KENNETT
CONSOLIDATED SCHOOL DISTRICT

Code of Student Conduct

2025-2026

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KENNETT
CONSOLIDATED SCHOOL DISTRICT

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 Code of Student Conduct

The purpose of the Kennett Consolidated School District's Code of Student 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 Code of Student 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 Code of Student 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 Code of Student 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 surveys staff and students to gather feedback on the Code of Student Conduct. Following this, the District provides a public presentation on proposed changes, and the revised document is posted for 28 days for public comment before being presented to the School Board for formal adoption. This process reflects the District's commitment to transparency and community engagement.

At the beginning of each school year, the updated Code of Student Conduct is distributed to all members of our school community and prominently displayed on the District website. A dedicated committee of stakeholders convenes annually to meticulously review relevant data, discuss emerging needs, and propose necessary revisions to the framework. This thorough

review process ensures the framework remains responsive and effective in promoting a positive school culture and supporting student needs, while maintaining relevance, complying with current regulations, including community input, and adapting 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 screening and instruction, supplemental and intensive skill-building, and on-going progress monitoring.
- Data-based decision-making within a multidisciplinary problem-solving team (school, grade, 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 academic, social, emotional, and behavioral needs through a continuum of supports and services. It includes universal screening to identify students needing additional help, tiered interventions tailored to individual needs, ongoing progress monitoring to evaluate effectiveness, and data-driven decision-making for resource allocation and professional development. This approach ensures all students receive the support necessary to succeed.

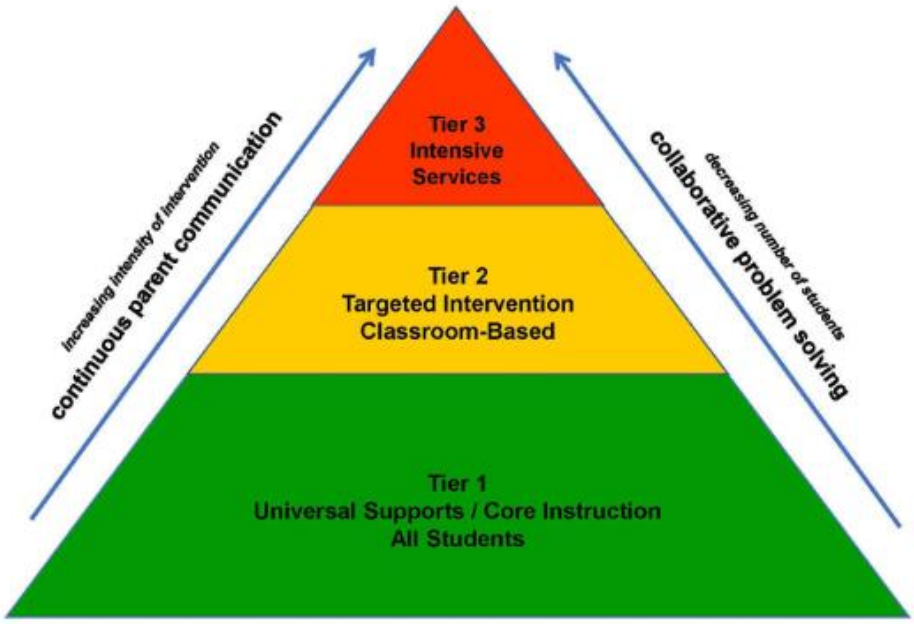
- ***Universal Supports (Tier 1):*** *Foundational strategies that build a proactive, positive, and inclusive school community where every student feels connected and valued.*
- ***Targeted Supports (Tiers 2 and 3):*** *Supplemental instruction and individualized interventions that address specific challenges and promote student success.*

KCSD has developed a multi-year action plan to expand the District's MTSS framework beyond academics to include instruction and interventions focused on social, emotional, and behavioral

skill development. The plan emphasizes **four priority areas: positive behavior supports, social and emotional learning, trauma-informed restorative practices, and mental health supports and services.**

To strengthen this framework, KCSD has integrated the Student Assistance Program (SAP) into its MTSS model. SAP supports students facing challenges that impact their academic performance and well-being. Teams of trained school staff collaborate to identify and address issues such as mental health concerns, substance abuse, and behavioral problems, ensuring comprehensive support for every student.

KCSD's Integrated Tiered Framework



Tier of Support:	Definition:	Evidence-Based Practices/Strategies:
Tier 1	• Usually sufficient for 80% of students • Materials and instruction are evidence-based, including for subgroups • Differentiated • Proactive • Preventative • Family Engagement	• Development of school-wide behavioral expectations and translation of those expectations into school rules/agreements • Explicit instruction of school rules/agreements • Consistent reinforcement of school rules/agreements

	• Universal screening (2-3 times per year)	• Clear, concise, and consistent communication to families
		• Emphasis on relationship building
		• Resiliency
		• Allowing for student choice/agency
		• Teaching age-appropriate social-emotional competencies
		• Trauma informed practices
		  ○ Restorative practices
		  ▪ Community Building Circles
		  ▪ Teaching Circles
		  ▪ Calming Areas
		  ▪ Affective Statements
		• Mental health and wellness education (e.g., training in QPR and Teen Mental First Aid)
		• Role of diversity, equity, inclusion and belonging

Tier 2	• Usually needed for about 15% of students
	• Aligned with student needs
	• Evidence-based intervention/practices implemented with fidelity
	• Supplemental (provided in addition to Tier 1)
	• Family engagement
	• Regular progress monitoring
		• Low intensity classroom-based supports (e.g., observation & feedback, Check-in/Check-Out (CICO), daily report card, etc.)
		• Brief individualized interventions
		• Small group, skill-based interventions and group counseling provided by the school counselor
		• Restorative Practices
		  ○ Restorative inquiry
		  ○ Restorative chat
		  ○ Peer mediation/ mentor

Tier 3	• Usually needed for about 5% of students
	• Individualized and adapted evidence-based intervention/practices implemented with fidelity
	• More intensive than Tier 2
	• Aligned with Tier 1 on a case by case basis
	• Family engagement
		• Individual behavior and crisis plan
		• Individual counseling provided by the school counselor, school social worker, or other certified mental health professional
		• Referral to community-based services
		• Re-entry plans
		• Restorative practices
		  ○ Restorative circles
		  ○ Restorative conference

	• More frequent progress monitoring	

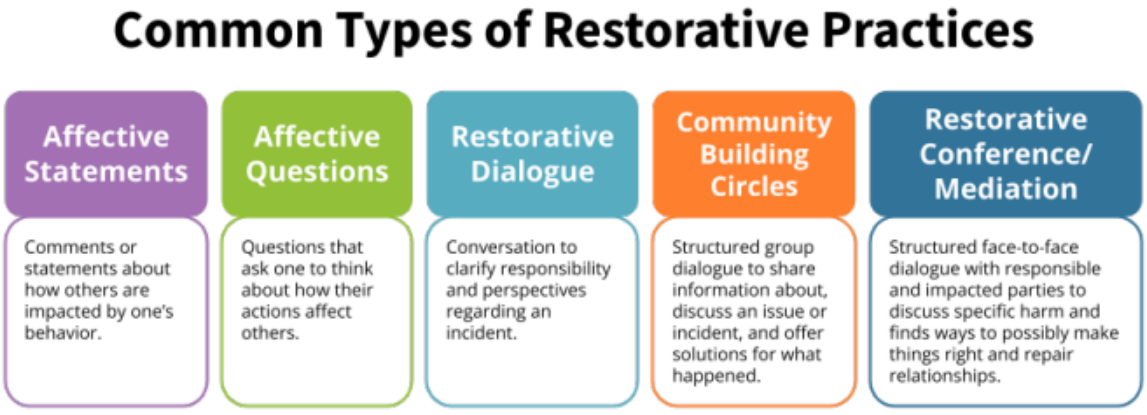
Note: *For the high school (9-12), the District has adopted a 2-tier MTSS framework for academics and a 3-tier framework for social, emotional, and behavioral (SEB) skills development.*

Restorative Practices at the Core

The District is deeply committed to implementing a continuum of Restorative Practices within its comprehensive MTSS framework. Currently, about 20 staff members are trained as trainers through the International Institute of Restorative Practices (IIRP). During the 2024–25 school year, these trainers, supported by the CCIU's TaC Team, provided training to all District staff on Tier 1 (universal) restorative practices. This training included affective language, community-building circles, teaching circles, and techniques for facilitating restorative conversations. Ongoing training will continue to build staff capacity and strengthen support for students.

Schools use restorative practices to foster a sense of belonging and build strong relationships within the learning community, while effectively addressing behavior or wrongdoing when it occurs. Research shows these practices improve school climate and human connections, promote student health and well-being, reduce discipline rates, and decrease racial disparities in school discipline. They honor each individual's experiences, view conflicts as opportunities for growth, and help develop accountability, cooperation, and problem-solving skills.

Below is a continuum of restorative practices, ranging from informal (e.g., affective statements) to formal (e.g., mediation).



Rights & Responsibilities

In the Kennett Consolidated School District, every member of our school community plays a vital role in fostering an environment that supports academic achievement as well as social and

emotional 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 (KCSD) 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 as well as School Board Policy 235.

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 various media under faculty advisor oversight.
- Exercise freedom of inquiry and expression within legal limits, 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 school employees and students on school property or at school-sponsored activities.

Students have the responsibility of:

- Attending school regularly, arriving on time, and being prepared for learning.
- Taking ownership of and actively engaging in their learning, making a conscientious effort in both classroom work and homework.
- Respecting themselves and the rights of others including teachers, students, administrators, and other District personnel involved in the educational process, ensuring that no one interferes with others' education.
- Expressing thoughts and opinions respectfully.
- Being aware of and complying with all rules and regulations regarding student behavior, assuming that any rule remains in effect until officially changed.
- Volunteering information about health, safety, and welfare matters affecting the school community and protecting school property.
- Dressing and grooming appropriately to meet safety and health standards, avoiding disruption to educational processes.
- Assisting school staff in maintaining a safe environment.
- Complying with all applicable laws.
- Exercising proper care when using public facilities and equipment.
- Making up work when absent from school.
- Pursuing and satisfactorily completing prescribed courses of study.
- Reporting accurately and appropriately in student media.
- Working to correct behavior through restorative interventions.
- Seeking help and assistance when needed.

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 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 multidisciplinary 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 Code of Student 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 have developed a memorandum of understanding (MOU) that will clearly define the roles and responsibilities of SROs and other school-based law enforcement officials. This MOU specifies that SROs are not involved in student discipline; such matters remain under the jurisdiction of our school administrators. SROs and law enforcement personnel 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 handled as both legal matters and disciplinary actions.

Equal Opportunity and Anti-Discrimination Statement

Kennett Consolidated School District (KCSD) 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 District is committed to providing a safe, inclusive, and orderly learning environment where all students can succeed. To support this, the Board has established fair, reasonable, and nondiscriminatory rules outlined in the Code of Student Conduct, which applies to behavior on campus, during school activities, and off-campus if it disrupts the school environment. Students are expected to follow these rules and are entitled to know the reason for any disciplinary action. Restorative practices may be used when appropriate, and corporal punishment is strictly prohibited. Teachers and staff have the authority to manage student behavior and use reasonable force only in specific situations, such as for safety or protection. Serious incidents involving violence, drugs, or weapons must be reported to law enforcement and parents or guardians, and certain cases must also be reported to the Pennsylvania Department of

Education. Behavior that may pose a safety threat will be referred to the school's threat assessment team.

Weapons (School Board Policy 218.1)

To maintain a safe and secure learning environment, the possession of weapons on school property, at school-sponsored events, or while traveling to and from school is strictly prohibited. Under the revised policy, a "weapon" includes traditional items such as knives, firearms, cutting tools, and other implements inherently capable of causing serious bodily harm, but excludes everyday objects and toy replicas. Students found in possession of a weapon will face a mandatory expulsion of at least one year, with possible case-by-case modifications by the Superintendent. All incidents involving weapons will be reported to law enforcement, and parents or guardians will be notified promptly. Any behavior indicating a safety threat will be referred to the District's threat assessment team.

Terroristic Threats (School Board Policy 218.2)

The Board strictly prohibits students from making terroristic threats, defined as any communicated threat—direct or indirect—to commit a violent crime with intent to terrorize others, cause evacuation, or create serious public inconvenience or fear. Such threats pose serious risks to the safety of students, staff, and the community and must be reported immediately to school authorities. Substantive threats will be referred to law enforcement, and parents or guardians of involved students will be notified promptly. Students expelled for terroristic threats may need to provide evidence from a behavioral professional before readmission. The District will also annually report all terroristic threat incidents to the state education department.

Discipline of Student Convicted/Adjudicated of Sexual Assault (School Board Policy 218.3)

The Board is committed to maintaining a safe environment for students who are victims of sexual assault and enforces disciplinary actions for any student convicted or adjudicated delinquent of sexual assault against another District student. Sexual assault includes offenses such as rape, statutory sexual assault, and indecent assault. Students convicted must notify the Superintendent within 72 hours, and the District will take appropriate action, including possible expulsion, transfer, or reassignment. The convicted student is prohibited from sharing transportation, school attendance, or activities with the victim.

Student Expression (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 (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 (School Board Policy 222)

In recognition of the health hazards posed by tobacco and vaping products, their possession, use, purchase, and sale are prohibited on school property, school buses, and at school-sponsored activities. This includes any product made or derived from tobacco or nicotine—natural or synthetic—as well as electronic nicotine delivery systems and related components. Violations of this policy may result in disciplinary action, referral to the Student Assistance Program, and possible legal consequences, including fines.

Care of School Property (School Board Policy 224)

The Board emphasizes the importance of respecting school property and holds students responsible for the care of school supplies and equipment. Students who willfully damage property may face disciplinary action and be financially liable for repair costs. Severe or repeated vandalism may lead to legal prosecution, with parents or guardians held accountable for their child's actions. The District may refer serious cases to juvenile authorities after notifying parents.

Searches (School Board Policy 226)

The student search policy seeks to protect the health, safety, and welfare of the school community while respecting students' privacy rights. School officials may search students and their belongings, including lockers, vehicles, and electronic devices, without a warrant when there is reasonable suspicion. Lockers remain the property of the District and may be searched with or without prior notice if there is cause to believe they contain harmful or unauthorized materials. Random or general searches, such as those using detection dogs or metal detectors, may be conducted under certain circumstances to prevent the presence of drugs or weapons on

school property. Electronic devices may only be searched when there is specific suspicion and must be done in a minimally intrusive way. Items found during searches that violate law or school policy may be confiscated and used in disciplinary or legal proceedings. The Superintendent is responsible for ensuring staff are trained and that proper procedures and documentation are followed.

Drugs and Alcohol (School Board Policy 227)

The Board is committed to protecting the school community from the dangers of controlled substances through education, prevention, intervention, and enforcement. The use, possession, distribution, or being under the influence of drugs, alcohol, unauthorized medications, or related paraphernalia is prohibited on school property, during school activities, and while under school supervision. Violations may result in disciplinary action, including suspension, expulsion, and referral to law enforcement, along with a mandatory referral to the Student Assistance Program (SAP). Drug or alcohol testing may be required when there is reasonable suspicion based on observable behavior or symptoms. The Superintendent will oversee policy enforcement, staff training, and required state reporting.

Suspension and Expulsion (School Board Policy 233)

The Board recognizes suspension and expulsion as the most serious disciplinary actions, requiring due process and fair treatment for all students, including those with disabilities. Suspensions may last from one to ten days, with written notice and an opportunity for an informal hearing if the suspension exceeds three days. Expulsions, which exceed ten days, require a formal hearing with full due process rights, including notification, representation, and the ability to present and cross-examine witnesses. Students are entitled to continue their education during suspensions or pending expulsion hearings, and educational services are provided for students with disabilities.

Threat Assessment (School Board Policy 236.1)

The Board is committed to ensuring the safety and well-being of students, staff, and the school community by establishing a threat assessment team to identify, assess, and respond to behaviors that may indicate a threat. This multidisciplinary team, led by a designated coordinator, conducts thorough evaluations, develops individualized safety plans, and coordinates with appropriate resources, including law enforcement and behavioral service providers. The District provides annual training for team members and staff, informs the school community about the team's role, and maintains strict confidentiality of student information. Threat assessments guide interventions, referrals, and ongoing monitoring to prevent harm and support student reintegration. The team reports annually to the Board on its activities, compliance, and recommendations for improving school safety.

Hazing (School Board Policy 247)

The Board prohibits all forms of hazing, defined as intentional or reckless acts that cause physical, emotional, or sexual harm to students for initiation or membership purposes, whether or not consented to or approved by the school. This prohibition applies to all student activities and organizations, on or off school property. Reports of hazing must be promptly investigated, with appropriate disciplinary action taken against students, staff, or volunteers found responsible, and serious cases may be referred to law enforcement. The District provides education about hazing prevention, encourages reporting, and protects against retaliation.

Bullying (School Board Policy 249)

The Board is committed to maintaining a safe, positive learning environment and strictly prohibits all forms of bullying, including cyberbullying. Bullying is defined as intentional acts—verbal, physical, written, or electronic—that involve a power imbalance and are severe, persistent, or pervasive enough to interfere with a student's education or create a threatening environment. Students and families are encouraged to promptly report bullying to the building principal or designee, and all complaints will be objectively investigated. If bullying allegations also involve potential discrimination or harassment, the Compliance Officer and Title IX Coordinator will jointly oversee the investigation. Behavior posing a safety threat must be reported to the threat assessment team. Retaliation against anyone who reports bullying or participates in an investigation is strictly prohibited and subject to disciplinary action. Confirmed violations may result in consequences ranging from counseling to suspension, expulsion, or referral to law enforcement.

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.

Cell Phone & Personal Device Guidelines

The District has established clear expectations for the responsible use of cell phones and personal devices by students and staff to minimize distractions, enhance learning, and ensure a safe, productive educational environment. The guidelines for each grade level are outlined below.

Use of personal devices for educational, interpretative, or medical purposes, as specified in a student's Individualized Education Program (IEP), Section 504 Service Agreement, or Individualized Healthcare Plan (IHP), is permitted and considered an exception to these guidelines.

Violation of these guidelines will result in disciplinary action as outlined in the progressive discipline matrix.

Guidelines for Elementary Students (Grades K-5)

- **Classroom Use:** Not allowed between arrival and dismissal, including on the school bus.
- **Default Setting:** Devices (cell phones, smartwatches, tablets, headphones/earbuds) must be off or on silent and stored in backpacks.
- **Non-Classroom Use:** Not allowed.

Guidelines for Middle School Students (Grades 6-8)

- **Classroom Use:** Prohibited except in extenuating circumstances requiring parent/guardian communication, with explicit authorization from an administrator or teacher.
- **Default Setting:** Devices must be off or on silent and stored as directed by the teacher (locker, backpack, classroom storage), except as noted above.
- **Non-Classroom Use:** Not allowed between arrival and dismissal, except in extenuating circumstances as described.

Guidelines for High School Students (Grades 9-12)

- **Classroom Use:** Prohibited unless explicitly authorized by the classroom teacher. When permitted, use must be solely for educational purposes.
- **Default Setting:** Devices should be off or on silent and stored as directed by the teacher (locker, backpack, classroom storage), unless special permission is granted.
- **Non-Classroom Use:**
    - Permitted before the first bell and after the last bell.
    - Allowed in the cafeteria, hallways, library, study halls, or designated free periods if they do not disrupt learning.
    - **Prohibited:** Use in areas where privacy is expected, such as restrooms and locker rooms.

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 Code of Student 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 promptly notify parents/guardians by email, text, and phone. Parents must submit a written excuse within three days. The first ten absences can be excused

with a parent note. After ten absences—even if some were excused with medical notes—any further absences require a medical professional's note; parent notes will no longer be accepted.

Types of Absences

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:** Funeral observances following a Loss.
- **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/Unlawful 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 (SAIC) 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)

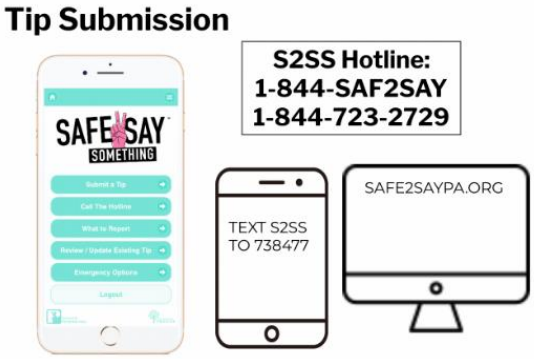
A parent note is required when a student does not participate in a virtual/Flexible Instructional Day (FID), as these days are mandatory and fall under the attendance policy. Please ensure that written excuses are submitted to account for any missed participation within three days.

For further details, please refer to the full policy here.

Safe2Say Something Program

The Kennett Consolidated School District (KCSD) 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, KCSD 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.



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*

The 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 designated district-level administrator, 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 time frame, 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 the age of eighteen (18) are still subject to compulsory school attendance, even if expelled, and shall be provided with an education. The school District shall provide an educational program for the student within ten (10) days of expulsion. 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 District Code of Student 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, administrators may use their discretion to determine the appropriate level of intervention and disciplinary response, though generally, the lowest level should be applied first. For example, if a student refuses to follow directions, intervention strategies in Level 1 are typically used before considering escalation to Level 2, unless circumstances warrant a different approach.

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 a disciplinary exclusion results in a change in a student's educational placement. This includes:

- **Expulsions** (removal from school for more than ten consecutive school days),
- **Cumulative exclusions** exceeding fifteen school days in a school year,
- **Patterns of suspensions** involving substantially similar behaviors, especially when days 11–15 reflect a consistent pattern, and
- **Any disciplinary suspension or expulsion** for students identified with intellectual disabilities.

The purpose of the meeting is to determine whether the behavior in question was caused by, or had a direct and substantial relationship to, the student's disability, or resulted from the District's failure to implement the IEP. If either condition is met, the behavior is considered a manifestation of the student's disability, and the proposed disciplinary action may need to be modified.

In cases involving serious infractions—such as possession of illegal drugs, carrying a weapon, or inflicting serious bodily injury—the District may seek a placement in an alternative educational setting for up to 45 school days, even if the behavior is determined to be a manifestation of the disability. This temporary placement allows for continued services, reassessment, and appropriate interventions.

If the behavior is **not** determined to be a manifestation of the student's disability, the student may be disciplined in accordance with District policies and procedures, in the same manner and to the same extent as students without disabilities.

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		
Simple Assault	Major			X	X			X	
Aggravated Assault	Major					X	X		*Referral to law enforcement is required when the behavior constitutes aggravated assault consistent with the definition outlined in Section 2702 of the Crimes Code*
Bullying/Cyber-bullying *(to include harassment)*	Major		X	X	X	X		X	*Law enforcement may be notified when the behavior constitutes harassment consistent with the definition outlined in Section 2709 of the Crimes Code.*
Bus Misconduct	Minor	X	X	X					
Cut Academic Commitment	Minor	X	X	X					*Out of school suspension will not be utilized as a response to cutting class.*
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**			
Disruptive or Disorderly Behavior	Minor	X	X	X					
Disregard School/Class Rules	Minor	X	X	X					
Dress Code Violation	Minor	X	X						
Fighting	Major			X	X	X			
Forgery			X *(K-5 only)*	X	X				
Gambling			X *(K-5 only)*	X	X				
Hazing						X		X	
Improper/Negligent/Reckless Operation of a Motor Vehicle			X *(9-12 only)*	X *(9-12 only)*	X *(9-12 only)*				
Inappropriate Physical Contact				X	X				
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	*Mandatory SAP referral.*
Possession/Use of Illegal/Controlled Substances *(including paraphernalia)*	Major				X	X	X		*Mandatory SAP referral.*
Possession/Use of Tobacco Products	Major			X	X			X	*Mandatory referral to smoking cessation program.*
Public Display of Affection	Minor	X	X	X					
Pulled Fire Alarm	Major		X *(K-5 only)*	X	X				
Racial/Ethnic Intimidation/Discrimination	Major			X	X	X			
Sale/Distribution of Controlled Substance	Major				X	X	X		*Mandatory SAP referral.*
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				*Mandatory referral to school counselor.*
Tardy to Class/School	Minor	X	X	X					
Terroristic Threat	Major				X	X		X	
Theft	Major	X *(K-5 only)*	X	X	X *(6-12 only)*			X	*Referral to law enforcement is required when the behavior constitutes burglary consistent with the definition outlined in Section 3502 of the Crimes Code.*
Threat to Staff/Students	Major		X *(K-5 only*	X	X	X			
Trespassing on School Property	Major		X	X	X		X	X	*Mandatory referral to law enforcement depends on which subsection of 18 PA. 3503 the conduct meets.*
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*				
Violation of Cell Phone Policy	Minor	X	X	X					

**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. **Assistant Superintendent Contact:** If satisfaction is still not achieved, the next step is to contact the Assistant Superintendent.
4. **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, Assistant Superintendent of Pupil Services & Supports, 610-444-6610, cljones@kcsd.org Dr. Kimberly Rizzo-Saunders, Superintendent, 610-444-6600, krizzosaunders@kcsd.org
Mary D. Lang Kindergarten Center	Ms. April Reynolds, Principal, 610-444-6260, areynolds@kcsd.org
Bancroft Elementary School	Mr. Gerry Weinhardt, Principal, 610-925-5711, gweinhardt@kcsd.org
Greenwood Elementary School	Mrs. Erin Miller, Principal, 610-388-5990, emiller@kcsd.org Mr. Jaime Halpter, Assistant Principal, 610-388-5990 (jhalpert@kcsd.org)

New Garden Elementary School	Ms. Elizabeth Weaver, Principal, 610-268-6900, eweaver@kcsd.org
Kennett Middle School	Dr. Jacob Moore, Principal, 610-268-5800, jmoore@kcsd.org Ms. Kathryn King, Assistant Principal, 610-268-5800, kking@kcsd.org Ms. Rebecca Robbins, Assistant Principal, 610-268-5800, (rrobbins@kcsd.org)
Kennett High School	Dr. Lorenzo DeAngelis, Principal, 610-444-6620, ldeangelis@kcsd.org Mr. Duane Kotz, Assistant Principal, 610-444-6620, dkotz@kcsd.org Mrs. Chanel August Ruffin, Assistant Principal, 610-444-6620, caugust@kcsd.org Mr. Jeffery Thomas, Assistant Principal, 610-444-6620, jthomas@kcsd.org

Terms/Definitions

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

Simple Assault: An act involving minor physical harm, attempted harm, or threat of harm to another person without the use of a weapon.

Aggravated Assault: An assault that results in serious bodily injury or involves the use of a weapon or dangerous instrument.

Bus Misconduct: Any inappropriate or unsafe behavior on a school bus, including disrupting the driver or disobeying safety rules, which compromises the safety of passengers and driver.

Cut Academic Commitment (Truancy/Unexcused Absence): The deliberate act of missing or not participating in assigned academic activities or classes without valid excuse or permission, violating attendance policies.

Damaging School Property: Intentionally damaging or defacing school property such as books, desks, walls, or district-issued technology, resulting in **minor** physical damage that can be repaired.

Disorderly or Disorderly Behavior: Conduct that disrupts or interferes with the orderly operation of the school and the educational process, including excessive noise, roughhousing, or other disturbances.

Disregard for School/Class Rules: Repeated or intentional failure to follow established school or classroom guidelines, undermining order and discipline.

Dress Code Violation: Non-compliance with the school's dress and grooming standards designed to promote safety, respect, and a positive learning environment.

Fighting: Engaging in a physical altercation involving hitting, pushing, kicking, or other forms of aggression, resulting in or with potential for harm.

Forgery: Falsely making, altering, or imitating documents, signatures, or records with intent to deceive, including school documents such as permission slips or report cards.

Gambling: Wagering money or valuables on games of chance, sporting events, or other activities, prohibited on school property and during school activities.

Hazing: Any intentional, knowing, or reckless act that endangers the mental or physical health or safety of a student for the purpose of initiation, admission, or affiliation with any school-sanctioned organization. This includes acts causing physical injury, emotional distress, or property damage.

Improper/Negligent/Reckless Operation of a Motor Vehicle: Operating a vehicle in a manner that endangers others or property on school grounds or during school events, including speeding, careless driving, or violating traffic laws.

Insensitive/Discriminatory Language (Non-Racial/Ethnic): Use of language or expressions that belittle or discriminate against individuals based on gender, religion, disability, sexual orientation, or socioeconomic status.

Instigated Major Incident: Deliberately initiating or escalating a serious conflict or disruption that threatens the safety or operation of the school.

Insubordinate/Defiant Behavior: Willful refusal to comply with reasonable directions from school staff or openly challenging their authority, disrupting the educational environment.

Intimidating/Antagonizing: Actions intended to frighten, provoke, or harass others, including verbal threats or aggressive conduct that creates a hostile environment.

Minor Physical Altercation: A brief or less severe physical confrontation involving limited contact such as pushing or shoving without serious injury.

Poor Language/Profanity: Use of vulgar, offensive, or inappropriate words or expressions unacceptable in the school environment.

Possession/Use of a Weapon: Having, using, or threatening with any item that can cause serious injury and is intended to be harmful, including a knife, gun, or any other tool or instrument capable of causing serious bodily injury. Everyday objects like pencils, books, or cell phones are not considered weapons, even if misused. Toy or fake weapons are also excluded but may still result in disciplinary action.

Possession/Use of Alcohol: Having or consuming alcoholic beverages on school property or during school-related activities, prohibited by KCSD policy.

Possession/Use of Illegal/Controlled Substances: Having, using, or being under the influence of illegal drugs or controlled substances not prescribed by a medical professional, including lookalikes or synthetic substances.

Possession/Use of Tobacco Products: Use or possession of tobacco products, including cigarettes, smokeless tobacco, and electronic cigarettes, on school property or during school activities is prohibited.

Public Display of Affection: Inappropriate physical contact or affectionate behavior such as kissing or prolonged hugging that disrupts the school environment.

Pulled Fire Alarm: Intentionally activating the fire alarm system without cause, causing an unnecessary evacuation or disruption.

Racial/Ethnic Intimidation/Discrimination: Actions that demean, harass, or unfairly treat individuals because of race or ethnicity, including slurs, threats, or exclusionary conduct.

Sale/Distribution of Controlled Substance: Illegally selling or distributing drugs, alcohol, or controlled substances on school property or during school events.

Sexual Assault: Any non-consensual sexual contact or behavior, including rape or attempted rape, forced sexual acts, or other sexual violence.

Sexual Harassment: Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature that creates a hostile environment.

Sexual Misconduct: Any unwelcome sexual behavior or acts on school property or during school activities, including (consensual) intercourse or lewd conduct.

Tardy to Class/School: Arriving late to class or school without valid excuse or permission, violating attendance expectations.

Terroristic Threat: Making threats to commit violence or cause harm with intent to intimidate or coerce others, causing fear or panic.

Theft: Unlawful taking or attempted taking of property belonging to another with intent to permanently deprive the owner.

Threat to Staff/Students: Verbal or physical threats intended to intimidate or harm school staff or students.

Trespassing on School Property: Entering or remaining on school grounds without proper authorization, including banned individuals.

Vandalism: Willful destruction or defacement of property, including graffiti and damage to school or personal property.

Verbal Altercation: Hostile or confrontational exchange of words involving loud or aggressive language.

Violation of Academic Integrity Policy: Dishonest acts related to academic work such as cheating, plagiarism, or falsification of information.

Violation of Acceptable Use Policy: Inappropriate use of school technology or digital resources, ranging from minor misuse to serious breaches affecting security or operations.

Violation of Cell Phone Policy: Unauthorized use, possession, or display of cell phones during restricted times or in prohibited areas as defined by school rules.