



## **Student Code of Conduct**

**2024-2025**

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## District Vision

*KCSD is an inclusive community that nurtures, prepares and empowers ALL, showing everyone they matter in their journey to succeed in the world.*

## District Mission

*To inspire innovative thinkers by fostering inclusive, supportive relationships, and developing resiliency through rigorous, relevant, educational experiences.*

## Core Values

*Integrity*

*Resilience*

*Student-Centered*

*Accountability*

*Collaboration*

## Purpose Statement for the Kennett Consolidated School District's Student Code of Conduct

The purpose of the Kennett Consolidated School District's Student Code of Conduct is to ensure that all students have access to learning environments that are safe, inclusive, supportive, and just. This framework details the rights and responsibilities of all members of the school community, including students, parents/guardians, and staff. It covers preventative measures and interventions available to all students and provides clear guidelines for effectively addressing student behavior. By implementing consistently applied, evidence-based disciplinary approaches, we aim to foster a school community that protects and supports everyone while promoting equity and inclusivity.

The Student Code of Conduct applies to school community members while they are in school and at any school-sponsored activities, such as field trips or sporting events. It also extends to all students traveling to and from school by any means of transportation, including walking, school buses, and other methods. Furthermore, the Student Code of Conduct is applicable to behavior that occurs off-campus, online (including personal social media accounts), and/or outside of school hours (including weekends), if such behavior causes a substantial disruption of the educational environment.

*The Student Code of Conduct was established in accordance with [Section 12.3](#) of the Pennsylvania Code, which grants school entities the authority to adopt and enforce reasonable rules and regulations governing student conduct. This statutory authority ensures that the district can provide a safe and orderly learning environment while respecting the legal rights of students.*

## Distribution and Feedback

At the conclusion of each school year, the District will initiate a 30-day public comment period inviting feedback from staff, students, parents, guardians, caregivers, and community members on the Student Code of Conduct. This crucial period allows us to gather diverse perspectives and insights to enhance our approach. Prior to school board approval, a public hearing is conducted to ensure transparency and community engagement in the process.

At the beginning of each school year, the updated Student Code of Conduct is distributed to all members of our school community and prominently displayed on the district website. A dedicated committee of stakeholders convenes to meticulously review relevant data, discuss emerging needs, and propose necessary revisions to the framework. This annual review process ensures that our framework remains responsive and effective in promoting a positive school culture and supporting the needs of our students, while also ensuring its relevance, compliance with current regulations, inclusion of community input, and adaptability to emerging issues.

## Shared Beliefs & Commitments

In the Kennett Consolidated School District, **WE believe:**

- We can promote equity through implementation of effective policies and practices.
- Fair process is essential in fostering trust within our school community.
- All students can achieve their academic and personal goals when the right support and resources are provided.
- Trauma-informed practices are essential for creating a safe and supportive environment that prioritizes students' emotional and psychological well-being.
- Students are more likely to make positive decisions when:
  - They understand the positive behaviors expected of them.
  - They feel that staff members care about them and are committed to helping them learn and grow.
  - They feel respected.
  - All staff consistently use best practices.
  - All staff provide positive feedback for appropriate behavior and effort.

In the Kennett Consolidated School District, **WE are committed to:**

- Fostering a positive school community where all members of our community feel safe, valued, and respected.
- Ensuring that all members of our school community understand what is expected of them.
- Providing a continuum of academic, social, emotional, and behavioral supports to meet the needs of ALL students.
- Engaging individuals by listening to their perspectives, providing clear explanations for decisions, and ensuring that everyone understands what is expected of them.
- Adopting and implementing practices that enable educators to address disciplinary matters as opportunities for learning, using alternatives to exclusionary discipline whenever possible.
- Collecting and effectively utilizing data—including discipline and academic performance records, truancy data, student and stakeholder surveys, and relevant measurements—for on-going formative evaluation of disciplinary processes and their effectiveness.

## Effective School Discipline

The goal of student discipline is to guide students in developing behaviors that support academic achievement and school success, while also preparing them to be responsible and active members of a democratic society. Positive and effective school discipline is both a culture and a way of operating. It requires a school-wide, multi-tiered approach to teaching and reinforcing positive behaviors. Key components of effective discipline include:

- Clearly defined behavioral expectations that are taught and consistently reinforced.

- Clearly understood and equitably enforced consequences that are instructional rather than punitive.
- A tiered system of behavioral supports to meet the needs of each student, including universal prevention, skill-building, early identification, and intervention services.
- Data-based decision-making within a multidisciplinary problem-solving team (school and individual student level).
- Modeling of expected behaviors by ALL staff.
- Culturally responsive positive discipline approaches that help mitigate bias.
- Ongoing, professional development to increase school staff capacity to implement effective, positive, and equitable discipline practices.

## Approaching Discipline Through a Multi-Tiered System of Support (MTSS)

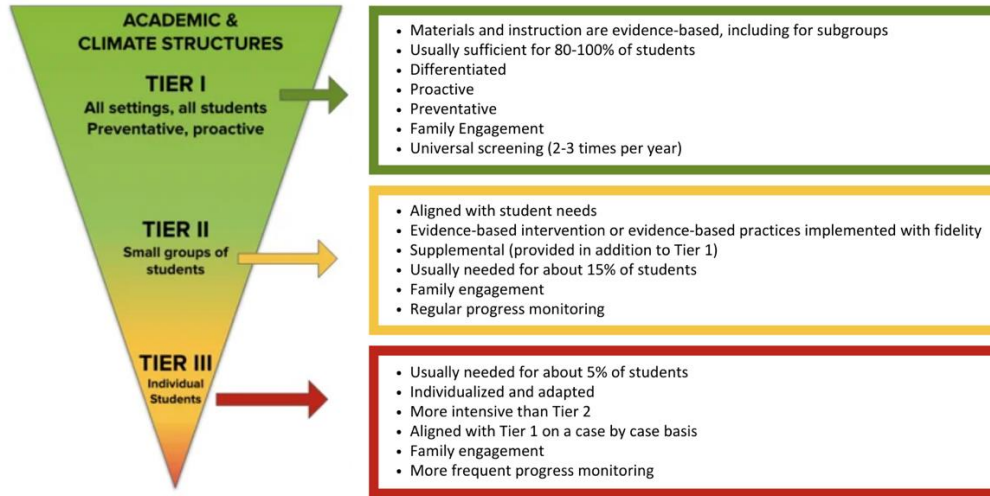
MTSS is an evidence-based framework designed to address each student's educational, social, emotional, and behavioral needs through a continuum of practices. It includes universal screening to identify support needs, tiered interventions tailored to evidence and diversity, ongoing progress monitoring for effective adjustments, and data-driven decision-making for resource allocation and professional development. This approach ensures all students receive the necessary support to succeed academically, socially, and emotionally.

- *Universal Supports (Tier 1): These foundational supports aim to establish a proactive, positive, and supportive school community where all students feel connected.*
- *Targeted Supports (Tiers 2 and 3): These levels offer additional instruction and individualized interventions to enhance student success.*

KCSD has developed a multi-year action plan, which outlines the steps that will be taken over the next three school years to expand the district's MTSS framework to include instruction and intervention related to the development of social, emotional, and behavioral skills. The plan emphasizes four priority areas: positive behavior supports, social and emotional learning, trauma-informed restorative practices, and mental health supports and services.

**KCSD has chosen to integrate the Student Assistance Program (SAP) into the district's MTSS framework.** SAP is designed to support students who are experiencing difficulties that impact their academic performance and overall well-being. SAP teams, consisting of trained school staff, work collaboratively to identify and address various issues, including mental health concerns, substance abuse, and behavioral problems.

## KCSD's Integrated Tiered Framework



Tier of Support:	Definition:	Evidence-Based Practices/Strategies:
Tier 1	<ul style="list-style-type: none"> <li>• Usually sufficient for 80-100% of students</li> <li>• Materials and instruction are evidence-based, including for subgroups</li> <li>• Differentiated</li> <li>• Proactive</li> <li>• Preventative</li> <li>• Family Engagement</li> <li>• Universal screening (2-3 times per year)</li> </ul>	<ul style="list-style-type: none"> <li>• Development of school-wide behavioral expectations and translation of those expectations into school rules/agreements</li> <li>• Explicit instruction of school rules/agreements</li> <li>• Consistent reinforcement of school rules/agreements</li> <li>• Clear, concise, and consistent communication to families</li> <li>• Emphasis on relationship building</li> <li>• Resiliency</li> <li>• Allowing for student choice/agency</li> <li>• Teaching age-appropriate social-emotional competencies</li> <li>• Trauma informed practices                             <ul style="list-style-type: none"> <li>○ Restorative practices                                     <ul style="list-style-type: none"> <li>▪ Community Building Circles</li> <li>▪ Teaching Circles</li> <li>▪ Calming Areas</li> <li>▪ Affective Statements</li> </ul> </li> </ul> </li> <li>• Mental health and wellness education (e.g., training in QPR and Teen Mental First Aid)</li> <li>• Role of diversity, equity, inclusion and belonging</li> </ul>



Tier 2	<ul style="list-style-type: none"> <li>• Usually needed for about 15% of students</li> <li>• Aligned with student needs</li> <li>• Evidence-based intervention or evidence-based practices implemented with fidelity</li> <li>• Supplemental (provided in addition to Tier 1)</li> <li>• Family engagement</li> <li>• Regular progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Low intensity classroom-based supports (e.g., observation &amp; feedback, Check-in/Check-Out (CICO), daily report card, etc.)</li> <li>• Brief individualized interventions</li> <li>• Small group, skill-based interventions and group counseling provided by the school counselor</li> <li>• Restorative Practices <ul style="list-style-type: none"> <li>○ Restorative inquiry</li> <li>○ Restorative chat</li> <li>○ Peer mediation/ mentor</li> </ul> </li> </ul>
Tier 3	<ul style="list-style-type: none"> <li>• Usually needed for about 5% of students</li> <li>• Individualized and adapted evidence-based intervention or evidence-based practices implemented with fidelity</li> <li>• More intensive than Tier 2</li> <li>• Aligned with Tier 1 on a case by case basis</li> <li>• Family engagement</li> <li>• More frequent progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Individual behavior and crisis plan</li> <li>• Individual counseling provided by the school counselor, school social worker, or other certified mental health professional</li> <li>• Referral to community-based services</li> <li>• Re-entry plans</li> <li>• Restorative practices <ul style="list-style-type: none"> <li>○ Restorative circles</li> <li>○ Restorative conference</li> </ul> </li> </ul>

**Note:** *The district has adopted a 2-tier framework for MTSS at the secondary level, integrating Tier 2 practices into Tier 1 to ensure that students receive the most intensive level of support as soon as possible. Recognizing the urgency when a student struggles at the secondary level, this approach is critical to keeping students on track for graduation.*

### Restorative Practices at the Core

The Kennett Consolidated School District is committed to implementing a continuum of Restorative Practices, aiming for full integration by the end of the 2026-2027 school year.

Schools implement restorative practices to foster a sense of belonging and strong relationships within the learning community as well as to address behavior or wrongdoing effectively when it occurs. Evidence-based studies indicate that these practices improve school climate and human connections, promote student health and wellbeing, lower discipline rates, and reduce racial disparities in school discipline. They recognize the value of each individual's experiences, view conflicts as opportunities for growth, and help develop accountability, cooperation, and problem-solving skills.

There is a continuum of restorative practices that range from informal (e.g., affective statements) to formal (e.g., mediation) is included below.

## Common Types of Restorative Practices



### Rights & Responsibilities

In the Kennett Consolidated School District, every member of our school community plays a vital role in fostering an environment that supports both academic achievement and social development. Each individual has rights that are essential to their educational experience, but these rights come with corresponding responsibilities. By upholding these responsibilities, we ensure that all students, staff, and families can contribute to a respectful and productive learning environment. It is our collective commitment to these principles that helps build a strong, supportive school community.

#### Students

Kennett Consolidated School District (KCS D) students are expected to follow the guidelines outlined in Pennsylvania Code Section 12.1 and Section 12.2, which outline their rights to a free and appropriate education and provide rules for maintaining a safe and conducive learning environment. Section 12.1 ensures students receive an education that is free, thorough, and efficient, while Section 12.2 sets expectations for student behavior and fosters a respectful atmosphere.

For further details, please refer to [Section 12.1](#) and [Section 12.2](#) of the Pennsylvania Code.

Students have a right to:

- Receive a sound, quality education in a safe, orderly environment that promotes learning.
- Be treated with respect, fairness, and dignity by peers and school staff.
- Participate in and organize student activities and clubs, with approval from the school principal.
- Dress in a manner that expresses personality, provided it does not disrupt the learning environment.

- Serve on school-wide committees that influence the educational process, as designated by school personnel.
- Contribute to school publications and express opinions through newspapers, social media, and newsletters under faculty advisor oversight.
- Exercise freedom of inquiry and expression, within legal limits and without diminishing the rights of others.
- Be protected from intimidation, harassment, or discrimination based on race, color, weight, national origin, ethnic group, religion, sex, gender identity, sexual orientation, or disability, by both school employees and students on school property or at school-sponsored activities.

Students have the responsibility of:

- Taking ownership of and actively participating in their learning.
- Attending school daily, arriving on time, and coming prepared for learning.
- Being truthful and accountable for their words and actions.
- Respecting themselves and others in class, on school grounds, on buses, and at any school-related activity.
- Respecting the rights and feelings of fellow students, parents, guardians, caregivers, school staff, visitors, and guests.
- Knowing and complying with school district rules, expectations, and policies.
- Working to correct and improve behavior through restorative interventions.
- Expressing thoughts and opinions in a polite, respectful, and courteous manner.
- Respecting others' personal space.
- Participating in learning communities, helping formulate school rules and procedures, engaging in school-related activities, and fostering a culture of respect for learning and others.
- Seeking help and assistance when needed.
- Taking care of property belonging to others or the school.
- Contributing to making the school community free from violence, intimidation, bullying, harassment, and discrimination.

### Parents/Guardians/Caregivers

Parents/Guardians/Caregivers have a right to:

- Actively participate in their children's education.
- Expect courteous, fair, and respectful treatment from all school staff.
- Receive timely information about policies and procedures concerning their children.
- Receive interim reports from school staff on academic progress and behavior.
- Be notified of inappropriate or disruptive behaviors by their children and any resulting disciplinary actions.

- Be informed about due process procedures for disciplinary matters concerning their children.
- Receive information on ways to improve their child's progress, including counseling, tutoring, after-school programs, academic programs, and mental health services.
- Receive information about services for Students with Disabilities and Multilingual Learners (MLL).
- Be contacted if their child is believed to have committed a crime or if police are called.
- Receive communication in their preferred language.

Parents/Guardians/Caregivers have the responsibility of:

- Providing updated contact information to the Registration Office and their child's school.
- Ensuring that their child attends school regularly and on time.
- Notifying the school promptly about absences and reasons. (For additional [information on the attendance, click here.](#))
- Informing school officials about any concerns or complaints.
- Supporting children by creating a conducive environment for homework and fostering good study habits.
- Collaborating with school staff to address any academic or behavioral challenges their children may face.
- Engaging in conversations with their children about expectations and behavior.
- Teaching and modeling respect.
- Advocating for their children and actively participating in the school community.
- Attending meetings and monitoring their child's grades and progress.
- Maintaining respectful and courteous behavior towards staff, other parents, guardians, caregivers, and students while on school premises.
- Educating children that all students have the right to attend school and be treated with respect and dignity, regardless of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex.

*It is important to note that all [parents have access to the Skyward Parent Portal](#). The Skyward Parent Portal contains helpful information for parents and guardians to support and guide their children through the educational process. Parents and guardians can access the portal to view their child's classwork, attendance, and discipline records. Parents who are unable to access the Skyward Parent Portal should contact their child's principal for additional support.*

## Educators & Staff

Educators and Staff (including Administrators) have the right to:

- Work in a safe and orderly environment.
- Be treated courteously, fairly, and respectfully by students, parents, guardians, caregivers, and other school staff.

- Communicate concerns, suggestions, and complaints.
- Receive supportive professional development and training.
- Receive necessary resources.

Educators and Staff have the responsibility of:

- Supporting and nurturing students' academic and social growth.
- Ensuring disciplinary measures are age-appropriate and understanding-based.
- Demonstrating respect and courtesy towards students, parents, guardians, and caregivers.
- Acting as positive role models for students.
- Collaborating and scheduling meetings with students, parents, guardians, caregivers, and others to address academic and behavioral concerns.
- Making accommodations for families limited by work schedules, transportation, or distance from school.
- Providing regular updates to families on students' progress, challenges, efforts, and accomplishments.
- Encouraging student participation in classroom, extracurricular, and other school activities.
- Consistently and fairly enforcing school rules, policies, and procedures.
- Addressing incidents of discrimination and harassment that threaten the well-being of students, employees, or others on school grounds, and promptly reporting such incidents to appropriate school staff or the Dignity Act coordinator.
- Striving to meet students' individual needs with equitable support.

#### Building & District Level Administrators

Administrators have the responsibility of:

- Promoting a safe, supportive, and orderly school environment for all school community members, regardless of (actual or perceived) race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
- Reviewing procedures for reporting behavior offenses with all staff at the beginning of the school year.
- Maintaining confidentiality and respecting students' and parents' rights to privacy.
- Developing the capacity of staff, students, and families to intervene regarding behavioral concerns.
- Ensuring equity and that all students are treated fairly.
- Partnering with parents, guardians, and caregivers through the facilitation of the multi-disciplinary team process.
- Treating students, staff, and families courteously, fairly, and respectfully.

## Board of School Directors

The Board of School Directors have the responsibility of:

- Promoting a safe, supportive, and orderly school environment for all school community members, regardless of (actual or perceived) race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
- Annually approving the Kennett Consolidated School District's Student Code of Conduct.
- Collaborating with the Superintendent to address issues of discrimination, harassment, or any situation that threatens the emotional or physical health or safety of any student, school employee, or person lawfully on school property.
- Ensuring that district policies promote and ensure equity.
- Working to eliminate disparities based on race, ethnicity, economics, and disability in student achievement.
- Treating students, staff, and families courteously, fairly, and respectfully.

## The Role of School Resource Officers

In the Kennett Consolidated School District, we acknowledge the vital role that school resource officers (SROs) play in enhancing school safety and fostering positive relationships with students. Our SROs are trained according to the standards set by the National Association of School Resource Officers, which equips them to effectively support our school safety teams. However, it is important to emphasize that SROs will not be involved in school discipline matters.

To formalize this distinction, we will be developing a memorandum of understanding (MOU) that will clearly define the roles and responsibilities of SROs and other school-based law enforcement officials. This MOU will specify that SROs are not involved in student discipline; such matters remain under the jurisdiction of our school administrators. SROs and law enforcement personnel will only engage in situations where there is a legal violation or a need to protect students and staff, such as cases involving weapons on campus. These instances will be treated as legal actions rather than disciplinary ones.

By establishing this MOU, we aim to ensure that the responsibilities of our SROs are clearly defined and that our approach to discipline remains fair, consistent, and aligned with our educational objectives.

## Equal Opportunity and Anti-Discrimination Statement

Kennett Consolidated School District (KCS D) is dedicated to ensuring an educational environment free from discrimination. We protect all students from unfair treatment based on race, color, national origin, ancestry, sex, religion, age, or disability, as required by state and federal laws. This protection includes safeguarding students from retaliation for filing complaints or participating in investigations.

KCSD does not allow discrimination through practices like segregating students, applying different rules based on protected classes, or creating a hostile environment. We promptly address any issues of harassment and ensure students with disabilities have equal access to all facilities, programs, and activities. For more information, refer to [Section 12.4](#) of Pennsylvania Code, the Pennsylvania Human Relations Act, Title VI of the Civil Rights Act, Title II of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and Title IX of the Education Amendments.

## Key School Board Policies for Students and Families

### [Non-Discrimination Based on Sex \(School Board Policy 103.2\)](#)

The district adheres to Title IX of the Education Amendments of 1972, which prohibits discrimination based on sex in any education program or activity receiving federal financial assistance. As outlined in School Board Policy 103.2, the district ensures that all members of the school community have equal access to educational opportunities and services. The policy details the procedures for handling complaints of sexual harassment, specifying the roles of the Title IX Coordinator, investigators, and decision-makers. Complaints can be addressed through formal investigations or informal resolutions, including mediation or restorative justice, with an emphasis on fairness, impartiality, and confidentiality. The district also prohibits retaliation and provides resources to support those affected.

### [Confidential Communications \(School Board Policy 207\)](#)

Confidentiality in written and oral communications between students and school personnel is crucial and protected by federal and state laws, regulations, and policy. Such communications are kept confidential unless the health, welfare, or safety of a student is at risk, in which case information may be disclosed to parents, guardians, building principals, or appropriate authorities to ensure their protection and well-being.

### [General Disciplinary Requirements & Procedures \(School Board Policy 218\)](#)

The Kennett Consolidated School District's Student Code of Conduct outlines essential guidelines to ensure a safe, respectful, and conducive learning environment. This policy adheres to Chapter 12, Section 12.3(c) of the State Board of Education Rules, detailing students' rights and responsibilities alongside disciplinary procedures. It emphasizes students' entitlement to a free education, mandatory attendance, and protection against discrimination. Moreover, it delineates appropriate responses to various offenses, ensuring that discipline is fair and consistent.

### [Weapons Policy \(School Board Policy 218.1\)](#)

To ensure the safety of students and staff, the possession of weapons on school property and at school-sponsored activities is strictly prohibited. Weapons include knives, firearms, and any other items capable of causing serious harm. Students found with a weapon will face a minimum one-year expulsion, with modifications considered on a case-by-case basis. This policy adheres to all relevant state and federal laws, ensuring a secure educational environment.

### [Student Expression Policy \(School Board Policy 220\)](#)

Students have the right to express themselves through words or symbols and distribute materials, but this right must be balanced with maintaining an orderly school environment and protecting the rights of all community members. Prohibited expressions include those that libel individuals, promote religious supremacy, advocate dangerous substances, are obscene, incite violence, or solicit funds without approval. Procedures are in place to review and regulate material distribution to prevent interference with school operations.

### [Dress and Grooming Policy \(School Board Policy 221\)](#)

The Board acknowledges the importance of allowing students and their families to decide on appearance but reserves the right to impose limitations if choices disrupt the educational program or pose health or safety risks. Specific attire may be required for certain activities to ensure safety. The building principal is responsible for enforcing the dress code, with input from staff, students, and parents considered in shaping the guidelines.

### [Tobacco and Vaping Products Policy \(School Board Policy 222\)](#)

In recognition of the health hazards posed by tobacco and vaping products, including Juuls and other electronic cigarettes, their possession, use, purchase, and sale are prohibited on school property, school buses, and at school-sponsored activities. Tobacco products are defined broadly to include nicotine-containing or tobacco-derived products and electronic nicotine delivery systems. Violations will result in disciplinary actions, with adherence to state and federal laws, including provisions for students with disabilities.

### [Searches \(School Board Policy 226\)](#)

The policy on student searches emphasizes the importance of student safety while respecting privacy. All lockers are the property of the district, and students are encouraged to keep them secure. Lockers may not be used to store illegal or dangerous items. School authorities have the right to search lockers if they suspect misuse, with students generally notified and present during searches. However, in cases of reasonable suspicion where the locker contents may pose a threat to health, safety, or welfare, searches can be conducted without prior warning. Any prohibited materials found may be used as evidence in disciplinary proceedings. The superintendent is responsible for establishing procedures to ensure the proper conduct and documentation of these searches.

### [Drugs and Alcohol Policy \(School Board Policy 227\)](#)

The Board is committed to protecting the school community from the dangers of drugs, alcohol, and other substances through education, prevention, and intervention. The Board and administration address these issues through curriculum, the Student Assistance Program (SAP), classroom activities, community support, and disciplinary procedures. The use, possession, or distribution of controlled substances, including illegal drugs and alcohol, is prohibited on school grounds, during school activities, or under school jurisdiction, with violations potentially leading to suspension, expulsion, and referral for prosecution.



### [Anti-Bullying Policy \(School Board Policy 249\)](#)

The Board is dedicated to providing a safe, positive learning environment and prohibits bullying, including severe, persistent, or pervasive acts in school settings, such as cyberbullying. Students are encouraged to report bullying incidents to the building principal or designee, with complaints investigated promptly and objectively. Reports may also be reviewed for potential violations of other Board policies. If a student's behavior poses a safety threat, staff must report it to the threat assessment team, and allegations involving discrimination will be investigated under both bullying and discrimination policies with the Compliance Officer and Title IX Coordinator involved.

### [Acceptable Use of Internet, Computers, and Network Resources \(School Board Policy 815\)](#)

Technology is a crucial tool for education and daily operations. The use of District computers, Internet access, and network resources must align with educational objectives and is intended for school-related purposes. This policy covers all users of District technology, including personal devices on our network. Responsible use is required, avoiding actions that could harm individuals, disrupt the educational environment, or involve illegal activities such as cyberbullying. The District reserves the right to monitor technology use, and violations may lead to disciplinary actions and loss of technology privileges.

### [School Visits Policy \(School Board Policy 907\)](#)

The Board values parental involvement and the community's interest in our educational programs. To ensure a stable and safe learning environment, the Board has set guidelines for school visits. Parents/guardians and designated experts may visit classrooms or program sites under specific conditions, such as when their child is enrolled in that program. All visits must be scheduled in advance and approved by the building principal and/or Director of Pupil Services & Supports. Visitors are required to follow all safety protocols, including registering at the office and adhering to set guidelines. Disruptive behavior or non-compliance with these rules may result in restricted access to school facilities.

## [Academic Integrity](#)

In the Kennett Consolidated School District, we value academic integrity as the foundation of our educational community. Academic integrity requires that students produce work that genuinely reflects their individual skills and abilities. This means all assignments, tests, and projects should be completed honestly and without unauthorized or inappropriate assistance. Upholding these standards ensures fairness and trust among all students and helps maintain the integrity of our academic programs. We are committed to fostering an environment where students can learn, grow, and achieve based on their own merits.

When students adhere to academic integrity, they:

- Demonstrate acquired knowledge or use teacher-approved resources on exams, tests, and quizzes.

- Produce work, including writing and images, that reflects their own individual thoughts unless approved otherwise. When utilizing external sources, they must accurately and appropriately cite them.
- Responsibly contribute to the completion of collaborative work.

When students violate academic integrity, they:

- Dishonestly enhance the quality or accuracy of their work through the assistance of external sources (peers, electronic means, and copies of completed work).
- Plagiarize the ideas and work of others without appropriate and accurate citation.
- Use another student’s work to copy or provide work to be copied for homework and/or other assignments.

Violating this practice or expectation is a violation of the Student Code of Conduct. In addition to the consequences noted under levels of response, individual buildings can impose other consequences as long as the expectation and potential consequences were clearly communicated.

## Attendance

Every day counts! Attendance in school is required by law and is essential for student success. The Board requires that students attend school every day it is in session, except for valid reasons such as illness, family emergencies, or medical appointments. Regular attendance positively impacts student achievement—academically, socially, and emotionally.

When a student is absent, schools provide prompt notice to parents/guardians via email, text message, and phone call. Parents must provide written excuses for absences within three days. The first ten absences can be verified with a parent note. However, if a student exceeds ten absences, even if some or all of those absences are excused by a medical note, any additional absences will require documentation from a medical professional and cannot be excused by a parent note.

## Excused/Lawful Absences

A student may be excused from school for the following reasons:

- **Illness:** Including being dismissed by school staff for health reasons.
- **Professional Health Care:** Visits to licensed practitioners for therapy or medical services.
- **Family Emergency:** Urgent family situations.
- **Recovery from Accident:** Healing from injuries sustained in an accident.
- **Required Court Attendance:** Necessary legal obligations.
- **Death in the Family:** Attending to family matters following a death.
- **Participation in Specific Events:**
  - Projects sponsored by 4-H or FFA groups (with prior written request).

- Musical performances for national veterans' organizations (with a signed excuse).
- **Religious Holidays:** Observing holidays recognized by a bona fide religious group (with prior written request).
- **Educational Tours or Trips:** Non-school-sponsored tours or college visits (with prior documentation and approval).
- **Other Urgent Reasons:** Includes circumstances related to homelessness and foster care.

Note: The District may place limits on the number and duration of some absences.

### Unexcused Absences

Any absence without a valid written excuse is considered unexcused. Examples include babysitting, waking up late, or vacations. Absences are deemed unexcused until a valid written excuse is provided within three days.

If a student accumulates three or more **unexcused** absences, the school will notify the family and may offer a School Attendance Improvement Conference to address and improve the student's attendance. Continued issues may lead to involvement of community programs or legal action. Truancy-related suspensions or transfers are not permitted.

### Virtual/Flexible Instructional Days (FID)

A parent note is required when a student does not participate in a virtual/Flexible Instructional Day (FID), as these days are mandatory and fall under the attendance policy. Please ensure that written excuses are submitted to account for any missed participation within three days.

For further details, please refer to the full policy [here](#).

### Safe2Say Something Program

The Kennett Consolidated School District (KCS D) is committed to the safety and well-being of our students and staff. In January 2019, we adopted the Pennsylvania "Safe2Say Something" (S2SS) anonymous reporting system. This program, established by Act 44 of 2018, educates students, teachers, and administrators on recognizing warning signs and signals of individuals who may pose a threat to themselves or others. It encourages reporting these concerns to a trusted adult or through the anonymous S2SS system via a mobile app, website, or crisis hotline.

It teaches students what to look for in social media, texts, videos, and photos, helping them support their peers. By fostering a vigilant and proactive environment, KCS D aims to prevent school violence, reduce bullying, and address other safety concerns effectively. The program is age-appropriate, research-based, and available at no cost to our school.

#### Tip Submission



## Guidelines for Addressing Student Behavior

In accordance with School Board Policy 218, School officials must refer to this document when determining how to respond to problem behaviors including appropriate interventions and consequences. Practices that allow educators to address behavior concerns as opportunities for learning, instead of punishment, are far more successful in changing a student's behavior than imposing punitive measures.

In determining how to best address problem behaviors, it is necessary to evaluate all the circumstances surrounding the behavior. Factors to consider before determining consequences and interventions include:

- *The student's age and health*
- *The student's disability*
- *The student's disciplinary record*
- *Appropriateness of the student's academic placement*
- *Disciplinary consequences and interventions applied in response to prior behavior violations*
- *Nature, severity, and scope of the behavior*
- *The circumstances in which the conduct occurred (including antecedents and/or setting events)*
- *The student's understanding of the impact of their behavior*
- *Seriousness of the behavior and the degree of harm caused*
- *Impact on the overall school community*
- *The student's Individualized Education Plan (IEP), Behavioral Intervention Plan (BIP), and 504 Accommodation Plan, when applicable*
- *The student's response to intervention*

Kennett Consolidated School District recognizes the importance of pairing consequences with meaningful interventions when addressing student behavioral issues. In our approach, responses to student behavior will include both intervention and/or a consequence. A consequence must always be accompanied by meaningful intervention, which may involve corrective feedback, re-teaching, or restorative practices when harm has occurred. This balanced approach ensures that students not only face appropriate consequences but also receive the instruction and guidance needed to learn from their mistakes, supporting our goals of equity, minimizing disruptions, and maximizing instructional time.

### Exclusions from School and In-School Suspensions

In the Kennett Consolidated School District, exclusion from school can be either suspension or expulsion, each with specific procedures to ensure fairness.

#### **Suspension:**

Suspension means a student is excluded from school for one (1) to ten (10) consecutive days. This decision can be made by the principal or school leader. Before a suspension, the student

must be informed of the reasons and given a chance to respond. If immediate suspension is needed due to safety concerns, prior notice may not be given.

Parents/guardians and the Superintendent will be notified in writing right after the suspension. If the suspension lasts more than three (3) consecutive days, an informal hearing will be offered to discuss the situation. An informal hearing is a meeting held at your child's school, led by the Director of Pupil Services & Supports or the Assistant Superintendent, with the building principal or an assistant principal also present. During this meeting, restorative questions guide the discussion. The goal is to review the incident, allow the student and parents to share any additional relevant information, discuss necessary supports and interventions, and address any other concerns.

Suspensions cannot exceed ten (10) days and cannot be consecutive beyond this period. Students must make up missed work and exams according to Board guidelines.

### **Expulsion:**

Expulsion means a student is excluded from school for more than ten (10) consecutive school days and could be permanently removed from the school rolls. Expulsions require a formal hearing. The formal hearing will occur during the period of suspension. If it is not possible to hold the formal hearing within that timeframe, the student may be excluded for a longer period, particularly when their presence in class would constitute a threat to the health, safety, and welfare of others. A student may not be excluded from school for longer than fifteen (15) school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded shall be provided with alternative education, which may include home study.

Students under eighteen (18) must still receive education, even if expelled. Their parents/guardians are initially responsible for finding alternative schooling or programs. They must provide proof of this within thirty (30) days of the Board's decision. If parents/guardians are unable to make the necessary arrangements, they must notify the district, which will then arrange education for the student within ten (10) days of receiving such notification. Students with disabilities will receive the required services as per federal law.

### **In-School Suspension:**

In-school suspension (ISS) means the student stays at school but is temporarily removed from regular classes. ISS will be guided by a restorative approach, focusing on repairing harm and restoring relationships. Before the suspension starts, the student will be informed of the reasons and given an opportunity to respond, with a restorative conversation to explore the impact of their actions and discuss ways to make amends. Parents/guardians will be notified in writing. If the in-school suspension lasts more than ten (10) days, an informal hearing will be offered before the eleventh day. The school will continue to provide educational services during this period, while also engaging the student in restorative practices to support their reintegration into the school community.

## Behaviors & Responses

The Kennett Consolidated School District Code of Conduct classifies problem behaviors as either minor or major offenses.

A **minor offense** is a low-level behavior that can be addressed through classroom-based interventions and responses. These behaviors do not pose a threat to the health, safety, or welfare of others. Repeated minor offenses, depending on their nature and frequency, may escalate and be reclassified as a major offense, warranting more significant consequences and interventions.

A **major offense** is a serious behavior that poses a threat to the health, safety, or welfare of others or significantly disrupts the learning environment. Major offenses often require immediate and more intensive interventions beyond classroom-based responses. More serious major offenses may also require referral to law enforcement.

In addition, the district has developed five levels of response to problem behavior as outlined below.

- **LEVEL 1: Classroom-Based Interventions and Responses**

- For minor, teacher-managed offenses, interventions and responses may include, but are not limited to: affective statements/questions, prompting/redirection (from least to most intrusive), reteaching expected behavior (in private), restorative chat/conversation, reflection sheet, parent contact, peer mediation, short-term loss of privileges, staff-imposed break, seat change, teacher-assigned lunch or after-school detention, parent conference, behavior contract, daily report card, and referral to the Kennett Intervention Team (KIT).

- **LEVEL 2: Administrative Interventions and Responses**

- For repeated minor offenses or initial lower-level major offenses, administrative interventions and responses build on Level 1 strategies and may include, but are not limited to: restorative chat/conversation, reflection sheet, parent contact, restorative conference/mediation, short-term loss of privileges (including loss of transportation and extracurricular activities for 1-4 school days), administrator-assigned lunch or before/after-school detention (restorative session), parent conference, behavior contract, daily report card, consultation with behavior specialist consultant and/or BCBA, referral to the Kennett Intervention Team (KIT), in-school suspension, teacher/schedule change, out-of-school suspension (1-3 days), and assignment of online/e-learning courses.

- **LEVEL 3: Administrative Interventions and Responses**

- For persistent minor offenses and more serious major offenses, interventions and responses may include, but are not limited to: out-of-school suspension (1-3 days),

restitution or repair of property, campus or community service, referral to an outside agency, and assignment of online/e-learning courses.

- *LEVEL 4: Intensive Administrative Interventions and Responses*

- For severe or persistent major offenses, interventions and responses may include, but are not limited to: out-of-school suspension (4-10 days), informal hearing, restitution or repair of property, campus or community service, referral to an outside agency, diversion, and assignment of online/e-learning courses.

- *LEVEL 5: Intensive District-Level Interventions and Responses*

- For the most serious offenses, interventions and responses may include, but are not limited to: expulsion (10+ days), alternate placement, formal hearing, referral to local enforcement, restitution or repair of property, campus or community service, diversion, and referral to an outside agency.

In alignment with our progressive discipline approach, if a behavior falls under two or more levels, the lowest level of intervention and disciplinary response should be applied first. For example, if a student refuses to follow directions, intervention strategies and responses in Level 1 should be used before escalating to Level 2 response

In all cases, school personnel authorized to impose the consequence or response must inform the student of the alleged misconduct and investigate the facts surrounding it. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary consequence (Due Process). If students are given penalties other than a verbal warning, parents, guardians, and caregivers should be notified before the consequence is imposed.

#### *Use of Exclusionary Discipline in Early Elementary Grades (K-2):*

In Kennett Consolidated School District, we recognize that aggressive behavior in young children often stems from difficulty communicating their wants, needs, and/or feelings. For students in grades K-2, exclusionary discipline such as suspension will be limited and used only when necessary to ensure the safety of all students. If such action is required, it will be accompanied by an immediate intervention plan developed in collaboration with parents or guardians to address the underlying issues and support the child's development.

#### *Returning to School After Suspension:*

Re-entry meetings are required for students returning from suspension (4-10 days in length). These meetings will follow the restorative process, focusing on repairing harm, restoring relationships, and addressing the underlying causes of the behavior. A personalized plan will be developed to ensure that students receive the care, intervention, and support necessary for a successful reintegration into school.

## Hearings & Due Process

In the Kennett Consolidated School District, education is a statutory right, and due process is essential for any disciplinary action that may result in a student's exclusion from school. When a possible expulsion is considered, the student is entitled to a formal hearing to ensure fairness and transparency.

### Formal Hearings:

A formal hearing is required any time a student is being recommended for expulsion. A formal hearing may be conducted by the Board of School Directors, a Committee of the Board, or a qualified hearing examiner appointed by the Board. The hearing must adhere to the following due process requirements:

- **Notification:** Parents/guardians will receive a written notice of the charges by certified mail. This notice will include the time and place of the hearing, which will be scheduled with at least three (3) days' notice. The notice will also include a copy of the expulsion policy, information about the right to legal representation, and hearing procedures. If needed, the hearing can be rescheduled for good cause.
- **Privacy:** The hearing will be held in private unless the student or parent/guardian requests a public hearing.
- **Representation:** The student may be represented by legal counsel at the parents'/guardians' expense and may have a parent/guardian present during the hearing.
- **Witnesses:** The student has the right to be informed of the names of witnesses against them, and to receive copies of their statements and affidavits. The student can request that these witnesses appear in person to answer questions or be cross-examined.
- **Testimony:** The student has the right to testify and present their own witnesses.
- **Record Keeping:** A written or audio record of the hearing will be maintained. The student is entitled to a copy of this record at their own expense, though a free copy will be provided if the student is indigent.
- **Timeliness:** The hearing must occur within fifteen (15) school days of notification of charges, unless otherwise agreed upon or delayed for specific reasons, such as pending evaluations or legal proceedings. *Notice of the right to appeal the hearing's outcome will be provided with the expulsion decision.*

### Informal Hearings:

An informal hearing provides the student an opportunity to present their side of the story and discuss the circumstances surrounding a potential suspension. It is intended to gather relevant information and explore ways to prevent future offenses. The informal hearing will:

- **Notification:** Parents/guardians and the student will receive written notice of the reasons for the suspension and sufficient notice of the time and place of the hearing.



- **Rights:** The student has the right to question witnesses, speak, and present their own witnesses.
- **Scheduling:** The informal hearing will be offered within the first five (5) days of the suspension.

These procedures are designed to ensure that all students are afforded fair and just consideration in disciplinary matters, maintaining the integrity of our educational environment.

## Students with Disabilities

Students with disabilities are subject to the Student Code of Conduct but must also receive a Free and Appropriate Public Education (FAPE) as required by the Individuals with Disabilities Education Act (IDEA) and [Chapter 14 of the PA Code](#).

### Suspensions

- **Intellectually Disabled Students:** These students can only be suspended or removed from school with written consent from the parent/guardian or approval from the Bureau of Special Education of the Pennsylvania Department of Education (PDE).
- **Other Special Education Students:** The district may suspend these students for up to ten (10) consecutive school days or fifteen (15) cumulative school days in a year without providing special education services as per their IEP.

### Manifestation Determination

A Manifestation Determination meeting must be conducted when there is a change in placement due to disciplinary action. For students identified as intellectually disabled, a one-day suspension is considered a change in placement. For all other students with disabilities, a suspension of ten consecutive days or fifteen cumulative days is considered a change in placement.

This meeting assesses whether the behavior was caused by or related to the student's disability or the school's failure to implement the IEP. If the behavior is linked to the disability, the proposed disciplinary action may be adjusted.

For certain serious infractions—such as possession of illegal drugs, carrying a weapon, or inflicting serious bodily injury—the school may request a 45-day placement in an alternative educational setting, even if the behavior is determined to be a manifestation of the student's disability. This placement allows time for reassessment and intervention, and cannot exceed 45 days.

## KCSD Progressive Discipline Matrix

Infraction/Offense (see pages 32-36 for definitions)	Major or Minor	Levels of Response					Mandatory Notification to Law Enforcement (Per Safe Schools)	Discretionary Notification to Law Enforcement (Per Safe Schools)	Notes:
		1	2	3	4	5			
Arson	Major				X	X	X		
Assault Against Staff Member	Major				X	X	X		
Assault Against Student	Major				X	X	X	X	<i>Referral to law enforcement is required when the behavior constitutes aggravated assault consistent with the definition outlined in Section 2702 of the Crimes Code</i>
Bomb Threat	Major				X	X		X	
Bullying/Cyber-bullying <i>(to include harassment)</i>	Major		X	X	X	X		X	<i>Law enforcement may be notified when the behavior constitutes harassment consistent with the definition outlined in Section 2709 of the Crimes Code.</i>
Bus Misconduct	Minor	X	X	X					
Cut Academic Commitment	Minor	X	X	X					<i>Out of school suspension will not be utilized as response to cutting class.</i>
Damaging School Property	Minor	X	X	X					

Infraction/Offense (see page X definitions)	Major or Minor	Levels of Response					Mandatory Notification to Law Enforcement (Per Safe Schools)	Discretionary Notification to Law Enforcement (Per Safe Schools)	Notes:
		1	2	3	4	5			
Disorderly Behavior/Horseplay	Minor	X	X	X					
Disregard School/Class Rules	Minor	X	X	X					
Disruptive Behavior	Minor	X	X	X					
Dress Code Violation	Minor	X	X						
Fighting	Major			X	X	X			
Forgery			X <i>(K-5 only)</i>	X	X				
Gambling			X <i>(K-5 only)</i>	X	X				
Hazing					X	X			
Improper/Negligent/Reckless Operation of a Motor Vehicle			X <i>(9-12 only)</i>	X <i>(9-12 only)</i>	X <i>(9-12 only)</i>				
Insensitive/Discriminatory Language (not related to race/ethnicity)	Major			X	X	X			
Instigated Major Incident	Major			X	X	X			

Infraction/Offense (see page X definitions)	Major or Minor	Levels of Response					Mandatory Notification to Law Enforcement (Per Safe Schools)	Discretionary Notification to Law Enforcement (Per Safe Schools)	Notes:
		1	2	3	4	5			
Insubordinate/Defiant Behavior	Minor	X	X	X					
Intimidating/Antagonizing	Minor	X	X	X					
Minor Physical Altercation	Minor	X	X	X					
Poor Language/Profanity	Minor	X	X	X					
Possession/Use of Weapon	Major				X	X	X		
Possession/Use of Alcohol	Major			X	X			X	<i>Mandatory SAP referral.</i>
Possession/Use of Illegal/Controlled Substances <i>(including paraphernalia)</i>	Major				X	X	X		<i>Mandatory SAP referral.</i>
Possession/Use of Tobacco Products	Major			X	X			X	<i>Mandatory referral to smoking cessation program.</i>
Public Display of Affection	Minor	X	X	X					
Pulled Fire Alarm	Major			X	X				
Racial/Ethnic Intimidation/Discrimination	Major			X	X	X			
Sale/Distribution of Controlled Substance	Major				X	X	X		<i>Mandatory SAP referral.</i>
Sexual Assault	Major				X	X	X		

Infraction/Offense (see page X definitions)	Major or Minor	Levels of Response					Mandatory Notification to Law Enforcement (Per Safe Schools)	Discretionary Notification to Law Enforcement (Per Safe Schools)	Notes:
		1	2	3	4	5			
Sexual Harassment	Major			X	X	X		X	
Sexual Misconduct	Major			X	X				<i>Mandatory referral to school counselor.</i>
Tardy to Class/School	Minor	X	X	X					
Terroristic Threat	Major				X	X		X	
Theft	Major	X <i>(K-5 only)</i>	X	X	X <i>(6-12 only)</i>			X	<i>Referral to law enforcement is required when the behavior constitutes burglary consistent with the definition outlined in Section 3502 of the Crimes Code.</i>
Threat to Staff/Students	Major		X <i>(K-5 only)</i>	X	X	X			
Trespassing on School Property	Major		X	X	X		X	X	<i>Mandatory referral to law enforcement depends on which subsection of 18 PA. 3503 the conduct meets.</i>
Vandalism	Major			X	X	X	X		
Verbal Altercation	Minor	X	X						
Violation of Academic Integrity Policy	Minor	X	X	X					

Violation of Acceptable Use Policy	Minor/Major	X	X	X	X (6-12 only)				
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*\*The school will immediately notify the parent/guardian of a victim or suspect directly involved in incidents subject to either mandatory or discretionary reporting to a law enforcement agency. The parent/guardian must be informed as to whether the police department has been, or may be, notified. Administrator should reference the following [checklist](#).*

## The Complaint Process

Students and parents have the right to file a complaint if they believe there has been a violation of their due process rights.

### Process for Making a Complaint:

1. **Initial Discussion:** Any student or parent/guardian with a concern about a discipline-related response should first discuss the issue with the individual who made the decision.
2. **Principal Contact:** If the concern is not resolved, a verbal or written complaint should be submitted to the school principal.
3. **Executive Director Contact:** If the issue remains unresolved, the student or parent should contact the Director of Pupil Services & Supports.
4. **Assistant Superintendent Contact:** If satisfaction is still not achieved, the next step is to contact the Assistant Superintendent.
5. **Superintendent Contact:** If the concern is still unresolved after following the above steps, the student or parent should contact the Superintendent.

## School/District Contact Information

District Office	Mrs. Casandra Jones, Director of Pupil Services & Supports, 610-444-6610, <a href="mailto:cljones@kcsd.org">cljones@kcsd.org</a>  Dr. Michael Barber, Assistant Superintendent, 610-444-6600, <a href="mailto:mbarber@kcsd.org">mbarber@kcsd.org</a>  Dr. Kimberly Rizzo-Saunders, Superintendent, 610-444-6600, <a href="mailto:krizzosaunders@kcsd.org">krizzosaunders@kcsd.org</a>
Mary D. Lang Kindergarten Center	Ms. April Reynolds, Principal, 610-444-6260, <a href="mailto:areynolds@kcsd.org">areynolds@kcsd.org</a>
Bancroft Elementary School	Mrs. Leah McComsey, Principal, 610-925-5711, <a href="mailto:lmccomsey@kcsd.org">lmccomsey@kcsd.org</a>
Greenwood Elementary School	Dr. Bridgette Miles, Principal, 610-388-5990, <a href="mailto:bmiles@kcsd.org">bmiles@kcsd.org</a>

New Garden Elementary School	Ms. Elizabeth Weaver, Principal, 610-268-6900, <a href="mailto:eweaver@kcsd.org">eweaver@kcsd.org</a>
Kennett Middle School	<p>Dr. Jacob Moore, Principal, 610-268-5800, <a href="mailto:jmoore@kcsd.org">jmoore@kcsd.org</a></p> <p>Ms. Kathryn King, Assistant Principal, 610-268-5800, <a href="mailto:kking@kcsd.org">kking@kcsd.org</a></p> <p>Mrs. Erin Miller, Assistant Principal, 610-268-5800, <a href="mailto:emiller@kcsd.org">emiller@kcsd.org</a></p>
Kennett High School	<p>Dr. Lorenzo DeAngelis, Principal, 610-444-6620, <a href="mailto:ldeangelis@kcsd.org">ldeangelis@kcsd.org</a></p> <p>Mr. Duane Kotz, Assistant Principal, 610-444-6620, <a href="mailto:dkotz@kcsd.org">dkotz@kcsd.org</a></p> <p>Mrs. Chanel August Ruffin, Assistant Principal, 610-444-6620, <a href="mailto:caugust@kcsd.org">caugust@kcsd.org</a></p> <p>Mr. Jeffery Thomas, Assistant Principal, 610-444-6620, <a href="mailto:jthomas@kcsd.org">jthomas@kcsd.org</a></p>

**Terms/Definitions**

**Arson:** The intentional and unlawful act of setting fire to or causing explosions with the intention to damage or destroy property.

**Assault Against Staff:** Intentionally causing physical harm or attempting to cause harm to a school staff member through actions such as hitting, slapping, or otherwise inflicting bodily injury.

**Assault Against Student:** Intentionally causing physical harm or attempting to cause harm to another student through actions such as hitting, slapping, or otherwise inflicting bodily injury.

**Bomb Threat:** A statement or communication made with the intent to deceive others into believing that an explosive device has been placed or will be placed in a specific location, creating a risk of harm or disruption.

**Bus Misconduct:** any inappropriate behavior that occurs on a school bus, including but not limited to disrupting the driver, disobeying safety rules, or causing harm to others.



**Cut Academic Commitment:** The deliberate act of not attending or participating in assigned academic activities or responsibilities without valid excuse or permission. This includes skipping classes or neglecting other educational duties as required by the school's policies.

**Damaging School Property:** Intentionally damaging school property through acts such as writing in school textbooks or library books, writing on desks or walls, carving into woodwork, desks, or tables, causing minor damage to district-issued technology, etc.

**Disorderly Behavior/Horseplay:** Physical or social actions that create an environment of chaos or disruption, such as roughhousing, excessive noise, or other behaviors that disturb the classroom or school atmosphere.

**Disregard for School/Class Rules:** The intentional or repeated failure to follow established guidelines and regulations set by the school or classroom, impacting the orderly operation and educational environment. This includes ignoring instructions, failing to adhere to behavioral expectations, or not complying with school policies.

**Disruptive Behavior:** Actions that specifically interfere with the educational process, including behaviors like constant talking, frequent interruptions, or other conduct that prevents effective teaching and learning from occurring.

**Dress Code Violation:** Non-compliance with the school's established dress and grooming standards, which are designed to ensure a safe and respectful learning environment. Such violations may include wearing inappropriate or unapproved clothing or accessories, as outlined in the school's dress code policy.

**Fighting:** Engaging in physical altercations or confrontations with one or more individuals, resulting in harm or the potential for harm. This includes any form of physical aggression, such as hitting, pushing, or kicking.

**Forgery:** the act of falsely making, altering, or imitating documents, signatures, or other writings with the intent to deceive or defraud. This includes falsifying school documents, such as permission slips, report cards, or identification cards.

**Gambling:** the act of wagering money or valuables on games of chance, sporting events, or other activities with the expectation of winning additional money or valuables. This behavior is prohibited on school property or during school-related activities.

**Hazing:** any act that endangers the mental or physical health or safety of a student, or that destroys or removes public or private property, for the purpose of initiation or admission into, affiliation with, or as a condition for continued membership in any organization operating under the sanction of the school.

**Improper/Negligent/Reckless Operation of a Motor Vehicle:** driving a vehicle in a manner that endangers the safety of others or property, including behaviors such as speeding, careless driving, or failing to adhere to traffic laws on school property or during school-related activities.

**Insensitive/Discriminatory Language (Not Related to Race/Ethnicity):** The use of words or expressions that belittle, offend, or discriminate against individuals based on attributes such as gender, religion, disability, sexual orientation, or socioeconomic status.

**Instigated Major Incident:** Deliberately initiating or provoking a significant conflict or disruptive event that affects the safety, order, or operation of the school environment. This includes actions that escalate a situation into a serious disturbance or altercation, impacting the overall school community.

**Insubordinate/Defiant Behavior:** Willfully refusing to comply with reasonable directives or instructions from school staff, or openly challenging their authority. This behavior disrupts the educational environment and undermines the school's ability to maintain order and discipline.

**Intimidating/Antagonizing:** Actions or behaviors intended to frighten, provoke, or harass others, creating a hostile or threatening environment. This includes verbal threats, aggressive body language, or any conduct aimed at causing fear or distress in others.

**Minor Physical Altercation:** A less severe physical conflict or confrontation, typically involving brief, limited physical contact such as pushing or shoving, without significant harm or injury. Unlike fighting, which involves more aggressive or prolonged physical aggression, minor physical altercations are usually shorter in duration and less severe in impact.

**Poor Language/Profanity:** The use of inappropriate, vulgar, or offensive words and expressions that are deemed unacceptable in the school environment.

**Possession/Use of a Weapon:** Having any object or device that is designed or used to cause harm or threaten others, including but not limited to any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, replica of a weapon, and any other tool, instrument or implement capable of inflicting serious bodily injury.

**Possession/Use of Alcohol:** Having or consuming alcoholic beverages on school property or during school-related activities.

**Possession/Use of an Illegal/Controlled Substance:** Having, using, or being under the influence of drugs or substances that are prohibited by law, including both illegal drugs and controlled substances regulated by state or federal law. This encompasses any drug or substance that is not legally prescribed or authorized for use as well as drug lookalikes.

**Possession/Use of Tobacco Products:** Having or using any form of tobacco, including cigarettes, cigars, smokeless tobacco, or electronic cigarettes, on school property or during school-related activities.

**Public Display of Affection:** Engaging in physical contact or affectionate behavior, such as hugging or kissing, in a manner that is deemed inappropriate or disruptive within the school setting.

**Pulled Fire Alarm:** The intentional act of activating a fire alarm system without a legitimate emergency, causing an unnecessary evacuation or disruption.

**Racial/Ethnic Intimidation/Discrimination:** Actions or behaviors that demean, harass, or unfairly treat individuals based on their race or ethnicity. This includes verbal slurs, physical intimidation, or other forms of exclusion or prejudice.

**Sale/Distribution of Controlled Substance:** The illegal distribution or exchange of drugs, substances, or alcohol that are regulated by law, including prescription medications, illegal drugs, and alcohol sold unlawfully.

**Sexual Assault:** Any non-consensual sexual contact or behavior that is forced upon another person, including acts such as rape, attempted rape, or any other form of sexual violence.

**Sexual Harassment:** Unwelcome or inappropriate behavior of a sexual nature that creates a hostile or intimidating environment, including unwanted advances, comments, or conduct.

**Sexual Misconduct:** any unwelcome behavior of a sexual nature, including sexual intercourse or engaging in sexual acts on school property or during school-related activities.

**Tardy to Class/School:** Arriving late to a scheduled class or the school day without a valid excuse or permission.

**Terroristic Threat:** Making threats to commit violence or cause harm with the intent to intimidate or coerce others, creating fear or panic. This includes statements or actions that imply the use of force or violence against individuals, property, or the public.

**Theft:** Unlawful taking or attempted taking of property that belongs to another person or entity without permission, with the intent to permanently deprive the owner of its possession. This includes stealing personal items, school property, or any other assets.

**Threat to Staff/Students:** Any verbal or physical statement or action intended to intimidate, harm, or coerce school staff or students. This includes threats of violence, intimidation, or any conduct that causes fear for personal safety.

**Trespassing on School Property:** Entering or remaining on school grounds without proper authorization or permission, including unauthorized visitors or individuals who are explicitly prohibited from being on the premises.

**Vandalism:** The intentional destruction or defacement of property, including school buildings, equipment, or personal belongings, through acts such as graffiti, breaking windows, or damaging surfaces.

**Verbal Altercation:** A heated or hostile exchange of words between individuals, involving loud, aggressive, or confrontational language.

Violation of Academic Integrity Policy: Any act of dishonesty related to academic work, including cheating, plagiarism, or falsifying information.

Violation of Acceptable Use Policy: Any misuse or inappropriate use of school-provided technology and digital resources, including computers, internet access, and software, that does not comply with established guidelines. The severity of the violation determines whether it is classified as a major or minor offense. Major offenses may involve significant breaches of security or substantial disruptions, while minor offenses might include less serious misuse or minor infractions.

