. The summaries are in alphabetical order and are intended as general information only.

Acceptable Use of the Computers, Network, Internet, Electronic Communications, and Information System (CIS) - Policy #815

This policy designates how students and staff members may access the District's networks and the support of the use of computers, internet, and other network resources in the District's instructional and operational programs in order to facilitate learning, teaching and daily operations. It defines unacceptable internet practices and explains how the District may monitor, track, and log network access and use, or monitor file saver space utilization by District users. The District reserves the right to restrict access to any internet sites or functions it deems inappropriate.

Users are expected to act in a responsible, ethical, and legal manner in accordance with District policy, accepted rules of network etiquette, and federal and state law. Specifically, the following are prohibited:

1. Facilitating illegal activity.
2. Commercial or for-profit purposes.
3. Non-work or non school-related work.
4. Product advertisement or political lobbying.
5. Bullying/cyberbullying. [12][17]
6. Hate mail, discriminatory remarks, and offensive or inflammatory communication.
7. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
8. Accessing, sending, receiving, transferring, viewing, sharing, or downloading obscene, pornographic, lewd, or otherwise illegal materials, images, or photographs.
9. Access by students and minors to material that is harmful to minors or is determined inappropriate for minors in accordance with Board policy.

Continued on next page

10. Inappropriate language or profanity.
11. Transmission of material likely to be offensive or objectionable to recipients.
12. Intentional obtaining or modifying of files, passwords, and data belonging to other users.
13. Impersonation of another user, anonymity, and use of pseudonyms.
14. Fraudulent copying, communications, or modification of materials in violation of copyright laws. [19]
15. Loading or using unauthorized games, programs, files, or other electronic media.
16. Disruption of the work of other users.
17. Destruction, modification, abuse, or unauthorized access to network hardware, software, and files.
18. Accessing the internet, District computers, or other network resources without authorization.
19. Disabling or bypassing the internet blocking/ filtering software without authorization.
20. Accessing, sending, receiving, transferring, viewing, sharing, or downloading confidential information without authorization.



Attendance - Policy #204

This policy designates that all students enrolled in the Allentown School District must attend school on a regular basis during the days and hours that school is in session, unless excused, and the consequences for failing to do so.

- Absence refers to a student's non-attendance on any school day or one-half school day.
- Tardiness refers to an unapproved absence for less than one-half school day. Periods of tardiness may be considered as cumulative and may be translated into equivalent days of absence. The equivalent days of absence may lead to consequences for the student/family.
- Habitually truant refers to absence for more than 3 school days or equivalent following the first notice of truancy.
- Chronically absent refers to a student who misses 10% of days, or more, in a school year.

A student may be excused for temporary absences such as mental, physical, medical, or dental appointments; court appearances; family emergencies; and other urgent reasons. "Urgent reasons" will be strictly interpreted and shall not permit irregular attendance of students. Unexcused tardiness/late to school can be considered an infraction.

Within 3 days of the student's return to school, the parent/guardian must provide to the building Principal or designated official written evidence or proof of the reason for absence in order for the absence to be excused. Absences shall be treated as unlawful or unexcused until written notice/evidence explaining the absence is received by the District. An excuse form is not automatically approved.

See Policy #204 for the procedures to be followed for absences due to a student's observance of a religious holiday and religious instruction.

A student will be excused for participation in a project sponsored by a statewide or countywide 4-H, FFA, or combined 4-H and FFA group if requested in writing prior to the event.

See Policy #204 for Temporary Absence Permits to be used for approved family trips.

Students will be excused from attending schools in the District under the following circumstances:

1. Students enrolled on a full-time basis in non-public or private schools.
2. Students fifteen (15) years old or older whose enrollment in private trade or business schools has been approved.
3. Students fourteen (14) years old or older who have completed sixth grade and are engaged in farm work or private domestic service under duly issued permits.
4. Students sixteen (16) years old or older who are regularly employed during the school session and hold a lawfully issued employment certificate.
5. Students receiving tutorial instruction in a field not offered in the District's curriculum from a qualified tutor approved by the Superintendent.
6. Homebound children unable to attend school on the recommendation of the school physician, school psychologist, or a psychiatrist and approval of the Pennsylvania Secretary of Education.

If a student has 3 unexcused absences, the District will serve a truancy notice of these absences upon the parents/guardians. If a student receives any more unexcused absences after receiving the truancy notice, a citation for violation of the compulsory school attendance laws may be filed with the District Justice. If convicted, parent/guardian and/or student may be sentenced to pay a fine and/or court costs, be mandated to perform community service, or be sentenced to complete a parenting education program. Failure to comply with any truancy sentence may result in incarceration.

A student under age 15 who fails to comply with the compulsory attendance laws shall be referred for community services (i.e. Lehigh County Office of Children and Youth Services) or possible disposition as a dependent child. If you are having attendance issues with your child, please contact your school. Contact information is on page 11 of this booklet.





Bullying/Cyberbullying - Policy #249

Bullying refers to an intentional electronic, written, verbal, or physical act or series of acts directed at another student or students, which occurs in a school setting, that is severe, persistent, or pervasive and has the effect of doing any of the following:

1. Substantial interference with a student's education.
2. Creation of a threatening environment.
3. Substantial disruption of the orderly operation of the school.

Bullying, as defined in this policy, includes cyberbullying.

Bullying may include a wide variety of behaviors, and forms and examples of bullying include, but are not limited to:

1. Physical — Hitting, kicking, spitting, pinching, pushing, shoving, pulling, taking, or damaging personal belongings, and invasion of another's personal space.
2. Verbal/Written — Taunting, malicious teasing, name-calling, making threats, and demeaning or belittling innuendo or remarks.
3. Social/Psychological/Relational — Spreading rumors, shunning, engaging in behavior with the goal of social exclusion, extortion of money or possessions, ridiculing or intimidating, placing another in reasonable fear of personal harm or property loss/damage and manipulating, and undermining or destroying social relationships.

School setting means within the school, on school grounds, in school vehicles, at a designated bus stop, or at any activity sponsored, supervised, or sanctioned by the school.

Students who experience bullying should tell a trusted adult at school and an adult at home as soon as possible. Students and families have the option to complete a bullying report form. Schools and families will work together to address the issue.

Dress & Grooming - Policy #221

This policy supports an atmosphere of high academic standards and safe schools for all students enrolled in the District. It states that all students in grades K-12 shall follow the Mandatory Dress and Grooming Guidelines. The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference.

Building administrators are responsible to monitor student dress and grooming, enforce Board policy and school rules governing student dress and grooming and ensure that all school rules implementing this policy impose only the minimum necessary restrictions on the exercise of the student's taste and individuality.

*Dress & Grooming Guidelines that all students must follow appear on pages 44 & 45.

Electronic Devices - Policy #237

This policy maintains an innovative educational environment that is safe and secure for District students and employees. Electronic devices include all devices that can take photographs; record audio or video data; store, transmit or receive messages or images; or provide a wireless, unfiltered connection to the internet. Examples of electronic devices include, but shall not be limited to, handheld game consoles, cellular telephones, smartphones, and laptop computers, as well as any new technology developed with similar capabilities.

For purposes of this policy, electronic devices shall not include devices with a bona fide medical purpose or an educational aide to accommodate a student's disability.

The Board prohibits the following:

- Use of electronic devices by students during the school day in District buildings, on District property, on District buses and vehicles, during the time students are under the supervision of the District, and in locker rooms, bathrooms, health suites, and other changing areas at any time;
- Possession of laser pointers and attachments and telephone paging devices/beepers by students in District buildings, on District property, on District buses and vehicles, and at school-sponsored activities;
- The taking, disseminating, transferring, or sharing of obscene, pornographic, harassing, threatening, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including (but not limited to) texting and emailing.

The District shall not be liable for the loss, damage, or misuse of any electronic device brought to school by a student. Unauthorized electronic devices shall be confiscated, and the student's parent/guardian shall be notified. Disciplinary consequences shall be in accordance with the District's policies and administrative regulations concerning student discipline.



Gang Policy - Policy #218.3

This policy recognizes the importance of providing a safe learning and working environment for students, employees, and visitors, and that the presence of gang activity threatens the safety of the school environment. **Gang Activity** shall constitute any activity or conduct, whether by one or more individuals, that includes the following:

1. Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblem, badge, symbol, sign, tattoos, or manner of grooming, or other thing which indicates or implies membership in, or affiliation with, any gang and/or is representative of any gang.
2. Commission of any act or omission, or the use of any speech, either verbal or nonverbal (gestures, handshakes, etc.), which indicates or implies membership in, or affiliation with, any gang and/or is representative of any gang.
3. Use of any speech, or committing any act or omission, in furtherance of the interests of any gang or gang activity, including, but not limited to:
 - a. Soliciting others for membership in any gangs.
 - b. Requesting any person to pay for protection or otherwise intimidating, threatening, hazing, or harassing any person.
 - c. Inciting another person to act with physical violence upon any other person or to cause damage to property.
 - d. Painting, writing, or otherwise inscribing gang-related graffiti, messages, insignias, or signs on school property.

Gang activity is prohibited on school property, school sponsored activities, and to and from school.

Hazing - Policy #247

The purpose of this policy is to maintain a safe, positive environment for students and staff that is free from hazing. Hazing is defined as any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a person, or which willfully destroys or removes public or private property for the purpose of initiation or admission into or affiliation with, or as a condition of continued membership in, any organization. Hazing activities of any type are inconsistent with the educational goals of the District and are prohibited at all times. Students who have been subjected to hazing are encouraged to promptly report such incidents to the building Principal.

Homeless Students - Policy #251

This policy informs students and families of the eligibility and entitlements under the federal McKinney-Vento Homeless Assistance Act. Students experiencing homelessness under the federal definition are eligible to receive equal access to the same educational programs and services provided to other District students. This includes:

1. The ability to remain in their school of origin with transportation provided, as long as it is in the student's best interest to do so.
2. Immediate enrollment in a timely manner if necessary documents are not available.
3. Access to the identified District Homeless Education Liaison for assistance in accurately identifying students who are experiencing homelessness and providing support in accessing available school District services.
4. Access to a dispute resolution process if a family is not satisfied with an eligibility determination or access to services.

See page 7 for additional information about the McKinney-Vento Homeless Assistance Act.



Student Assistance Program - Policy #236

This policy defines and outlines the Student Assistance Program (SAP) and its function of offering students and families the necessary support to remove barriers to student success. The Student Assistance Program is a systematic team process used to mobilize school resources to remove barriers to learning when the problem is beyond the scope of the school, and to assist the parent/guardian and student with information so they may access services within the community. SAP is designed to assist in identifying issues including alcohol, tobacco, other drug use, and mental health issues.

Student Assistance Teams exist in all District schools. Team members include administrators, school counselors, teachers, psychologists, home and school visitors, outreach workers, nurses, and support staff. All team members must attend a state approved training prior to joining the team. Referrals can be made to the Student Assistance Team by anyone. Parents, teachers, counselors, administrators, and other students can submit a referral if they have a concern about a student/child. Students can also make a referral for themselves to seek assistance.



School Wellness - Policy #246

This policy recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. District is committed to promoting a District-wide Coordinated School Health Program that supports student wellness, proper nutrition, which includes proper nutrition, promotion of nutrition, nutrition education, and regular physical activity as part of the total learning experience. In a Coordinated School Health Program, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement. The policy outlines nutrition standards for rewards and incentives, classroom parties and celebrations, and shared classroom snacks.

School Visitors - Policy #907

This policy describes the guidelines for guests visiting District's schools in order to ensure student and staff safety and maintain an uninterrupted learning environment. Parents/guardians are encouraged to visit schools. To make your visit more productive, please:

- Schedule all conferences and classroom visits with a minimum of 24 hours advance notice by contacting the school's main office.
- Make an appointment for conferences concerning student progress with the teacher and/or guidance counselor.
- Report to the office upon arrival at the school.
- Bring and show photo identification upon arrival.
- Receive a visitor pass upon arrival, which must be worn and be visible for the duration of each visit.



Sexual Harassment - Policy #103, #248

District shall take reasonable and appropriate action to prevent, address, and eliminate sexual harassment in the education program and activities in every school, school-sponsored activity, and on school property or on buses. This effort shall include monitoring and supervision to prevent, detect, and correct instances of sexual harassment; eliminating any hostile environment; conducting investigations of complaints, formal or informal, of sexual harassment; protecting victims of sexual harassment; instituting remedial measures; and educating District personnel, students, parents, and guardians about sexual harassment and this policy.

Sexual harassment, a form of sex-based harassment, is defined to include sexual harassment, sexual abuse, sexual assault, sexual violence, sexual deviancy, sexually inappropriate contact, and inappropriate touching, and, as such, shall include unwelcome verbal, visual, or physical conduct of a sexual nature. Examples of sexual harassment that would violate this policy include, but are not limited to, the following:

- A. Touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
- B. Coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
- C. Coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another;
- D. Touching oneself sexually or talking about one's sexual activity in front of others;
- E. Spreading rumors about or rating other students as to sexual activity or performance;
- F. Unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact.
- G. Other unwelcome sexual behavior or words, including demands for sexual favors, when accompanied by implied or overt threats or implied or overt promises of preferential treatment.

Each District school building shall have a School Equity Coordinator (SEC), who is the Principal. The District Equity Coordinator (DEC) is responsible for administering and ensuring District's compliance with Title IX, and has supervisory authority over all School Equity Coordinators (SECs). Questions about the applicability of Title IX to any District program or activity may be directed to the Chief of Performance Management, Equity, and Accountability, located in the Allentown School District offices at 31 S. Penn Street, Allentown, PA 18105.

Refer to Policy #103, #248 for policy language and incident reporting procedures. Actual policy language supersedes this description. Paper versions of the policy, including incident report forms, are available at each school's main office. A copy of the Incident Report Form can be found on page 61 of this booklet.



Student Discipline - Policy #218

This policy outlines the conduct and behavior students are expected to display every day, to and from school, while attending school and participating in school-related activities on any school property, including buses and other transportation means.

Refer to Policy #218 and the Student Handbook Classifications for level of infractions.

Student Expression/Distribution & Posting of Materials - Policy #220

This policy addresses student expression in general, and the distribution and posting of materials that are not part of District-sponsored activities. Materials sought to be distributed or posted as part of the curricular or extracurricular programs of the District shall be regulated as part of the school District's educational program.

Student Records - Policy #216

This section informs parents/guardians and students of their rights to inspect the records of their child(ren) or themselves and to give consent for disclosure of these records. It also explains the conditions when parent/guardian or student consent is not required for disclosure of information. The parent has the right to write to administration and request their child(ren) opt out of sharing their child(ren)'s directory information.

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students eighteen (18) years of age or older ("eligible students") certain rights with respect to student education records.

Parents/guardians and eligible students have the right to inspect and review the school records of their child(ren) or themselves. A request to do so shall be submitted in writing to the building Principal, who will comply within 45 days of receiving the request. The Principal will make arrangements for access and will notify the parent/guardian or eligible student of the time and place where the records may be inspected.

Upon inspection and review, a parent/guardian or eligible student may request an amendment to the record by identifying in writing the portion of the record believed to be inaccurate or misleading and the reasons, and submitting this to the building Principal. If the school decides not to amend the record, the parent/guardian has the right to a hearing.

Prior consent by the parent/guardian or eligible student is required to disclose records. Prior consent is not required to disclose information under the following conditions:

1. To school officials, including teachers who have legitimate educational interests, and clerical personnel responsible for records management.
2. To schools in which a student seeks or intends to enroll.
3. To federal, state, and local authorities involving an audit or evaluation of compliance with education programs.
4. In connection with financial aid for which the student has applied or which the student has received.
5. To organizations conducting studies for or on behalf of educational institutions.
6. To parents of a dependent student or to an eligible student.

7. To comply with a judicial order or subpoena.
8. In a health or safety emergency.
9. To disclose directory information, which may include name, grade, school of attendance, extracurricular involvement, and honor roll or award attainment, unless written notification restricting such disclosure is given to the building Principal prior to the start of each school year.
10. To state or local officials in connection with serving the student under the juvenile justice system.
11. Parents or eligible students (18 years old or above) have the right to have directory information withheld upon written request.

A noncustodial parent is afforded the same rights as a custodial parent, provided there is not a court order, state statute, or legally binding document that specifically revokes these rights and has been provided to the school.

A fee will be imposed for providing a photocopy of the records to the parent/guardian or eligible student.

Complaints regarding violation of rights accorded to parent(s)/guardian(s) and eligible students with respect to student records shall be submitted to Superintendent, Allentown School District, 31 South Penn Street, P.O. Box 328, Allentown, PA 18105, in writing. All complaints will be investigated and responded to in writing within a reasonable period of time. If complaints cannot be satisfactorily resolved by the District, complaints that FERPA has not been followed can be filed with the following: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605.





Student Searches - Policy #226

School officials have the authority to lawfully search students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions without a warrant when in school, on school grounds, or when otherwise under school supervision, if there is a reasonable suspicion that the student or student's belongings contain prohibited contraband, material that would pose a threat to the health, safety and welfare of the school population, or evidence that there has been a violation of the law, Board policy, or school rules.

Controlled Substances/Paraphernalia - Policy #227

This policy prohibits students from using, possessing, distributing, and being under the influence of any controlled substances during school hours, at any time while on school property, at any school-sponsored activity, during the time spent traveling to and from school and school-sponsored activities, and while traveling in school-sponsored vehicles.

Suspension/Expulsion - Policy #233

This policy explains actions to be taken when a student is suspended or expelled from class/school. It describes the due process to be observed in regard to informal and formal hearings.

Alternative to Suspension*

Alternative to Suspension is a consequence based on school violations whereby students are supervised for a period of time in a structured setting. Students work on classroom assignments, receive homework help, or engage in social-emotional learning practices as specified by classroom teachers or as defined by their IEP (Individual Educational Program). Students must be informed of the reasons for the suspension and given an opportunity to respond. Suspensions should not exceed 10 consecutive days. Parents are to be notified of the reasons for suspension and the length of the alternative to suspension. A Principal or designee may suspend students.

** With a 5-day alternative to suspension consequence, the parent/guardian will be offered an informal meeting with the administrator.*

Out-of-School Suspension*

Out-of-school suspension is a process by which students are excluded from the learning environment for a specific period of time. Suspensions are legal excused absences, which permit students to make up missed school work. Suspensions cannot exceed 10 consecutive days and must have School Board approval.

Parents are to be notified of the reasons for suspension and the length of suspension. A Principal or designee may suspend students. Special Education guidelines must also be followed.

** After 3 days of out-of-school suspension, the student and parent/guardian are offered an informal meeting with the administrator. The hearing should take place as soon as possible after the suspension and offer to be held within 5 days of the suspension.*

Expulsion

Expulsion refers to exclusion from school by the Board for a period exceeding 10 consecutive school days and may be permanent exclusion from the school rolls.

Tobacco and Vaping Products - Policy #223

This policy prohibits student possession, use, purchase, and sale of tobacco and vaping products, including Juuls and other electronic cigarettes.

Transportation — Video/Audio Surveillance - Policy #810.2

The use of video and audio recording equipment supports efforts to maintain discipline and ensure the safety and security of all students, staff, contractors, and others being transported in District-owned, operated, or contracted school buses or school vehicles.

The use of video and audio recording on school buses and school vehicles is authorized for disciplinary and security purposes. The use of video and audio recording on any school bus or school vehicle that is not being used for a school-related purpose is prohibited. Video and audio recording is not intended for general viewing by a student, employee, parent/guardian, or the public, and shall not be made available for general viewing purposes.





Please refer to the District's website for complete policies:
www.allentownsd.org

Volunteer - Policy #916

This policy defines volunteer categories within our schools and the requirements for each. There are three volunteer categories:

1. Visitor Volunteers—who will not have extended close physical contact with students and will not be alone with students.
2. Assistive Volunteers—who will have extended close physical or one-on-one contact with students, but will never be alone with or responsible for students.
3. Independent Volunteers—who may be alone with or responsible for a student or small group of students.

Each volunteer category has different requirements and clearance approvals. Interested volunteers must meet all requirements and clearances prior to volunteering.

Weapons - Policy #218.1 and #709.1

This policy prohibits students from possessing and bringing weapons and replicas of weapons into any school District buildings, school property, school-sponsored activity, and onto any public vehicle providing transportation to school or a school-sponsored activity or while the student is coming to or from school with the exception of those belonging to law enforcement personnel and those approved by the school as part of a program. Additionally, the public may be subject to inspection of parcels or entry through metal detection devices at public events as determined by the Superintendent in consultation with the Board. Refer to the policies for a definition of a weapon and consequences for violations.

Sexual Harassment Report Form

1. Name: _____
2. School/Building: _____
3. Describe the conduct you found objectionable, including what force, if any, was used; verbal statement (threats, request, demands, etc.); what if any physical contact was involved (additional sheets may be attached):

4. Name of the person(s) alleged to be engaged in harassment:

5. If the alleged sexual harassment was directed against another person, identify the other person: _____
6. Date of incident described in #3: _____
7. Approximate time of incident in #3: _____
8. Location of incident in #3: _____
9. Names of witnesses to incident in #3: _____

10. Briefly describe the actions you would like to be taken by the School District in response to the matter you have identified:

11. Date this complaint submitted: _____

Complainant's Signature

To Complainants: Please return this form to your School Principal or to the Allentown School District Title IX Coordinator, located at the Administration Building at 31 South Penn Street, Allentown PA 18102 or email to TitleIX@allentownsd.org.

Para el reclamante: Entregue este formulario al director de su escuela o al coordinador del Título IX del Distrito Escolar de Allentown ubicado en el Edificio de Administración en 31 South Penn Street, Allentown PA 18102 o por correo electrónico al TitleIX@allentownsd.org

Firma del reclamante

11. Fecha de presentación de esta queja:

10. Describa brevemente las acciones que le gustaría que tomara el Distrito Escolar en respuesta al asunto que ha identificado:

9. Nombres de los testigos del incidente en n° 3:

8. Ubicación donde ocurrió el incidente en n° 3:

7. Hora aproximada en que ocurrió el incidente en n° 3:

6. Fecha del incidente descrito en n° 3:

5. Si el presunto acoso sexual fue dirigido a otra persona, identifique a la otra persona:

4. Nombre de la(s) persona(s) presuntamente involucrada(s) en acoso:

3. Describa la conducta que encontró objetable e incluya qué fuerza, si la hubiera, se usó; declaración verbal (amenazas, solicitudes, demandas, etc.); si hubo algún contacto físico involucrado (se pueden adjuntar hojas adicionales):

2. Escuela/Edificio:

1. Nombre:

Parent/Guardian Pledge Form

School

Homeroom/Teacher

I have received a copy of the Allentown School District official 2024-2025 Student & Family District Handbook and have reviewed it with my child(ren).

I will maintain up-to-date home, work, and emergency numbers/contacts at the school. I will also provide photo identification when visiting an Allentown School District school.

I understand the Attendance Policy (Policy #204), Bullying/Cyberbullying (Policy #249), Dress & Grooming Policy (Policy #221), and the Transportation — Video/Audio Surveillance Policy (Policy #810.2).

Name of Student

Age

Signature of Parent/Guardian

Date

Parent/Guardian Email

Parent/Guardian Cell Phone

Home Address

Please note that Board of Director policies are subject to change. The most current versions can be found on the District website at www.allentownsd.org.

Formulario de compromiso del padre/madre/tutor

Escuela _____

Salón principal/Maestro _____

He recibido una copia del Manual del Distrito Escolar de Allentown 2023-2024 y lo he revisado con mi(s) hijo(s).

Mantendré actualizados los números/contactos de la casa, trabajo y emergencia en la escuela. También mostraré una identificación con foto cuando visite una escuela del Distrito Escolar de Allentown.

Entiendo la Política de Asistencia (Política N.º 204), Acoso/Acoso Cibernético (Política N.º 249), Política de Vestimenta y Aseo Personal (Política N.º 221) y la Política de Transporte — Vigilancia por Video/Audio (Política N.º 810.2)

Nombre del estudiante _____

Edad _____

Firma del padre/madre/tutor _____

Fecha _____ / _____ / _____

Correo electrónico del padre/madre/tutor _____

Teléfono celular del padre/madre/tutor _____

Dirección del hogar _____

Tenga en cuenta que las políticas de la Junta Directiva están sujetas a cambios. Las versiones más actuales se pueden encontrar en el sitio web del distrito en www.allentownpsd.org.