Steelton-Highspire Elementary School

Student Handbook & Code of Conduct

2025-2026

Steelton-Highspire Elementary School **250 Reynders Ave.** **Steelton, Pa 17113** **www.shsd.k12.pa.us**	**Phone Number** (717)704-3800 Attendance:_____Ext:4289 Nurse:_____Ext:3831 Office:_____Ext:4266 Principal:_____Ext:4276 Assistant Principal:_____Ext:4286 Guidance:_____ K-3 Ext:3852 3-6 Ext:4142 Special Education:_____Ext:3349 Social Worker:_____Ext:4208

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The Steelton-Highspire School District
School Board of Directors

Board President	Micheal Wanner
Board Vice President	Ashely Ward-McMullen
Board Treasurer	Calvin Johnson
Board Member	Joyce Culpepper
Board Member	Michael Pilsitz
Board Member	Nicholas Conjar, Jr.
Board Member	Casey Hamilton
Board Member	Christie Hamilton
Board Member	Jenna Condran

Dr. Mick Iskric, Jr.
Superintendent

Mr. Willie Slade
Assistant to the Superintendent

MISSION STATEMENT:

We will work in professional learning communities to educate and develop the whole child to compete, produce, and lead in our ever-changing society where hard work leads to success.

VISION:

Steelton-Highspire School District is transforming to excellence in all services, for all students.

SHARED VALUES:

The Steelton-Highspire School District values relationships, tradition, competition, and our alumni. We understand that for all students to be successful in post-secondary training and employment, the district must ensure the following:

- Students are our primary focus and responsibility.
- Everyone is treated with dignity and respected for their uniqueness.
- Cooperation among and commitment from students, parents, community, administration, faculty and support staff are essential parts of our learning environment.
- Disciplined behavior and pro-social skills are necessary for continued growth for all students.
- A strong educational program supported by high quality resources will enhance the education of our students.
- District programs are enhanced when supported by continuous training of staff.

A Message From Your Principals. . .

We would like to take this time to welcome you to the Steelton-Highspire Elementary School. We are excited about the opportunities that will present themselves during the 2025-2026 school year. We are so excited to welcome all of you back for another wonderful school year. Our mission is to encourage each child to become a life-long learner by performing to his or her potential in a safe and challenging learning environment.

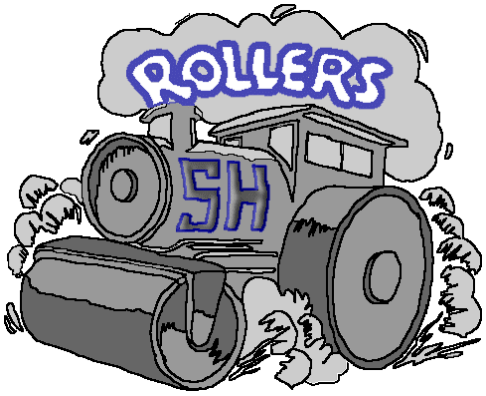
It is critical that you take the time to review the information in this handbook so that you are familiar with our updated school policies and procedures. If you have any questions, please do not hesitate to call the main office.

We look forward to working with all of you as we continue our transformation to excellence. Together, we can accomplish great things!

Sincerely,

Mrs. Megan Armstead
Principal

Mrs. Elayne Thomas
Assistant Principal



Non-Discrimination Policy

The Steelton-Highspire School District is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex, and handicap in its activities, programs, or employment practices as required by Title VI, Title IX, and 504. For information regarding civil rights or grievance procedures or for information regarding services, activities, and facilities that are accessible to and usable by handicapped persons, contact the Office of the Superintendent, Steelton-Highspire School District, Steelton, PA 17113. Phone contact can be made at (717) 704-3801.

Please be advised that the administration of the Steelton-Highspire Elementary School reserves the right to change this handbook at any time due to changes in policies, protocols and procedures. In the event of any material conflict between this handbook and Board policy, Board policy shall control.

25-26 ACADEMIC CALENDAR

Steelton-Highspire School District

2025-2026 School Calendar

July 2025						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
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August 2025						
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31						8

September 2025						
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28	29	30				
						21

October 2025						
Su	M	Tu	W	Th	F	Sa
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						20

November 2025						
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30						17

December 2025						
Su	M	Tu	W	Th	F	Sa
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28	29	30	31			
						14

January 2026						
Su	M	Tu	W	Th	F	Sa
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11	12	13	14	15	16	17
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						18

February 2026						
Su	M	Tu	W	Th	F	Sa
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22	23	24	25	26	27	28
						18

March 2026						
Su	M	Tu	W	Th	F	Sa
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15	16	17	18	19	20	21
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29	30	31				
						21

April 2026						
Su	M	Tu	W	Th	F	Sa
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						20

May 2026						
Su	M	Tu	W	Th	F	Sa
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31						18

June 2026						
Su	M	Tu	W	Th	F	Sa
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14	15	16	17	18	19	20
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28	29	30				
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School/Offices Closed
Parent Teacher Conferences
Staff Inservice
First and Last Day of School
Early Dismissal (All)
Student Early Dismissal/ Staff Inservice

Jul	3	4th of July (Observed - due to July 4 - Fri)
Jul	4	4th of July Holiday
Aug	12,13	Induction/NewStaff Orientation
Aug	14-19	Staff Inservice (Act 80)
Aug	20	First Student Day
Sep	1	Labor Day Holiday
Oct	13	Columbus Day/Indigenous Peoples' Day
Oct	24	Staff Inservice (Act 80)-No School Students
Oct	27	Parent/Teacher Conferences (Act 80)
Oct	28	Parent/Teacher Conferences (Act 80)
Nov	11	Veteran's Day Holiday
Nov	26	Early Dismissal (All)
Nov	27-Dec.1	Thanksgiving Holiday
Dec	22-Jan.2	Winter Holiday
Jan	19	Martin Luther King Holiday
Jan	20	Staff Inservice (Act 80)-No School Students
Feb	9	Parent/Teacher Conferences (Act 80)
Feb	10	Parent/Teacher Conferences (Act 80)
Feb	16	President's Day Holiday
Mar	27	Staff Inservice (Act 80)-No School Students
Apr	3-6	Spring Break
May	21	Staff Inservice (Act 80)-No School Students
May	22-25	Memorial Day Holiday
May	28	SHHS Graduation
Jun	1	Last Student Day/Early Dismissal (All)
Jun	2,3	Staff Inservice (Act 80)-No School Students
Jun	18	Juneteenth (Observed - due to June 19 - Fri)
Jun	19	Juneteenth Holiday

End of Marking Period

1st	October 23, 2025 (45 days)
2nd	January 16, 2026 (45 days)
3rd	March 26, 2026 (45 days)
4th	June 1, 2026 (41 days)

Office Phone Numbers

Administration	(717) 704-3801
Jr/Sr High School	(717) 704-3809
Elementary	(717) 704-3828
Pupil Services	(717) 704-3807
District Fax	(717) 704-3808

Student Early Dismissal/Staff Inservice (Act 80) on the following dates:
Sept 12, Oct 10, Nov 7, Dec 12, Jan 16, Feb 20, Mar 13, Apr 17, May 8

Summer Office Schedule: Monday-Thursday
June 8, 2026 - August 7, 2026
Hours: 8:00am-3:00pm

Snow Make-Up Days
1st - No Make-Up
2nd - No Make-Up
3rd - April 3rd
Others added after May 29th

ELL WIDA Testing Window
Jan-Mar, 2026

PSSA Testing Dates Window (Grades 3-8)
English Language Arts: April 20-24, 2026
Math, Science, and Makeups: April 27- May 1, 2026
Math, Science and Makeups (optional): May 4-8, 2026

AP Testing: May 2026

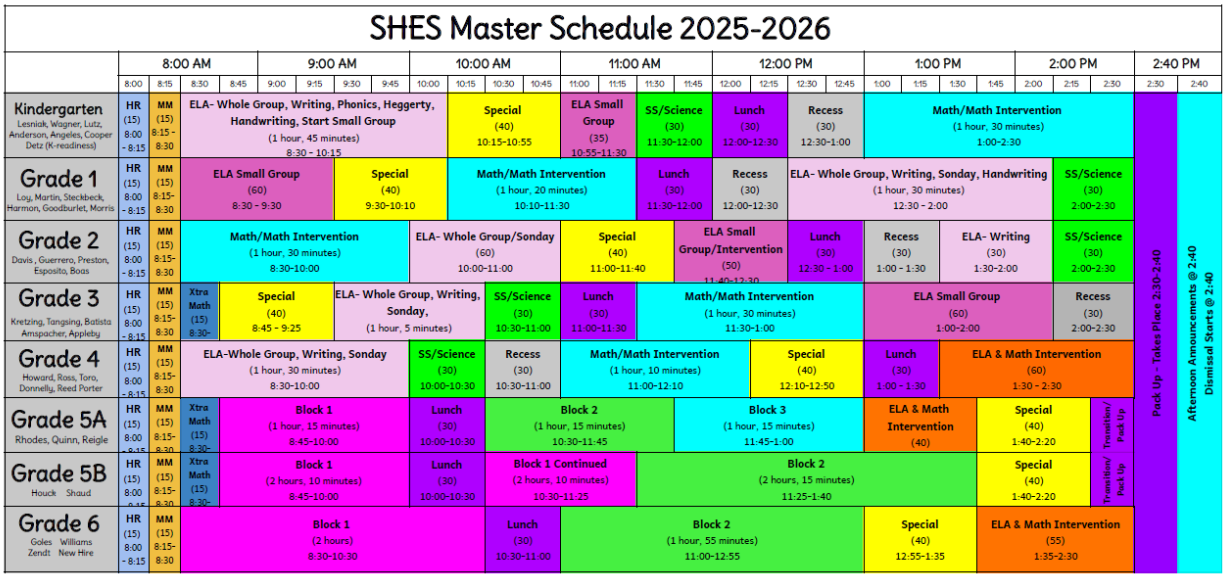
Keystone Exam Window (Alg I, Bio, Lit)
Summer: July 28 - Aug 1, 2025
Winter: December 3-17, 2025 & January 5-16, 2026
Spring: May 11-22, 2026

Be sure to follow us:
#RollerNation

School District Events & Activities
http://www.shsd.k12.pa.us

Approved 1/15/2025

25-26 MASTER SCHEDULE



Special Area, Lunch, & Recess Schedules 2025-2026

Grade	Special	Lunch	Recess
Kindergarten	10:15-10:55	12:00-12:30	12:30-1:00
1st Grade	9:30-10:10	11:30-12:00	12:00-12:30
2nd Grade	11:00-11:40	12:30-1:00	1:00-1:30
3rd Grade	8:45-9:25	11:00-11:30	2:00-2:30
4th Grade	12:10-12:50	1:00-1:30	10:30-11:00
5th Grade	10:00-10:30	1:40-2:20	N/A
6th Grade	10:30-11:00	12:55-1:35	N/A
Autism Support	As Applicable	12:00-12:30	11:00-12:00

Steelton-Highspire Elementary School
Half-Day/Early Dismissal Lunch and Special Schedule A
2025-2026

Scheduled Half Day/Early Dismissals

September 12th, 2025- Schedule A	February 20th, 2026- Schedule A
October 28th, 2025- Schedule A	April 17th, 2026- Schedule A
November 26th, 2025 Schedule A	June 1st, 2026- Schedule A
January 16th, 2026- Schedule A	

Lunch A Half Day Schedule

Grade Level	Lunch Period	Location
Kindergarten	10:30	Lunch served in CLASSROOMS
1st Grade	10:00-10:30	Main Café
2nd Grade	10:15-10:45	Alcove
3rd Grade	10:30-11:00	Main Café
4th Grade	9:50	CLASSROOM
5th Grade	10:10	CLASSROOM
6th Grade	10:25	CLASSROOM

THERE IS NO RECESS ON HALF DAYS

Special Schedule A

Grade Level	Special Time
6th Grade	8:45-9:25
5th Grade	9:30-10:10
4th Grade	10:15-10:55

Dismissal
Parent Pick Up: 11:15
Walkers and Bussers: 11:15
Daycare: 11:20
Sibling Pick Up 11:20

Steelton-Highspire Elementary School

Half-Day/Early Dismissal Lunch and Special Schedule B

2025-2026

Scheduled Half Day/Early Dismissals

October 10th, 2025- Schedule B	February 10th, 2026- Schedule B
November 7th, 2025- Schedule B	March 13th, 2026- Schedule B
December 12th, 2025- Schedule B	May 8th, 2026- Schedule B

Lunch B Half Day Schedule

Grade Level	Lunch Period	Location
Kindergarten	10:30	Lunch served to CLASSROOM
1st Grade	10:25	CLASSROOM
2nd Grade	10:10	CLASSROOM
3rd Grade	10:00	CLASSROOM
4th Grade	10:00-10:30	Alcove
5th Grade	10:15-10:45	Main Café
6th Grade	10:30-11:00	Alcove

THERE IS NO RECESS ON HALF DAYS

Special Schedule B

Grade Level	Special Time
2nd Grade	8:30-9:10
1st Grade	9:10-9:50
Kindergarten	9:50-10:30
3rd Grade	10:30 - 11:10

Dismissal
Parent Pick Up: 11:15
Bussers and Walkers: 11:15
Daycare: 11:20
Sibling Pick Up 11:20

Steelton-Highspire Elementary School
2 Hour Delay Schedules

2025-2026

9:30- Teacher arrival

10:00- Students are admitted, there is no breakfast on 2hr delay days

10:30- Instruction begins

THERE IS NO RECESS ON DAYS WITH A 2 HOUR DELAY

Lunch Schedule

Grade Level	Lunch Period
5th Grade	10:30-11:00
6th Grade	11:00-11:30
3rd Grade	11:30-12:00
1st Grade	12:00-12:30
Kindergarten	12:30-1:00
2nd Grade	1:00-1:30
4th Grade	1:30-2:00

Special Schedule

Specials Schedule 1	Specials Schedule 2
11:00-11:40- 4th Grade	1:20-2:00- Kindergarten
12:00-12:40- 5th Grade	11:15-11:55- 1st Grade
1:00-1:40- 6th Grade	12:35-1:15- 3rd Grade
	10:30-11:10- 2nd Grade

OUR SCHOOL DAY

OUR SCHOOL DAY

First Day of School: August 20th, 2025

Last Day of School: June 1st, 2026

School Hours

8:00 AM-2:45 PM

Supervision of students on school grounds does not begin until 7:50 AM. Students may enter the building at 8:00 AM.

Building Security

The entrance doors to the elementary school will be opened for students at 8:00 AM. Students are not permitted in the building prior to 8:00 AM. Students will get their breakfast and head directly to their homeroom. Students are encouraged to arrive at school no earlier than 8:00 AM. Exit doors will be locked once students have entered the building by 8:15. Access to the building during the school day can only be made through the front entrance. Visitors should ring the bell in front of the main entrance door and a secretary will assist you. ***No one will be allowed into the building unless they have a pre-scheduled meeting with a staff member or administration.***

Following dismissal it is expected that students will leave the building unless they have official school business that requires that they remain in the building (work in the Library, meet with teachers, participate in extracurriculars, etc.). Students may not prop open any door or entrance or allow any unauthorized person to enter the building. Violation of this rule may lead to disciplinary action. All exit doors will be locked after students are dismissed.

ARRIVAL AND DISMMISSAL PROCEDURES

ARRIVAL

When parents arrive at our school they are to follow the flow of traffic (please see the map below outlining the flow of traffic). At 7:50 AM our staff will be outside to help students exit out of their vehicles and enter into the school. Our school doors will open at 8:00. Any parent dropping their student(s) off before 7:50 AM will need to have their students exit the car themselves and report to their designated entrance. Student arrival is between 8:00-8:15 AM. Any student showing up after 8:15 will be considered late. NO ONE (except for faculty and staff will be permitted to park in the staff employee parking lot during arrival and dismissal time).

- Kindergarten and 1st grade students will enter the building at Entrance B
- 2nd and 3rd grade students will enter the building at Entrance A
- 4th, 5th and 6th grade students will enter at the lower level doors on the Reynders side of the building

DISMISSAL

It is vital that students are picked up by 3:00. If students are not picked up by 3:00, it could result in a referral to Children & Youth Services. If you are running late to pick up your child, please be sure to notify the main office so staff is aware and can plan accordingly.

Dismissal will follow the schedule listed below:

- **Walkers-** Will dismiss from the lower level doors at 2:45 and exit from the Reynders side of the building.
- **Sibling Pick-Up:** Older siblings that are at the High School will be held in the High School auditorium until 2:50. At that time, staff will bring the elementary students to the High School to meet their siblings. All students will exit through the High School main entrance.
- **Daycare & After School Program**- Will dismiss from the cafeteria at 2:50 from the tot lot and get onto their busses/daycare vans on the Reynders side of the building.
- **Bussers-** Will dismiss from the elementary gym at 2:45
- **Parent Pickup:**
    - At 2:40 students that are considered parent pickup will be called to report to their designated exit locations.
        - Kindergarten and 1st grade PP will dismiss from Entrance B
        - 2nd and 3rd grade PP will wait in the library and dismiss from the Employee Door
        - 4th- 6th grade PP will dismiss from Entrance A
    - PP dismissal will start promptly at 2:45 – we will not be dismissing beforehand.
    - Parents will pull around to the front of the elementary school in a single file line. At this time parents should have their cards in their windshield so that we know they are an authorized pickup.
    - Staff will greet parents, get the names of their children and call for them inside via walky-talky's.
    - Students will dismiss from their designated locations inside and walk to their parent's car.
    - Parents will pull away (making a right on Reynders Street) and following the flow of traffic.
    - No one will be allowed to pull into the parking lot to park.

- Any parents that decide to park at the Temple across the street, or any walking parents, should consider their students walkers and pick them up on the Reynders side of the building.

- Any parent that does not have their colored authorized pick up card will be asked to pull over and wait until the end of dismissal when a staff member can check their ID and make sure that they are an authorized pickup.

- STUDENTS WILL NOT BE DISMISSED between 2:00-2:45 unless a written dismissal note is given to the child's teacher ahead of time.

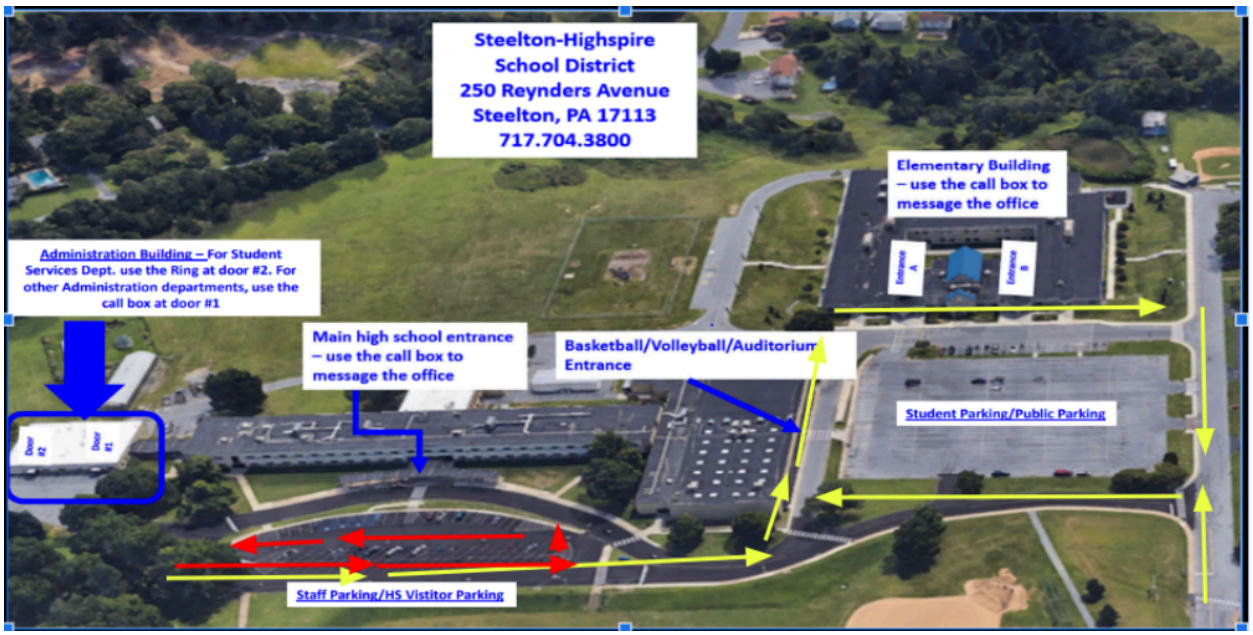
- Dismissal changes should not be made last minute. If there is a change in dismissal parents should call the office prior to 2:00 to make that change.

- Every family will be sent two sets of colored authorized pick up cards. If you need an additional set please contact the office.

TRAFFIC FLOW MAP

★ Parents will follow the traffic flow represented by the yellow arrows.

★ Parents will pull up in a single file line in front of the school and wait for a staff member to greet them and get their child(ren).



If a child needs to be picked up between 2:00 – 2:45 PM, parents need to send a written notice or call the office before 2:00. Otherwise parents will need to wait until regular dismissal time.

PLEASE NOTE: Parents/guardians must complete the ***Authorized Pick-Up Form*** at the beginning of the school year, listing all adults who are authorized to pick up elementary students. **ONLY** adults listed on the *Authorized Pick-Up Form* will be able to pick up a student. **Please be prepared to show proper Photo I.D. upon request. For student safety, we will verify the identification of the adult who is picking up a student to be sure that they are authorized.**

Adhering to these procedures will help to keep dismissal safe and orderly.

FIELD TRIPS

Field trips and school trips are a vital part of the learning experience. As such we encourage student participation in these events. Eligibility for participation, however, is at the discretion of the teacher and Elementary School administration. Examples of criteria for eligibility include attendance, academic performance and discipline record. It is possible for students to be excluded from such trips based upon these criteria. Any student who does not participate in a curricular field trip will be given an alternative assignment. While participating in a field trip, students are expected to abide by the same school rules that apply while they are attending classes in the building. Additional rules and guidelines that are specific to the trip will be outlined by the trip teacher/chaperone. Appropriate dress guidelines for the field trip will be determined by the trip teacher/chaperone.

ASSEMBLIES

1. Students will wait to be called over the PA system and walk quietly in a single file line to the high school auditorium or elementary school gym, and wait to proceed to their identified seating areas.

2. All pupils will be assigned seats in the auditorium or gym. Teachers will be responsible for checking attendance.

3. Pupils are to enter the auditorium/gym quickly and quietly take their assigned seats.

4. Pupils should be orderly during the program and applaud reasonably and courteously.

5. Upon leaving assemblies, pupils are expected to stand quietly, wait until the row in back has passed, then proceed quietly out of the designated door in a single file.

6. Consumption of any beverage, candy or food is not permitted.

7. Teachers will remove student(s) from the auditorium or elementary school gym due to misconduct. The matter will be resolved in the office following the assembly.

8. Attending assemblies is a privilege that can be revoked for failure to follow school rules or established guidelines.

ATTENDANCE

Arrival: Students may enter the building at 8:00 AM. Children who are not in their classrooms by 8:15 AM will be considered tardy. They must report to the office to receive a pass to enter class.

Please be advised that frequent lateness results in loss of instructional time for students. We ask for your assistance to ensure that each day begins on time for all students.

Dismissal: Students who need to be excused early for such things as unavoidable medical appointments should send a written request to the office. Elementary students may only be released to parents or legal guardians; or to a person designated by the parent/guardian. An adult must report to the office and sign the student out of school before they are permitted to leave the building.

Absence from School: Any day that a student is unable to attend school, the student's parent or guardian is expected to phone the school's attendance secretary before 8:10 a.m. to provide the reason for the absence. If the school does not receive a call when your child is absent, you will receive a phone call from the school.

Upon returning to school following an unplanned absence, whether for a partial or full day, students are required to submit an Excuse of Absence. This year we are encouraging our families to send their excuse notes via email at SHSDELEMAttendance@shsd.k12.pa.us.

When utilizing a written excuse please include:

- Reason for the absence
- Date of the absence
- Parent/Guardian signature
- Phone number for verification

According to Pennsylvania Law, the only excusable reasons for absences from school are: illness, quarantine of the home, death in the immediate family or urgent and unavoidable family emergency. The following reasons for absence from school are excusable, but must be requested in advance and approved by an administrator: observance of religious holiday, religious instruction, college visits and educational trips, if the trip meets school district criteria.

Students arriving after the start of school and within the first two (2) hours of the school day will be marked as tardy to school. A half day absence is from two (2) hours to four and one-half (4 ½) hours. Students who are absent more than four and one-half (4 ½) hours will be reported as absent for the day.

Unlawful Absences: Any absence from school that does not conform to the state law and school district policy will be marked unlawful.

An unlawful absence of a student who is less than 17 years old is illegal as dictated by Pennsylvania's Mandatory Attendance Law. If a student accumulates three or more illegal absences, their parents/guardians will be notified – and will possibly be issued an official attendance warning notice, which would advise them that any additional illegal absence(s) would result in the issuance of a citation.

Doctor's Excuse Requirement: Any student who is absent from school for three or more consecutive days is required to submit a doctor's excuse to confirm the illness. In addition, any

student who develops a pattern of poor attendance – for any reason - may be required to submit a doctor's excuse for all absences and tardies. Failure to submit the required doctor's excuse will result in the absence/tardy being marked unlawful and credit for work missed may be denied.

Anticipated Absences: Permission to be absent from school for any reason other than illness or immediate family emergency must be requested in advance. Any such absence that is not pre-approved by the administration will be marked unlawful and credit for work missed may be denied.

The maximum number of pre-approved days that a student may miss in one school year for the purpose of college visits and educational trips is ten (10).

We strongly recommend that educational trips do not occur within the first cycle of the school year and during the last two cycles of the school year. Please be advised that the administration reserves the right to deny requests for extended absence during these times. Educational trips will not be approved for students that are scheduled to take state assessments on the date(s) of the requested trip.

Students must be present during standardized test dates as identified on the district calendar. No trips will be approved during this time period for students who are required to take standardized tests.

Educational Trips : The Steelton-Highspire School District will approve up to five (5) days per school year for educational trips. In order to provide uniform application of the regulation for all students, the district provides a pre-approval form.

Parents who anticipate taking children on trips which would qualify as an "educational experience" should obtain a form from the school office, and complete it with a brief, but specific statement as to the educational value of the trip. This should be returned to the school at least one week prior to the trip so that any questions about the merit of the trip are clarified before the trip is taken.

A parent or guardian must complete an Educational Trip Request form if they wish to have their child participate in an educational trip. In order for the absence to be "excused" the trip itinerary must contain significant educational opportunities that could not otherwise be experienced in the school setting or during a time when school is not in session. In other words, the educational benefits of the trip must outweigh the negative effects of a disrupted educational program. For trips with a limited number of educational experiences and/or trips that could be taken on non-school time, the absence will be classified as "unexcused".

Types of trips which would qualify as educational trips include visits to national parks, places of historic interest, museums, art galleries, etc. Trips which do NOT qualify would include hunting and fishing, family visits, etc.

Responsibility for Classwork: Students who will miss any class(es) as a result of an anticipated absence such as a medical/dental appointment, educational trip, etc. are responsible for (1) submitting any assignments that are due prior to leaving, (2) acquiring the information which was presented in class, (3) completing any assignments that were done in class or assigned for homework, and (4) being prepared to participate in activities which are scheduled for the next day (including quizzes, tests, projects, etc.)

School Attendance Improvement Plan (SAIP): A School Attendance Improvement Plan may be initiated by the school as an opportunity to sit down with families to discuss ways to work together and improve a student's attendance. Completion of a SAIP is required by law when a child is unlawfully absent four days of school and after receiving an attendance warning letter. Parents will be invited to a Student Attendance Improvement Conference (SAIC) to discuss attendance improvement strategies and develop the SAIP. The overall goal of the SAIP process is to partner with families as a team to assist the student in improving school attendance.

Maximum Number of Days Absent: If regular attendance becomes an issue, the administration may schedule an attendance review hearing. If a student is absent from school 25 times or more, the potential outcome of the hearing could be retention

CAFETERIA & FOOD SERVICES

Food services in the Steelton-Highspire School District are provided by an independent contractor, Chartwells, a division of the Compass Group-USA.

The district will have a "universal free meal program." The district has elected to participate in the "Community Eligibility Provision" (CEP), which is being administered by the USDA. In order to be eligible for the (CEP) provision, districts must have at least 40 percent of its students directly certified for free meals through means other than household applications. The Steelton-Highspire School District qualifies for this provision (CEP).

As a result, there will be no need for households to fill out a lunch application by hand or online through Compass (through the department of welfare). All students will be eligible for free breakfast and lunch for the 2025-2026 school year.

Although the National School Lunch Program (NSLP) and the USDA have provided the opportunity for school districts to participate in the "CEP" to help increase child nutrition and reduce financial burden, the district is still required to collect economic/household data for Title I accountability. All households will receive a census form the first week of school that will need to be returned to the school district.

Children are permitted to bring a packed lunch if desired, however, carbonated drinks or glass containers are prohibited.

Lunch Procedures: Students will be assigned a 30-minute lunch period in the cafeteria each day. They may bring their lunch or choose a school lunch.

1. Upon entering the cafeteria, students will proceed to their assigned seats. Students will be directed by the cafeteria staff on duty to go to the serving lines.

2. Students should be orderly during the lunch period. Normal conversation is permitted. Students should observe respectful behavior while eating.

3. Throwing of food or other items will not be tolerated.

4. Students should be seated at all times, except when getting food or throwing away trays.

5. Students may use the restrooms during the lunch period, with the permission of the adult on lunch duty.

6. Directions by cafeteria staff, or any other adult on duty, must be followed.

7. All litter and trash must be removed from the tables and floor before dismissal.

8. Dismissal from the cafeteria will be directed by the aides and/or teacher picking students up.

9. Eating in the cafeteria is a privilege that can be revoked for failure to follow rules or established guidelines.

Birthday/Party Treats: For the 2025-2026 school year, we will allow cupcakes and pre-packaged treats to be brought in by students or dropped off in the main office. Parents will not be authorized to go to their child's classroom in order to celebrate their birthdays.

INSTRUCTIONAL PROCEDURES

Curriculum: The elementary grades are arranged in progressive steps. These steps will prepare our students for the necessary transition to the middle and secondary levels by providing a solid academic foundation. In the past few years, we have added a number of curricula to ensure that we are meeting the academic needs of our students. Below is a list of the programs that we are currently using and the subject area that aligns with each.

ELA- Heggerty, Sonday System and My View

Math- enVision Math

Science-PA Standards/Eligible Content; **Social Studies-** Standards/Curriculum Maps

Purpose: In Steelton-Highspire School District, our vision of learning is rooted in a commitment to excellence, inclusivity, and the holistic development of every student. We are guided by our mission to educate and develop the whole child, equipping them with the skills to compete, produce, and lead in an ever-changing society. Our vision is one of transformation and excellence, ensuring that every student receives the highest quality education and support necessary to succeed. The Grading Handbook serves as a comprehensive guide to consistency, fairness, and transparency in the evaluation of the students performance. It outlines the standards, criteria, and

procedures for grading, providing educators with clear guidelines and students with an understanding of how their work will be assessed. This handbook aims to foster a constructive learning environment by promoting objectives and equitable grading practices.

Mission: We firmly believe that there are six core principles that must be implemented by our administration and staff in order to reach our vision of learning. These core principles drive all of our decision making within our district. The first value is to have a student-centered focus. Our primary responsibility is to our students. Every decision and initiative is driven by the goal of enhancing their educational experience and preparing them for future challenges. We recognize the uniqueness of each student and strive to meet their individual needs, ensuring that all students have the opportunity to succeed.

Secondly we are committed to treating everyone in our community with dignity and respect. We celebrate the diversity and uniqueness of our students, staff, and community members, fostering an environment where everyone feels valued and included. We also must have a collaborative environment, which is our third core principle. Cooperation and commitment from students, parents, community members, administration, faculty, and support staff are essential. We believe that a strong partnership among these groups creates a supportive and effective learning environment. Open communication and active collaboration are key to our success.

Our fourth core principle is centered around Disciplined Behavior and Pro-Social Skills. We emphasize the importance of disciplined behavior and the development of prosocial skills. These foundational elements are crucial for the personal and academic growth of our students, helping them to become responsible and respectful members of society.

High-Quality Resources and Continued Staff Development are our district's fifth and final core principle. A robust educational program supported by high-quality resources is vital for the enhancement of student learning. We are dedicated to providing our students with the best possible tools, technologies, and materials to support their educational journey. Our district programs are strengthened by the continuous training and development of our staff. We invest in our educators and support staff, ensuring they have access to ongoing professional development opportunities that enable them to deliver high-quality instruction and support to our students.

Our shared values are the bedrock of our vision for the Steelton-Highspire School District. We value relationships, understanding that strong connections between students, teachers, parents, and the community are essential for a thriving educational environment. We honor tradition, recognizing the importance of our district's history and the contributions of those who came before us. We embrace competition, encouraging our students to strive for excellence in all their endeavors. Finally, we cherish our alumni, celebrating their achievements and involving them in the ongoing life of our district.

By integrating these principles and values into every aspect of our educational practice, we aim to create a learning environment where all students can achieve their fullest potential. Together, as a

united community, we are transforming Steelton-Highspire School District into a beacon of excellence, dedicated to the success of every student.

GRADING AND REPORTING SYSTEM

A. **Kindergarten through 2nd Grade Standards-Based Grading:** In grades Kindergarten through 2nd Grade, reporting of progress will be marked using the codes below.

4 = Exceeds Grade Level Expectations
The student consistently meets grade-level expectations and standards. Performance is characterized by the ability to apply skills accurately with minimal assistance.

3 = Meeting Grade Level Expectations
The student is progressing towards grade-level standards and expectations. Performance varies in terms of consistency, accuracy, and quality.

2 = Progressing Toward Grade Level Expectations
The student understands the standard only minimally. The student will need additional practice and intensive support to meet grade-level expectations.

1 = Needs Improvement
The student does not understand the standard and will need intensive interventions, support, and one-on-one instruction to meet grade-level expectations.

B. **Grades 3 through 6 Grading Scale:** In grades 3-6, student proficiency will be determined using a traditional grading scale. Student proficiency shall be reported using a 100 point system as outlined below.

Letter Grade	Numerical Grade
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	59 and below

C. Kindergarten through 6th Grade Conduct Grading Scale

O: Outstanding
S:Satisfactory
N: Needs Improvement
U: Unsatisfactory

Grades 3 through 6

A. Grading Categories and Weight: Students receive a numeric grade in Language Arts, Social Studies, Math, and Science each grading period. Grades shall reflect the students' progress towards proficiency of grade level learning standards, called the Pennsylvania Common Core Standards and Skills. Teachers should use various indicators to monitor and assess student progress; however it is not required that grades be assigned every time progress is assessed and feedback given.

1. **Major grades will count as 50% of the student's grading period average.** Examples of major grades include major projects, cumulative assignments, unit tests, and written compositions. Before a major grade is assigned, the teacher is to have adequately taught the concept and the student is to have had sufficient time to master the concept being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice before being given a major grade assignment.
2. **Minor grades will count as 50% of the student's grading period average.** Examples of minor grades include daily assignments/participation, quizzes, notebook/journal responses, interim work for projects, learning centers/workstations, lab reports, or phonics/word study, spelling, grammar (tests or assignments). These grades should be a balanced representation of the types of work completed during the course of the grading period.

B. Number of Assignments in each Grading Category: During each grading period, the following number of grades shall be recorded in each of the specified core subject areas:

Quarter 1

Subject	Minimum Number of Grades	Minimum Number of Grades per Category	
		Minor	Major
Math	9	8	1
Language Arts	9	8	1

Subject	Minimum Number of Grades	Minimum Number of Grades per Category	
		Minor	Major
Social Studies	Grades 3-5 = 4 Grade 6 = 7	Grades 3-5 = 3 Grade 6 = 6	1
Science	Grades 3-5 = 4 Grade 6 = 7	Grades 3-5 = 3 Grade 6 = 6	1

Quarters 2 - 4

Subject	Minimum Number of Grades	Minimum Number of Grades per Category	
		Minor	Major
Math	12	10	2
Language Arts	12	10	2
Social Studies	Grades 3-5 = 5 Grade 6 = 7	Grades 3-5 = 4 Grade 6 = 6	2
Science	Grades 3-5 = 5 Grade 6 = 8	Grades 3-5 = 4 Grade 6 = 7	1

1. Teachers may determine to record additional grades per category in collaboration with grade level teams.
2. Except for unique circumstances, determining assignments to be graded and the content to which each assignment best corresponds, will be determined by content area/grade level teams. (For example: All teachers teaching ELA will have the same grades.)

C. Make Up Work

1. All students shall be allowed to make up work when they are absent from class.
2. Students have the total number of school days absent plus one additional school day in which to complete the assignments.
3. In certain circumstances where a prolonged illness or family emergencies are involved, an arrangement will be made between student and teacher for additional time to complete make-up work.
4. When an assignment is missing during the make-up work timeline, the teacher will place an

"I" (Incomplete) in the online gradebook in place of the numeric grade until the assignment is turned in. If the assignment is not submitted within the make-up work timeline, a numeric "0" will be recorded.

D. Late Work

1. Assignments are expected to be turned in on the due date communicated by the classroom teacher to ensure students progress through the learning standards.
2. Late work may only be accepted during the current grading period.
3. When an assignment is submitted after a deadline, a maximum penalty of ten (10) points per school day may be deducted from the grade with a maximum of thirty (30) points deducted. Teachers will use professional discretion in determining when such a deduction is appropriate.
4. When an assignment is missing/late, the teacher will place an "I" (incomplete) in the online gradebook in place of the numeric grade until the assignment is turned in. Incomplete assignments will be changed to a numeric "0" if not turned in by progress reports or report cards.

Elementary Physical Education Guidelines: Physical Education is an important part of your child's educational experience. The goal of the Physical Education program is to allow students to engage in a variety of physical activities which are developmentally appropriate and contribute to the health and physical fitness of our students. Our program is based on the state standards, which allows students enough time to become proficient in these areas. Hopefully students will gain an appreciation of physical activity and fitness and include it as an integral part of their lives.

All students are to participate in physical education. They are to be prepared by wearing appropriate footwear (sneakers).

Excuses for Physical Education:

1. A doctor's excuse is necessary to excuse a student from participation in class for more than 2 classes (1 cycle). A parent note will be accepted for 1 class in the event of illness or injury.
2. Any student in a cast, splint, or using orthopedic devices must have a doctor's note stating limitations.
3. A student returning to class after cast or splint removal must have a doctor's note stating when they may return to normal activity.
4. If a child is excused from physical education, the same restrictions apply for all recesses. They may go outside, but may only participate in a quiet activity at a designated area.

Progress Reports and Report Cards

For the 2025-2026 school year, we will not be sending home printed progress reports and report cards. Progress reports and report cards can be accessed on the PowerSchool portal on the dates listed below. Report cards will be sent home with your student at the conclusion of each marking period on the dates listed below. It is very important that you have your Powerschool Parent Portal account set up so that you can access your student(s) grades. See below for directions on how to set up your PowerSchool Parent Portal account.

You can create your PowerSchool Parent Portal account by following the directions at this link: https://www.shsd.k12.pa.us/Page/4857. If you have questions or problems creating the account please email SHSDPowerSchool@shsd.k12.pa.us or call your child's school office. Once you have your account set up, you can retrieve the progress or report card reports within the portal by clicking on the SwiftReach/Swiftk12 icon. These reports will only show up for 30 days then they will disappear so please download them and save them or print them out.

25-26 Grading and Reporting Schedule

Marking Period #1 -Progress Reports available on 9/26/25 -Report Cards go home 10/31/25	**Marking Period #2** -Progress Reports available on 12/12/25 -Report Cards go home 1/23/26
Marking Period #3 -Progress Reports available on 2/27/26 -Report Cards go home 4/2/26	**Marking Period #4** -Progress Reports go home on 5/9/26 -Report Cards go home two weeks after school is out

Honor Roll: Following is the criteria that must be met in order to obtain honor roll status for students in grades 3 through 6:

1. **Distinguished Honors**: All A's in Core Subjects
2. **Honors**: All A's and B's in Core Subjects

Core Subjects: Reading, Math, Writing, Science, Social Studies

Grading Special Populations

Students with Disabilities:

When grading special education students in Pennsylvania, it's essential to consider the individualized education programs (IEPs) that guide each student's learning objectives and accommodations. Teachers should align assessments with the specific goals outlined in the IEPs, ensuring that grading reflects the progress toward these tailored objectives rather than solely comparing students to general education standards. Modifications and accommodations should be applied consistently during evaluations, and feedback should be constructive and supportive. Additionally, educators should collaborate with special education professionals to ensure that grading practices are fair and accurately reflect each student's growth and achievements within their personalized learning framework.

- **Accommodation** - an accommodation allows a student to access and complete the same assignments and/or assessments as other students, but with changes in timing, presentation, formatting, scheduling, and/or response style without significantly or fundamentally altering the standard or objective or what the assignment or test is measuring.
- **Modification** - a modification is a change in the student learning objective (standard) specifically to the rigor, depth, and complexity of the expectation for mastery; in turn students who receive modifications to learning standards often require alternate ways to access grade level learning targets.

Promotion and Retention

The promotion or retention of each school student is the responsibility of the school district. Sufficient data needs to be collected for students who are experiencing difficulty. The student should then be referred to the MTSS team after the necessary paperwork is completed.

Procedures: School personnel will encourage parent involvement in all steps of the ongoing evaluation of students.

1. Teachers will inform the administration and the parents of students experiencing academic difficulty through progress reports posted on PowerSchool Parent Portal.
2. Teachers must identify students who may be considered for retention/failures by the end of the second marking period. A list of these students must be provided to an administrator. Retention meetings with the principal will be held in January-February of each academic year.
3. The administration, in consultation with the classroom teacher, the parents and selected members of the retention committee, will evaluate the record of the identified student and reach a final decision.

4. If the parents choose not to attend the retention meeting, they will be informed in writing by the building principal of the district's final decision by the end of the school term.

Retention Criteria: When retention is a possible recommendation, the following criteria should be part of the consideration:

Non-academic Criteria (to be considered for all grade levels)

a. Weakness in fine and/or gross motor skill development
b. Unsatisfactory development of work skills
c. Emotional immaturity
d. Inappropriate or immature social behavior
e. Chronic absenteeism and/or tardiness
f. Previous retentions
g. Chronological age

Academic Criteria:

- Grade 1-3: Failing or unsatisfactory development in reading and math as evidenced by formal and informal assessments and teacher documentation.
- Grades 4-6: Failure or unsatisfactory development in two or more core subjects as evidenced by formal and informal assessments and teacher documentation.

PA School State Assessment (PSSA)

The PA assessments for English/Language Arts and Mathematics will be given to students in grades 3, 4, 5, and 6 during the spring. The PA assessment for science will be given to students in grade 5. More specific information will be shared in a separate communication.

Homework:

Definition: Homework is properly defined as any work planned or approved by the teacher to be completed by the student outside of the regular classroom without the immediate supervision of the teacher.

Philosophy: Homework should be a continuation of the learning process developed in the classroom and carried on by the student independently at home. It should be the type of assignment that reinforces learning skills previously taught in the classroom.

Homework assignments are designed to supplement and reinforce the learning that takes place at school. The amount and type of homework assigned by teachers may vary by class and by pupil.

However, the policy observed is that a minimum of homework be assigned in grades 1 and 2 with increased amounts in grades 3-6. **Children in grades 3-6 can expect 30 minutes to an hour of homework several nights a week.**

Homework Tips

- **Make sure your child has a quiet, well-lit place to do homework.** Avoid having your child do homework with the television on or in places with other distractions, such as people coming and going.
- **Make sure the materials your child needs, such as paper, pencils and a dictionary, are available.** Ask your child if special materials will be needed for some projects and get them in advance.
- **Help your child with time management.** Establish a set time each day for doing homework. Don't let your child leave homework until just before bedtime. Think about using a weekend morning or afternoon for working on big projects, especially if the project involves getting together with classmates.
- **Be positive about homework.** Tell your child how important school is. The attitude you express about homework will be the attitude your child acquires.
- **When your child does homework, you do homework.** Show your child that the skills they are learning are related to things you do as an adult. If your child is reading, you read too. If your child is doing math, balance your checkbook.
- **When your child asks for help, provide guidance, not answers.** Giving answers means your child will not learn the material. Too much help teaches your child that when the going gets rough, someone will do the work for him or her.
- **Play an active role in homework.** Cooperate with the teacher. It shows your child that the school and home are a team. Follow the directions given by the teacher.
- **Stay informed.** Talk with your child's teacher. Make sure you know the purpose of homework and what your child's class rules are.
- **Help your child figure out what is hard homework and what is easy homework.** Have your child do the hard work first. This will mean he or she will be most alert when facing the biggest challenges. Easy material will seem to go fast when fatigue begins to set in.
- **Watch your child for signs of failure and frustration.** Let your child take a short break if he or she is having trouble keeping his or her mind on an assignment.
- **Reward progress in homework.** If your child has been successful in homework completion and is working hard, celebrate that success with a special event (e.g., pizza, a walk, a trip to the park) to reinforce the positive effort.

Homework Supply Kit: You can help your child considerably in cutting down on wasted time spent searching the house for necessary homework supplies and materials. Not only is it a

frustrating waste of precious minutes, but it also causes a major break in productivity, pulling your child unnecessarily off-task.

This Homework Supply Kit can be stored in anything portable, preferably a lightweight container with a lid. Some children work at their desks, or on kitchen or dining room tables; others prefer to spread out on their beds or the floor. With this system, where your child chooses to study doesn't matter. The necessary supplies can accompany him/her anywhere.

Recommended Supplies (may vary depending on the age of your child)

- ☐ Plenty of paper
- ☐ Sharpened pencils with erasers
- ☐ Pencil sharpener
- ☐ Ruler
- ☐ Crayons
- ☐ Glue stick
- ☐ Colored pencils
- ☐ Colored pens and markers (thick and thin points)
- ☐ Stapler with box of staples
- ☐ Paper clips
- ☐ Single-hole punch
- ☐ Three-hole punch
- ☐ Self-stick notepads
- ☐ Highlighter pens
- ☐ Index cards
- ☐ Calculator

PARENTAL/GUARDIAN EXPECTATIONS & PROCEDURES

Emergency Contact and Phone Numbers: It is critical that the elementary office staff has parent/guardian updated contact information (phone numbers/emails) at all times throughout the year. Please provide the school with up-to-date phone numbers and email addresses so we can contact you in the event of an emergency. **Notify the school office immediately if you have a change of address, phone number, or work location. If the district does not have your updated contact information, you will not receive important district communication via phone and/or email.** Please also remember to update information about emergency contact persons so we can get in touch with emergency contacts in the event that we cannot reach you.

Changes in Dismissal for Students: The elementary teachers follow routine dismissal procedures daily. Changes to those routines should be for urgent reasons and must be accompanied by a ***Change of Dismissal Routine Notice*** , written parental notice, or verbal notice requesting such a change. All students' verbal requests for such changes will be denied without written notice or a phone call from a parent or guardian. Changes to bus stops and/or bus assignments must be made through the transportation office. **Students are not permitted to ride buses other than their own unless it is an emergency and written notice is on file with the office.** Your child may not get off at a different bus stop without a written permission slip from the office.

Legal Custody: Separated or divorced parents are advised of their obligation to inform the school about the situation in the home and provide written documentation about the custody status of the child. This information would include:

- Court orders or directives related to custody and access to the child
- Shared custody plans
- Documents identifying responsibility for the child's education
- Informal parental understandings, expectations, and agreements regarding the child's education and welfare
- Information verifying a non-legal "custodial parent" arrangement

Both the federal Family Educational Rights and Privacy Act and Pennsylvania Law (Act 115 of 1981) provide each natural parent with access to the school records. Act 115 also gives the parent access to medical and dental records and the address of residence for the children and of the other parent. No matter what form the custodial arrangement takes, one parent may not prohibit the other from viewing the records of the child. The only way a parent loses that right is through a specific order of the court restricting access. It is the policy of the Steelton-Highspire School District to remain neutral in concerns of custody issues. We provide both parents, upon proper request, access to school records and school functions.

Please be aware that the Steelton-Highspire School District is not to be included in any custody order as a third party or in any way involved in the exchange of children for visitation or a change in children's custody.

School Visits and Parent Conferences: Visitors will not be allowed in the building this year unless they have a pre-scheduled meeting with a staff member or administration. During the course of the school year, problems may arise which may affect students, parents, and the school. Parents are urged to solve a problem as soon as it develops by contacting the staff member most directly involved with the problem. Often a problem is caused by a lack of communication among the parent, student, and school.

By keeping in contact with the child's school and teacher, parents can often solve and also avoid problems or misunderstandings which may otherwise arise. If parents or students are unsure of whom to contact, call one of the building level administrators at 717-704-3828. Calls to building administrators will be returned within two school days.

Back to School Night/Open House/ Parent-Teacher Conferences:

Open House for students in Kindergarten – 6th grade will be held August 18th from 4:00-6:00 PM.

Parent teacher conference days are scheduled two times throughout the school year. The first set of conference dates will be held **October 27th and 28th**. The second set of conference dates will be held **February 9th and 10th**. These dates are also available on our district calendar. Administration will make parents/guardians aware three weeks prior to conferences. Two weeks prior to the conference dates, teachers will be given an appointment sheet on which to schedule conference

EMERGENCY PLANS/DRILLS

Inclement Weather/School Closing (School not already in session): In the event of inclement weather or some other emergency, families should receive a phone call via the District Alert Now phone call system and/or listen to the local television or radio stations for "Steelton-Highspire School District" school delay or closing information. The media will report the length of time of the delay or closing information.

IN ALL OF THE FOLLOWING CASES, PLEASE DO NOT CALL THE SCHOOL. FOLLOW THESE PROCEDURES AND LISTEN TO THE LOCAL MEDIA STATIONS. IT IS IMPORTANT TO KEEP THE TELEPHONE LINES OPEN.

Emergency Early Dismissal (School already in session): Families should tune in to local media stations for information. You should already have a plan in place for your child in case of an early dismissal. If you are not at home when your child arrives, what plan should your child follow? Make these arrangements now and review them often with your child so that he/she is familiar with the plan.

Emergency School Evacuation/Non-TMI: In the event that it is necessary to evacuate our elementary school, the children will be escorted to the **Steelton-Highspire High School Auditorium located adjacent to the elementary school and/or Swatara Middle School located at 1101 Highland Street**. We will dismiss students to their parent/guardian from this location. Students will not be dismissed to anyone other than those listed on the authorized pick-up form. **You will be asked to sign out your child and present a valid photo I.D. before leaving the site.**

Three Mile Island Emergency Evacuation: There are school evacuation plans in place in the event of a Three-Mile Island Evacuation. (You may refer to the school district calendar for additional information.) If an evacuation is recommended while school is in session, the students and staff will be bused to *Chambersburg Area Middle School North at 1957 Scotland Ave., Chambersburg, PA 17201*. This is the designated location beyond the ten-mile radius of Three-Mile Island. Please refer to the district website for the most up to date location. Any student being picked up will only be dismissed to a parent or person listed on the student's authorized pick-up form. **Once again, a form of I.D. will be needed to release children in this situation.**

Fire Alarm Bell: Upon the sounding of the fire alarm bell, all occupants should remain in place until instructions are provided via the public address system. If students and staff are instructed to exit the building, then they should exit their classroom in a single file line – in a quiet orderly fashion. Quickly proceed through the hallway to the exit designated for their classroom. Students are not to go to their locker. Doors and windows should be closed.

Bomb/Terroristic Threat: In the event of a bomb threat students and staff will be directed via the public address system. Students may be asked to leave their books, get their coats, leave their locker doors open, and file out of the building using the fire drill procedure. If the building is evacuated the children will be escorted to the **Steelton-Highspire High School Auditorium located adjacent to the elementary school and/or Swatara Middle School located at 1101 Highland Street.** Classes will resume only after certified emergency personnel have deemed the building safe. Instructional time lost as a result of a bomb threat may be made up. In cooperation with the telephone company, the state and local police will investigate all bomb threats. Anyone found guilty of making such a threat will be prosecuted and subjected to school disciplinary measures as described in the Code of Conduct (pursuant to SHSD Board Policy #218.2).

Restricted Movement: In the event of restricted movement, students in hallways should return to their classrooms until instructed otherwise. Teachers will continue with instruction to the fullest extent possible. Students are not permitted to leave without administrative permission. Students will be kept away from doors and windows - students should not be out of their seats attempting to see what is going on in the hallways.

Intruder: In the event of an intruder, all students will be moved out of sight from the viewpoint of the hallway. Students are to remain quiet and still, silence cell phones, and not open the door. Students will remain in a secured position until a school official or police informs them otherwise. If the fire alarm sounds, students are to stay put and not leave the room.

Lockout: In the case of an extruder, students are to return inside to the building and to their classrooms. Classrooms will run as usual.

Shelter: Weather emergencies will be announced via the public address system. In the event of a tornado, students and staff will be instructed, via announcement, to evacuate to a shelter area. Students and staff may be instructed to seal the room, drop, cover and hold, or get to high ground.

HEALTH SERVICES

To obtain health services:

1. An ill or injured student is to be accompanied to the health room by another student. Obtain a hall pass from the classroom teacher in whose class you are or will be attending. (Exception: emergencies such as fainting, nosebleeds, falls, etc.)
2. Report directly to the nurse's office. In case the door is locked, report to the main office. Office will reach out to the nurse if necessary.
3. Students should not remain longer than one period unless the nurse or other authority says it is necessary. Teachers must be notified of a student's absence from class. Failure to comply with this procedure may be construed as cutting class which is a disciplinary offense.

Health Personnel: Nurse. Joe ~ School Nurse

Medication Procedures: Prescription medication and any over the counter medication not covered under the district's standing order policy will not be administered by school personnel unless specific written instructions are received from a health care provider. All orders must be renewed annually.

1. Medications must be given to school personnel in its original container/packaging from the pharmacy
2. The school nurse, building principal, or their designee, shall arrange to administer the medication.
3. Exceptions to this policy must be approved by the building principal and/or school nurse.
4. Any child that requires an inhaler for asthma or an epipen for life-threatening allergies must have an annual physician's order on file in the nursing office. A healthcare provider and a parent/guardian must give written permission for self-carry administration of these medications. Proficiency must be demonstrated annually to the school nurse and this documentation must be kept on file.
5. All medications must be picked up by the parent/guardian on or before the last day of school. All remaining medication will be discarded.

Required Medical Examination and Vaccinations: A **medical examination** is required for all pupils upon **original entry** to school, sixth grade, and eleventh grade. A **dental examination** is

required for all pupils upon **original entry** to school, third grade, and seventh grade. Parents have the option to have their family physician perform the examination or they may opt to have the school's physician perform the examination at a time announced during the course of the school year.

Any child, 1st -7th grade, registering from another Pennsylvania school, must have all immunizations or they **may not** start school. The immunizations include 4 Diphtheria/Tetanus vaccines- with one being after the age of 4, 3 polio vaccines, 3 hepatitis B vaccines, 2 MMRs and 2 varicella vaccines. A child coming from another state other than Pennsylvania may be placed on a provisional enrollment to acquire the necessary immunizations.

Kindergarten students must have one vaccination of each of the following:

- Diphtheria/Tetanus
- Polio
- Hepatitis B
- MMRs and varicella

If a child enters school without a complete immunization record, he/she will be placed on an 8 month provisional enrollment. Parents may claim exemptions from immunization requirements for a medical, religious, personal and/or philosophical reason. A physician must provide a written statement for medical exemptions; other exemptions must be provided in writing by a parent/legal guardian.

Illness/Injury/Accident: If you become ill (or need to visit the nurse for some other reason), you must get a pass from your teacher before reporting to the nurse's office. Do not report to the nurse's office between classes without a hall pass.

1. If the nurse's office is locked, report to the Elementary School office.

2. The Nurses Office may not be used as a sanctuary for students who desire to skip a class, postpone a test, or sleep. In the event of frequent individual nurse visits, the nurse may discuss possible reasons with the parent/guardian and make recommendations as may be necessary.

3. If an illness requires you to go home, you must have permission from the nurse. Your parents/guardians will be notified and will be responsible for your transportation.

4. When you use the health facilities, please remove your shoes before lying on the cots. If you are injured, report the injury to your teacher immediately. Do not hesitate to report even a small injury, because the injury may be more serious than is immediately apparent. If you see an accident, get help immediately from the nearest faculty member. Do not try to move an injured person.

SPECIAL EDUCATION

Section 504/Chapter 15 Student Notification: In compliance with the state and federal law, the Steelton-Highspire School District will provide to each protected handicapped student, without discrimination or cost to the student or family, those related aids, services, or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the extent appropriate to the student's abilities. In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program. These services and protections for "protected handicapped students" are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs. For further information on the evaluation procedures and provision of services to protected handicapped students, contact the Director of Special Education Services, Keri Poston.

Every exceptional student attending the schools of SHSD shall be offered an educational program that meets his/her educational needs and is suited to his/her unique abilities. The Special Education program shall be designed to comply with IDEA, conform to the goals of the District and integrate, to the maximum extent appropriate, special education with regular instruction programs. To qualify as an exceptional student, the student must be of school age, in need of specially designed instruction, and meet the criteria for one or more of the following: Autism, Blindness, Visual Impairment, Deafness, Hearing Impairment, Emotional Disturbance, Orthopedic Impairment, Specific Learning Disability, Intellectual Disability, Speech or Language Impairment, Multiple Disabilities, Deaf-Blind, Other Health Impairment, or Traumatic Brain Injury.

The SHSD uses a set of procedures based on State Standards and Regulations to identify and evaluate the specific needs of school-age students requiring special programs or services. Screening information is used by the MTSS team in the child's school to meet the child's specific learning/behavioral needs. If progress is not made utilizing the MTSS team a child, (with Parent Permission), will be recommended for a Multidisciplinary Evaluation which will result in a comprehensive Educational Report. Parents are then invited and encouraged to attend an IEP (Individualized Education Plan) meeting for the purpose of developing an individualized program based upon the findings of the Multidisciplinary Evaluation (MDE). When identified students display challenging behavior(s), the IEP will include a Behavior Support Plan. This plan will provide information on positive interventions designed to reduce the challenging behavior and teach appropriate alternative skills. It is the position of the SHSD, in line with Federal and State requirements, to provide an education in the Least Restrictive Environment, that all SHSD students eligible for Special Education be taught in their home school with regular education peers, to the maximum extent appropriate. Students will receive their services in the regular education environment to the degree that is deemed appropriate by the IEP team. Should the IEP team determine, based on student specific data collected, that a more restrictive environment is necessary,

the SHSD is able to offer the appropriate program from their full continuum of special education placement options.

Speech/Language Program: Steelton-Highspire School District provides comprehensive speech and language support services for students in Kindergarten through 12th grade. Certified Speech and Language Therapists are available to assist students with specific speech and/or language deficits or delays. Students with an identified Speech/Language Impairment are serviced through a combination of individual and small group work, in-class assistance and consultation/collaboration with classroom teachers and parents.

Children are referred for speech and language concerns through the instructional support process, where a team of specialists evaluates the student's areas of difficulty in the context of his/her overall academic and behavioral performance. If concerns are significant, the Speech/Language Therapist will initiate an S/L screening, followed by an assessment if appropriate. If a student is identified with an S/L impairment, an Individualized Education Program (IEP) will be developed to address specific areas of need.

Occupational Therapy and Physical Therapy: Occupational and Physical Therapists provide screening, evaluation, consultation and direct service as appropriate for student needs. A student may be determined to qualify for in-school OT or PT, if the student's impairment impacts his/her functioning in the school environment.

MTSS (Multi-Tier System of Supports): MTSS is a framework that helps schools improve the performance of all students by identifying student needs early and modifying instruction quickly. This framework is comprehensive and focuses on the whole child; academically, socially and emotionally. Through tiered intervention, students are provided with increased levels of instruction and behavioral support based on their specific needs, monitoring their progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions.

Teachers are required to track students' progress through a series of MTSS forms. Once a teacher notices that a student is struggling academically or behaviorally they are to start implementing a research-based intervention immediately and record the progress of the intervention(s) on the MTSS Step 1 Intervention Tracking Sheet. After 6 weeks of implementing the intervention with fidelity it is critical to revisit goals and see if the student was able to reach the goal(s) set for them. If they were, teachers will continue to implement the intervention(s). If the goal(s) were not met, teachers then will make the students' parents/guardians aware by reviewing the documentation and students' progress. They will then implement 6 more weeks of new research based intervention(s) and track the progress of the student. This documentation should be recorded on the MTSS Step 2 Intervention Tracking Sheet. At that time, teachers will make the students' parents/guardians aware by reviewing the documentation and students' progress. They will then implement 6 more weeks of a more intensive/frequent intervention(s) and track the progress of the student. This documentation should be recorded on the MTSS Step 3 Intervention Tracking Sheets. At the conclusion of this round of

interventions the MTSS team will review and analyze the data to decide next steps. At this time the teacher will set up a meeting with the building administrator and the students' parents/guardian to discuss the outcome of the intervention(s). As a team, next steps will be determined.

BEHAVIOR

"At the core of all anger is a need that is not being fulfilled."

— Marshall B. Rosenberg, Nonviolent Communication: A Language of Life

Overview

This year, we will be continuing and adding to our Positive Behavioral Interventions and Supports (PBIS) in congruence with Restorative Practices (RP) as our behavioral piece to the MTSS process. We are looking to be very proactive in creating a school climate that fosters an environment in which students and staff feel safe, supported, challenged and accepted while also fostering the social, emotional and academic well being of all students.

PBIS are about systems and data-based decision making to support the needs of students in order to promote positive behavior and a positive classroom climate. It promotes the use of clear and consistent classroom expectations.

Restorative Practices are focused on relationships with the goal of building strong connections that promote positive behavior and a positive classroom climate. It provides structures and practices to set clear classroom expectations, as well as providing language for engaging students in problem-solving and self reflection when problems arise.

Positive Interventions and Behavioral Supports:

PBIS is a way to promote good behavior. In the past, school discipline has often focused on reacting to misbehavior by using punishment, loss of privileges, sending students to the office, suspensions, and alternative placements. Research has shown that these approaches by themselves are not effective in creating a school environment in which appropriate behavior is the norm. PBIS creates this positive environment through a behavior framework that is used by every student and staff member.

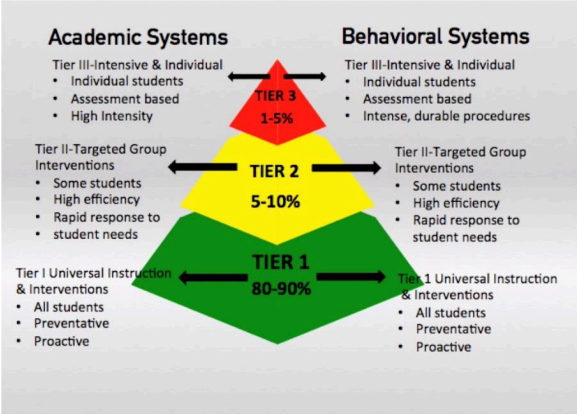
There are four integrated elements: data for decision making, measurable outcomes, practices that outline appropriate behavior and support students who need interventions, and systems that hold staff accountable for implementing the practices. Instead of a reactive and punitive response to behavior, PBIS stresses a proactive and positive one, which can help boost student achievement and play a role in overall school improvement. Schools that use the PBIS framework are expected to incorporate schoolwide expectations, procedures and routines, and acknowledgment/reward systems.

The diagram below represents the essentials in the PBIS framework. In the framework, systems, data, and practices work together to create the desired outcomes in students. These desired **outcomes** are the skills and qualities they should possess when they move from grade to grade or graduate—social competence and academic achievement outcomes. The **practices** in PBIS are directly related to the outcomes desired and are selected and used at a high level of fidelity. These practices are designed to support student behavior. The **systems** in PBIS support staff behavior by enabling adults to use the practices with high levels of fluency through resources, professional development, planning time, PLCs, etc. Finally, the use of various sources of **data** helps schools understand how they are doing and if they are achieving their desired outcomes.

How PBIS addresses behavior from an MTSS Tiered perspective:

- **Tier 1**—These are the interventions that **all students** in the building receive. These include the proactive classroom strategies of explicit instruction, praise, correction, and re-teaching. Eighty percent of the students in the building are usually able to meet the schoolwide expectations through Tier 1 interventions.
- **Tier 2**—Some students may need additional support beyond Tier 1 to meet expectations. These students may need additional **group** interventions or specialized classroom strategies. Fifteen percent of the students in the building will likely need Tier 2 interventions.
- **Tier 3**—Students needing Tier 3 support, generally only 5 percent, need even more , **individualized** support. This may come from a behavior plan, interventions, specific classroom supports, and wrap-around services.

The tiered approach is modeled in a pyramid:



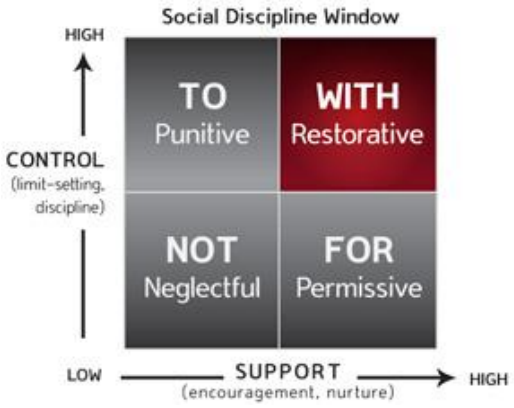
Restorative Practices:

Restorative Practices in Schools are inspired by the philosophy and practices of restorative justice, which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. It is a framework for building school communities and responding to challenging behavior through authentic dialogue, coming to understanding, and making things right.

There are several components that are used when implementing RP: Social Discipline Window, Behavior Practices Continuum (use of Restorative Circles), Psychological Affect, and Fair Process.

By integrating these components, we hope to operate as a restorative school, which builds and restores positive relationships.

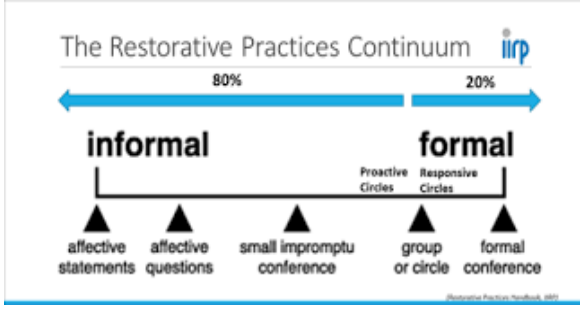
Social Discipline Window: The fundamental unifying hypothesis of restorative practices is that "human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them." This hypothesis maintains that the punitive and authoritarian to mode and the permissive and paternalistic for mode are not as effective as the restorative, participatory, engaging with mode (Wachtel, 2005).



- High Control & Low Support = Punitive/Authoritarian: "Do things **TO** people"
- Low Control/ Support =Neglectful: "Give up on people, **NOT** doing anything"
- High Support & Low Control =Permissive "Do things **FOR** people"
- **High Control/ High Support = Restorative: " Do things WITH people"**

The social discipline window, whose dynamics of low versus high support and control were originally modelled by the work of University of Illinois corrections researcher Daniel Glaser, reflects the seminal thinking of renowned Australian criminologist John Braithwaite, who has asserted that reliance on punishment as a social regulator is problematic because it shames and stigmatizes wrongdoers, pushes them into a negative societal subculture and fails to change their behavior (Glaser, 1964; Braithwaite, 1989). The restorative approach, on the other hand, reintegrates wrongdoers back into their community and reduces the likelihood that they will reoffend.

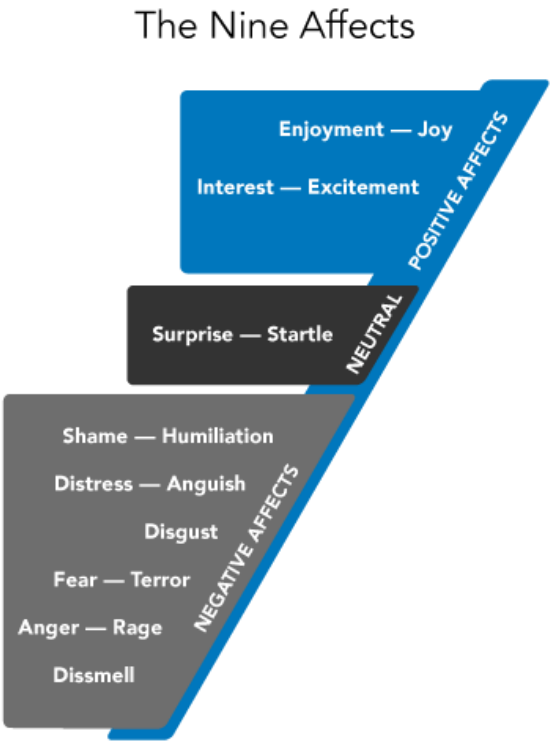
RP Continuum: On a restorative practices continuum (see below), the informal practices include affective statements that communicate people's feelings, as well as affective questions that cause people to reflect on how their behavior has affected others. Impromptu restorative conferences, groups and circles are somewhat more structured but do not require the elaborate preparation needed for formal conferences. Moving from left to right on the continuum, as restorative practices become more formal, they involve more people, require more planning and time, and are more structured and complete. Although a formal restorative process might have dramatic impact, informal practices have a cumulative impact because they are part of everyday life. **The goal** of RP is to develop community and to manage conflict and tensions by repairing harm and building relationships.



The Nine Affects: The most critical function of restorative practices is restoring and building relationships. Because informal and formal restorative processes foster the expression of affect or emotion, they also foster emotional bonds. The late Silvan S. Tomkins's writings about psychology of affect (Tomkins, 1962, 1963, 1991) assert that human relationships are best and healthiest when there is free expression of affect or emotion — minimizing the negative, maximizing the positive, but allowing for free expression. Donald Nathanson, former director of the Silvan S. Tomkins Institute, added that it is through the mutual exchange of expressed affect that we build community, creating the emotional bonds that tie us all together (Nathanson, 1998). Restorative practices such as conferences and circles provide a safe environment for people to express and exchange emotion (Nathanson, 1998).

Tomkins identified nine distinct affects (Figure 4) to explain the expression of emotion in all humans. Most of the affects are defined by pairs of words that represent the least and the most intense expression of a particular affect. The six negative affects include anger-rage, fear-terror, distress,anguish, disgust, dissmell (a word Tomkins coined to describe "turning up one's nose" in a rejecting way) and shame-humiliation. Surprise-startle is the neutral affect, which functions like a reset button. The two positive affects are interest-excitement and enjoyment-joy (Tomkins, 1962, 1963, 1991).

Silvan S. Tomkins (1962) wrote that because we have evolved to experience nine affects — two positive affects that feel pleasant, one (surprise-startle) so brief that it has no feeling of its own, and six that feel dreadful — we are hardwired to conform to an internal blueprint. The human emotional blueprint ensures that we feel best when we 1) maximize positive affect and 2) minimize negative affect; we function best when 3) we express all affect (minimize the inhibition of affect) so we can accomplish these two goals; and, finally, 4) anything that fosters these three goals makes us feel our best, whereas any force that interferes with any one or more of those goals makes us feel worse (Nathanson, 1997).



By encouraging people to express their feelings, restorative practices build better relationships. Restorative practices demonstrate the fundamental hypothesis of Tomkins's psychology of affect — that the healthiest environment for human beings is one in which there is free expression of affect, minimizing the negative and maximizing the positive (Nathanson, 1992). From the simple affective statement to the formal conference, that is what restorative practices are designed to do (Wachtel, 1999).

Compass of Shame: Shame is worthy of special attention. Nathanson explains that shame is a critical regulator of human social behavior. Tomkins defines shame as occurring any time that our experience of the positive affects is interrupted (Tomkins, 1987). So an individual does not have to do something wrong to feel shame. The individual just has to experience something that interrupts interest-excitement or enjoyment-joy (Nathanson, 1997a). This understanding of shame provides a critical explanation for why victims of crime often feel a strong sense of shame, even though it was the offender who committed the "shameful" act (Angel, 2005).

Nathanson (1992) has developed the Compass of Shame (Figure 5) to illustrate the various ways that human beings react when they feel shame. The four poles of the compass of shame and behaviors associated with them are:

- Withdrawal—isolating oneself, running and hiding
- Attack self—self put-down, masochism
- Avoidance—denial, abusing drugs, distraction through thrill seeking
- Attack others—turning the tables, lashing out verbally or physically, blaming others

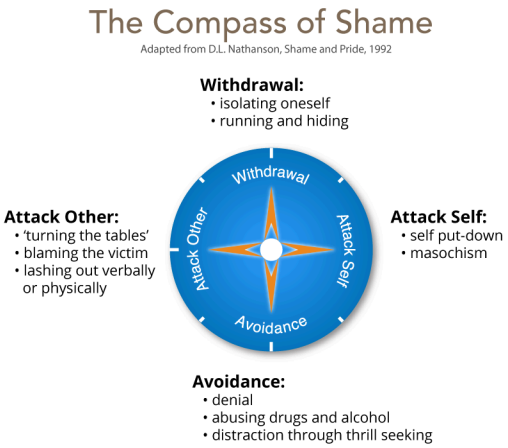


Figure 5. The Compass of Shame (adapted from Nathanson, 1992)

Nathanson says that the "attack other" response to shame is responsible for the proliferation of violence in modern life. Usually people who have adequate self-esteem readily move beyond their feelings of shame. Nonetheless we all react to shame, in varying degrees, in the ways described by the Compass. Restorative practices, by their very nature, provide an opportunity for us to express our shame, along with other emotions, and in doing so reduce their intensity. In restorative conferences, for example, people routinely move from negative affects through the neutral affect to positive affects (Nathanson, 1998).

Fair Process: When authorities do things with people, whether reactively—to deal with a crisis—or proactively, the results are better.

The three principles of fair process are:

- ***Engagement*** — involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account
- ***Explanation*** — explaining the reasoning behind a decision to everyone who has been involved or who is affected by it
- ***Expectation clarity*** — making sure that everyone clearly understands a decision and what is expected of them in the future (Kim & Mauborgne, 1997)

Fair process demonstrates the restorative "**with**" domain of the social discipline window. It relates to how leaders handle their authority in all kinds of professions and roles: from parents and teachers to managers and administrators. The fundamental hypothesis of restorative practices embodies fair process by asserting that "people are happier, more cooperative and productive, and more likely to make positive changes in behavior when those in authority do things **with** them, rather than **to** them or **for** them."

Restorative practices (RP) are those practices that embody and assist in creating the shift in thinking and being from a punitive response to a restorative one. These practices exist across a three-tiered continuum of support that includes:
***(Tier 1):** universal prevention-based efforts that build community and relationships

***(Tier 2)**; targeted interventions once harm has occurred
***(Tier 3;** more intensive strategies focused on re-integration of student

PBIS/RP Hybrid

PBIS and RP both seek to improve school/classroom climate, increase student achievement, build social and emotional capacity, improve emotional regulation, keep kids in the classroom, increase productive instructional time and improve teacher classroom management. The practices complement each other. PBIS is a system for building and evaluating positive behavioral outcomes. Restorative Practices provide tools for creating positive behavioral outcomes through relationship building. The PBIS system can use Restorative Practices to meet the goals of providing clear, consistent routines and expectations that lead to better functioning classroom and school communities. The key to success for both is fidelity to the practice.

Shared Philosophical Alignment:

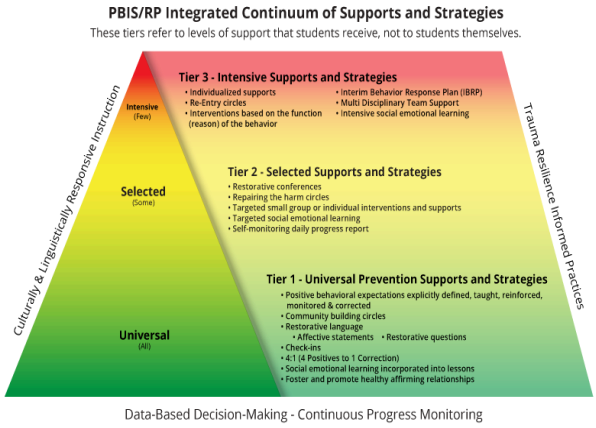
- PBIS and RP are a response to zero tolerance policies
- Both are approaches to preventing, reducing and responding to problem behavior

Both provide alternatives to how schools can currently conceptualize discipline

- PBIS provide systems to guide adult behavior as well as students
- RP provides a range of alternative behaviors for adults to engage in that are not exclusionary reactions to misbehavior

Both reshape discipline through:

- A commonly agreed upon standard of conduct for adults and youth
- Building positive relationships within the school community
- Creating a sense of community and positive school wide climate
- Maintaining student dignity
- Utilizing misbehavior as learning opportunity



When you put PBIS and RP together into the MTSS triangle, we can see how both complement each other in fostering positive behavioral outcomes.

Elements of a Positive Learning Environment

We use the acronym PRIDE as a means to create a positive learning environment in our school. In an effort to maintain this, the following norms have been established:

- **P**ositive attitude
- **R**espect
- **I**ntegrity
- **D**edication
- **E**xcellence

PRIDE Matrix: Our school created a matrix with examples of what PRIDE looks and sounds like throughout the various areas of our school. We use this matrix as a teaching tool and a reference for every person that enters our building on what is expected. The examples listed in the matrix are just a small list of ways to show PRIDE. Students will come up with other ways to show PRIDE in these areas throughout the school year.

	Arrival/Dismissal	Hallway	Cafeteria	Bathroom	Playground	Special Events	Bus
Positive Attitude	Stay calm Use kind words and signals to greet others passing by	Use positive, silent signals to greet others passing by	Use patience with others in line Help others when necessary	Use positive and silent signals to greet others	Wait patiently for your turn in line Have fun	Keep an open mind Accept the opinions of others	Stay calm Help others Use kind words and signals to greet others
Respect	Move safely throughout the building Treat others with kindness	Keep hands feet and objects to yourself	Speak kindly to adults and peers Stay in your assigned area Use good manners	Keep hands, feet, and objects to yourself Give others their privacy	Share equipment with others Be kind to others Include others while playing	Listen quietly Keep focused on the speaker Be kind to others Use good manners	Keep hands, feet, and objects to yourself Be kind to others Use good manners
Integrity	Use appropriate indoor voices Keep area clean	Use appropriate indoor voices Keep area clean	Take the correct amount of food Clean up after yourself Use appropriate indoor voices	Use appropriate indoor voices Keep the area clean Wash your hands	Keep the area clean Play fair Use appropriate indoor voices when entering and exiting the building	Keep cell phones silent and out of sight Keep the area clean	Use appropriate indoor voices Keep the area clean
Dedication	Be on time Be prepared Go directly to your destination	Carry a hall pass Follow directions the first time given Go directly to your destination	Make healthy eating choices Follow directions the firsts time given Use time wisely	Use your time wisely Carry a hall pass Use the appropriate facility	Follow directions the first time given Stay active Stay in assigned area	Follow directions the first time given Stay engaged in activities Stay in assigned area Learn new things	Follow directions the first time given Stay in your seat Be alert
Excellence	Be a good example for others Do what is expected of you	Be a good example for others: **H**ands at side **A**ll eyes forward **L**ips locked **L**ow speed	Be a good example for others	Set a good example for others Report any misuse of bathroom	Set a good example for others Accept others' differences	Set a good example for others Apply what you learn Respond appropriately	Set a good example for others

ELEMENTARY CODE OF STUDENT CONDUCT (K-6)

Steelton-Highspire School District is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex and handicap in its activities, programs or employment practices as required by Title VI, the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. Access to educational programs shall be provided without discrimination on the basis of a student's race, sex, color, religion, disability, sexual orientation or national origin as required by academic standards and assessment of the State Board of Education.

For information regarding civil rights or grievance procedures, contact the office of the Superintendent. For information regarding services, activities and facilities that are accessible to and usable by handicapped persons and for information regarding confidentiality of and the types of education records, contact the Director of Student Services. Both can be reached at 250 Reynders Ave., Steelton, Pennsylvania 17113, 717-704-3807.

This Code is printed in English, the predominant language of the majority of the students of the Steelton-Highspire School District. If English is not your predominant language and you need assistance in translating this document, please contact administration . Upon request, the document will be translated to your predominant language.

The Steelton-Highspire Code of Student Conduct was developed to inform you of the crucial nature of a positive learning environment that includes clearly defined expectations for student attendance and behavior. The Board of School Directors has approved numerous policies to address areas relating to pupils within the Board's policy manual. The Code of Student Conduct includes reference to each of these applicable Board approved policies. Copies of these policies are available in the district office, school offices, school libraries and the district website at http://www.shsd.k12.pa.us

These policies contain within them, the legal citations from which they were developed. When student behaviors are inappropriate and impact negatively on a positive learning environment, the disciplinary options that are identified in the Code of Student Conduct will be utilized by the School's Administrators.

This publication meets the federal requirements of No Child Left Behind (NCLB), Section 4114 (7)(e) by establishing a code of student conduct that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that –

- allows a teacher to communicate effectively with all students in the class;
- allows all students in the class to learn;
- has consequences that are fair and developmentally appropriate;
- considers the student and the circumstances of the situation; and
- is enforced

This Code of Student Conduct also:

- Meets the legal requirements of Section 12.3(c) of the Pennsylvania Code, which requires that the District adopt these provisions and distribute copies to both students and parents/guardians.
- Meets the requirements of Act 26 of 1995 as it relates to possession of weapons and the Safe Schools Initiative.
- Establishes a rational standard of behavior that is expected of all students in achieving the objective of providing a safe environment for the pursuit of knowledge.
- Helps prepare students for life in a democratic society where adopted laws govern and maintain a measure of protection and security for all citizens within the framework of freedom.
- Supports our Mission Statement.

This Code of Student Conduct was designed to help to provide a safe school environment that is conducive to learning. The Code outlines the cooperative effort among students, parents and school personnel and defines the essential role of each participant in the process.

Please review this Code of Student Conduct to ensure your understanding in this vital approach toward guiding our young people and providing a safe school environment.

Student Responsibilities: (from 22 PA Code 12.2) Student responsibilities include regular attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Most of all, students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of his or her fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all students who are involved in the educational process. Students should express their ideas and opinions in a respectful manner. It is the responsibility of the students to conform to the following:

1. Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them. Students should assume that until a rule is waived, altered, or repealed in writing, it is in effect.
2. Volunteer information in matters relating to the health, safety, and welfare of the school community and the protection of school property.
3. Dress and groom to meet fair standards of safety and health, and not to cause substantial disruption to the educational processes.
4. Assist the school staff in operating a safe school for all students enrolled therein.
5. Comply with Commonwealth and local laws and regulations.
6. Exercise proper care when using public facilities and equipment.
7. Attend school daily and arrive on time to all classes and other school functions.

8. Make up work when absent from school.
9. Pursue and attempt to complete satisfactorily the courses of study prescribed by Commonwealth and Steelton-Highspire School District authorities.
10. Report accurately and do not use indecent or obscene language in student newspapers or publications.
11. Not use obscene language in student media or on school premises

Students' Right to Due Process: Education is a statutory right, and students shall be afforded due process consistent with Board Policy and state regulations if they are to be excluded from school.

1. When a report is received that a student may have violated the Code of Student Conduct, the student will be informed of the allegations and offered an opportunity to respond.
2. During the course of an investigation, information may be gathered via student interviews and other means. Statements and evidence gathered by school officials during the course of an investigation may be provided to appropriate law enforcement authorities.
3. If a student refuses to speak to school officials without their parents or guardians present and requests the presence of his/her parent/guardian, an attempt will be made to contact the parent/guardian. If the parent/guardian is unavailable or unable to meet with the investigating official within a reasonable amount of time, the administration will proceed with the investigation. If the student refuses to speak to the administration, with or without the presence of parents/guardians, this behavior shall be considered uncooperative in nature.
4. If the determination is made that a student has violated this Code, the principal or in his/her absence, the assistant principal, will notify the student, parents and/or guardians of the violation and afford the student the opportunity to respond if he/she so chooses. Also at that time, the administrator shall notify the student, parents, and/or guardians of the type of discipline that will be administered, consistent with this Code.
5. In the case that a student and the student's parent/guardian disagree that a violation of the Code of Student Conduct has occurred, the student and parent/guardian may appeal the punishment to the Superintendent. The right to appeal to the Superintendent is limited to factual disagreements about whether a violation occurred; there is no right to appeal the level or nature of the disciplinary action imposed. The Superintendent shall review the matter as he/she sees fit, with or without meeting with the student and parent/guardian, and notify the student and parent/guardian of his/her decision. There is no right to a formal hearing before the board of school directors. Review by the Superintendent shall be the final and exclusive form of appeal.

General Rules: The general rules stated below are not intended to address all behaviors that may result in disciplinary action; however, they are exemplary of the kind of conduct that is subject to

punishment under the SHSD Board Policy #218. These rules apply to students while at school, while attending school- sponsored activities, while traveling to and from school or traveling to and from school-sponsored activities, regardless of whether students are traveling via school district furnished transportation and while otherwise under the supervision and control of the school.

1. Students shall refrain from: (a) using profane or obscene language; (b) openly defying school authorities; (c) endangering the health, safety, or welfare of other students, school district employees, or visitors.
2. Students shall refrain from any conduct that will interfere with the rights of other students to learn or to participate in other curricular, co-curricular, or extracurricular activities.
3. Students may not possess any contraband material that could threaten the health, safety, or welfare of any member of the school community (examples: weapons, controlled substances, alcoholic beverages, etc.).
4. Students shall refrain from illegal conduct.
5. Students shall refrain from circulating gossip with malicious intent.
6. Secret societies shall not be organized.
7. Hazing or equivalent initiation rites shall not be permitted (see SHSD Board Policy #247).
8. Students shall refrain from damaging, defacing, or stealing school or personal property (SHSD Board Policy #224).
9. Personal music devices may not be used during school hours.
10. Playing cards, electronics and board games are not permitted during regular school hours – unless it is being done as a teacher-directed instructional activity.
11. Parties are not permitted during regular school hours.
12. Students shall refrain from exhibiting inappropriate public displays of affection.
13. Skateboarding on school property is prohibited – at all times.
14. Hacky-sack is not to be played in the school building.
15. Students shall not loiter on any neighborhood private property or sidewalks before or after school. Students shall not leave school property while awaiting the arrival of their buses; nor shall they leave school property once they have arrived unless permission to do so is granted by a school official.
16. Gambling by students is prohibited.
17. Students may not possess, use, or duplicate school keys.

Lockers: Students will be responsible for the care and maintenance of their assigned lockers. Students are not permitted to use or maintain more than one locker during the school term and may not share lockers with other students. Having lockers is a privilege that can be revoked for misuse. Students are specifically advised that they should have no expectation of privacy with respect to their use of school lockers which are subject to random, periodic, and/or sweeping inspections and searches (including the use of certified scent dogs), consistent with the Student Searches

policy(226). Objects, materials or substances recovered during a locker search may be used as evidence against the student in disciplinary proceedings. Security of Belongings: It is not advisable to store valuable items such as jewelry, personal electronics, money etc., in your hall or gym locker. The best protection against theft or loss is to leave your valuables at home. S.H.E.S cannot guarantee the security of personal property and is not responsible for theft or loss of any personal property stored in lockers.

Personal Property/ Lost & Found: Students are discouraged from bringing items of value to school (personal value or monetary value). Lost & Found – clothing items turned in are placed on a table by the nurses office and valuable items turned in are kept in the elementary school office. The school district is not responsible for personal property that is damaged, lost, or stolen. Please help us reduce our supply by labeling coats, mittens, lunchboxes, bookbags, etc. After several attempts to locate owners, items in the box will be donated to a local charity.

Cell Phones:

1. Cell phones, iPods, etc. are not to be seen or used during the school day. The school day is defined as the time that the student enters the school building until they exit the building.

2. Use of cell phones that have the capability to take photographs or record audio or video during the school day in district buildings, on district property and while students are engaged in school-sponsored activities is prohibited unless permission is granted by administration or by a teacher. If your cell phone is visible, turned on or is being used during the school day or when otherwise contrary to the directions of school staff, it will be confiscated by school personnel and you may receive additional disciplinary consequences. The phone will be taken to the office where a parent will be contacted to come pick the phone up.

   Refusal to submit the phone to school personnel is an issue of insubordination and will result in additional consequences (not excluding suspension from school).

   Upon second and subsequent offenses, the phone will be confiscated and will only be returned to your parent/guardian. Additional disciplinary consequences will also be issued.

Any student who needs to use a telephone during school hours should ask to use the phone in the main office. Students will not be called out of class to respond to a telephone call, and only in the case of an emergency will a message be delivered to a student.

The school district will not be responsible for any cell phones/electronic devices that are lost or stolen.

Electronic Communication Devices: (SHSD Board Policy #237) The possession and Silent Use of Electronic Communication Devices, including Personal Electronic Communication Devices, by

School District students when in compliance with this Policy, other School District policies, regulations, rules, and procedures, ISP terms, and local, state, and federal laws, and supportive of the educational program of the School District, is permitted. However, the possession and use of Electronic Communication Devices, including Personal Electronic Communication Devices, by students that are found to be disruptive to the educational process and/or environment can be abusive in ways that negatively affect students, employees, and the School District's mission and environment, and is prohibited in accordance with this Policy, other School District policies, regulations, rules and procedures, and local, state, and federal laws.

Food or Drink: Students are not permitted to carry or consume food/drink in the hallways and commons without permission from administration. Only capped bottles containing water will be permitted in individual classrooms at the discretion of the classroom teacher. Open drink containers are not permitted in the halls, library, auditorium, or gymnasium. Only the classroom teacher reserves the right to permit food in the classroom.

School Socials: All socials held at the school are restricted to K- sixth grade resident students. School dress code and all school rules apply. Revocation of privileges to attend a school social or special activity may be issued as a consequence.

Solicitations: Students are not permitted to sell merchandise for any non-school organization or to solicit money for any charities from students or staff during school hours, except with the permission of the principal.

Distribution of Materials: (SHSD Policy 220) Students have the responsibility to act in accordance with Board Policy No. 220, to obey laws governing libel and obscenity, and to be aware of the full meaning of their expression. Students have the responsibility to be aware of the feelings and opinions of others and to give others a fair opportunity to express their views.

Dress Code: (SHSD Board Policy #221)The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. The Board has the authority to impose limitations on students' dress in school. The Board will not interfere with the right of students and their parents/guardians to make decisions regarding their appearance, except when their choices disrupt the educational program of the schools or constitute a health or safety hazard.[1][2]

The Board may require students to wear standard dress or uniforms, which may be required district-wide or by individual schools.[1][2]

Aspects of personal appearance require one's attire to be neat and not create a health or safety hazard or disrupt the educational process. Students have the responsibility to keep themselves, their hair, and their clothing clean. For the safety and welfare of students, teachers in specific areas – i.e physical education classes – may require particular modes of dress. Also, teachers or administrators may require or exclude a more specific type of dress for special events such as field trips, concerts, etc.

It is the sincere hope of the school community that a student's dress will always be within reasonable limits of decency, morality, and propriety, and will reflect pride in the individual student, their family, and the Steelton-Highspire School District. Part of the District's educational process is to prepare students for eventual employment and to teach that expectations in attire differ between school/work and recreation. Students who require exemptions to the dress code due to religious or medical reasons should see a building administrator.

Appropriate disciplinary measures will be taken with students not complying with the dress code; students will not be permitted to attend class until acceptable adjustments are made to their appearance. Although students with dress code violations will be initially asked to make adjustments and may be assigned detention or other outcomes, flagrant or repeated violations of the dress code will result in the assignment of more serious discipline.

The rules outlined below are provided to help students comply with appropriate dress during the school hours. The limitations have been described in order to result in uniform enforcement and to minimize subjective determinations.

1. Transparent or immodest clothing which attracts undue attention may not be worn.
2. No midriff or underwear may be visible.
3. Small headbands and barrettes may be worn for the purpose of restraining hair. Hats, sunglasses, bandannas, or head coverings of any type are not permitted. (Hats will be permitted on administratively sanctioned "Hat Days".)
4. Shoes must be worn at all times. (Clogs, flip flops,slides and platform shoes are prohibited due to the potential for injury during recess.)
5. Any clothing that presents a safety hazard or interferes with the educational process will not be allowed.
6. Coats, gloves and jackets must be kept in coat rack/locker areas during instructional time. Exceptions to this rule may be made by the administration or the classroom teacher.
7. Clothing with slogans/pictures displaying or suggesting the use of tobacco , weapons, alcohol, drugs, obscene language, sexual innuendos, lewd or illegal behavior or which is derogatory to any person/group for reasons of race, religion, disability, age, gender, national origin or sexual orientation in violation of civil rights laws prohibiting harassment or discrimination is not permitted.
8. Clothing with ornamentation that will scratch or mark furniture or presents possible danger of injury to the wearer or others (chains, spiked wristbands, studded bracelets or belts) may not be worn.

STEELTON-HIGHSPIRE SCHOOL DISTRICT

Dress for Success
Student Dress Code Guidelines

At Steelton-Highspire School District, we believe students should dress comfortably and appropriately for a focused and respectful learning environment. These guidelines help everyone stay safe, confident and distraction-free.

- Transparent or immodest clothing which attracts undue attention may not be worn.
- No midriff or underwear may be visible.
- Small headbands and barrettes may be worn for the purpose of restraining hair. Hats, sunglasses, bandanas, or head coverings of any type are not permitted. (Hats will be permitted on administratively sanctioned "Hat Days".) Ski masks, bonnets, and hoods are not permitted.
- Shoes must be worn at all times. (Flip flops, slides and platform shoes are prohibited due to the potential for injury.)
- Any clothing that presents a safety hazard or interferes with the educational process will not be allowed.
- Coats, gloves and jackets must be kept in coat rack/locker areas during instructional time. Exceptions to this rule may be made by the administration or the classroom teacher.
- Clothing with slogans/pictures displaying or suggesting the use of tobacco, weapons, alcohol, drugs, obscene language, sexual innuendos, lewd or illegal behavior or which is derogatory to any person/group for reasons of race, religion, disability, age, gender, national origin or sexual orientation in violation of civil rights laws prohibiting harassment or discrimination is not permitted.
- Clothing with ornamentation that will scratch or mark furniture or presents possible danger of injury to the wearer or others (chains, spiked wristbands, studded bracelets or belts) may not be worn.
- Small purses will be allowed.

Students not abiding by this dress code will be required to change into an appropriate outfit utilizing the items on hand at school, or if necessary, parents will be called to bring appropriate clothing so that the student may resume their regular schedule. Our dress code is designed to promote a safe, inclusive and respectful environment. Thank you for your anticipated cooperation.

Questions regarding student dress code guidelines may be directed to building administration.
Elementary School Office : 717-704-3826 Jr/Sr High School Office: 717-704-3809

Bus Rules: Proper student conduct on school buses is essential to the health and safety of all students. Persistent misbehavior on the part of any student may result in the revocation of the privilege to ride the school bus. Should a student lose the privilege, it becomes the responsibility of the parent or guardian to provide transportation.

The driver of the bus has the authority to direct students with regard to bus behavior and to assign seats where appropriate. Behavior infractions will be reported to the appropriate administrator. In the event that behavior is such that it is, in the judgment of the driver, unsafe to proceed, the driver can stop the bus in a safe area and request assistance from the police and/or the appropriate school administrator. The following rules regarding bus behavior will apply:

1. Students must be loaded and unloaded only at school loading stations and designated bus stops approved by the school board.
2. Students should proceed quickly and in an orderly fashion when boarding/disembarking the bus.
3. Students must maintain an acceptable level of noise and refrain from singing, shouting, or cheering so as not to distract the driver.
4. Students must remain seated while the bus is in motion.
5. Students must not extend arms or other body parts out the windows.
6. Students must not throw objects inside the bus or out the windows.
7. The aisle must be kept clear, books and other belongings should be held by the students, or properly stowed out of the way.
8. Students must be on time at bus stop locations at home and school. They should leave home in time to reach the bus stop FIVE minutes before scheduled pick-ups and avoid playing or loitering on the highway when waiting for the bus.
9. Students are not permitted to leave the bus except at their regularly assigned stops unless they have written permission from a school administrator.
10. After arriving at school either by school bus or by private transportation, students must remain on school property until dismissed.
11. Students may only ride their assigned bus. Requests for bus passes for visitors or to ride alternate busses will not be granted.
12. Students may not eat, drink or chew gum on the bus.
13. Animals may not be transported on the bus.
14. Skateboards may not be transported on the bus.

In the event misconduct occurs, the administrator will evaluate the violation and determine the appropriate disciplinary option(s):

- Bus Conduct Report, Warning
- Parent Notified
- Social Skills Instruction
- Change in Assigned seat

- Loss of school privilege(s)
- Restitution
- School Counselor Referral
- Detention-Lunch, recess, after-school
- Phone call/Letter sent to parent/guardian; Temporary suspension of bus riding privileges
- Phone call/Letter sent to parent/guardian; Indefinite suspension of bus riding privileges
- Suspension

*Pursuant to Board Policy 810.2, students are subject to video recording on school buses and/or vehicles to monitor behavior for security and disciplinary reasons. Recordings may be used as evidence in student discipline hearings and may be turned over to law enforcement officials when appropriate

Flag Salute: It is a daily practice that we pledge our allegiance to our country's flag. Recent court rulings have dictated, however, that the flag salute cannot be mandated and we respect a student's right to choose not to salute. However a student who chooses not to participate must remain quiet and still. Students that choose to turn and talk, put their head down, or otherwise be disruptive/disrespectful are subject to disciplinary consequences.

Student Expression: (SHSD Board Policy #220) The Board respects the rights of students to express themselves in word or symbol and to distribute materials as a part of that expression, but it also recognizes that the exercise of that right must be limited by the district's responsibility to maintain an orderly school environment and to protect the rights of all members of the school community.

The Board reserves the right to designate and prohibit manifestations of student expression that are not protected by the right of free expression because they violate the rights of others or where such expression is likely to or does materially or substantially interfere with school activities, school work, or discipline and order on school property or at school functions including but not limited to:

1. Libel of any specific person or persons.

2. Advocating the use or advertising the availability of any substance or material that may reasonably be believed to constitute a direct and serious danger to the health or welfare of students.

3. Using obscene, lewd, vulgar or profane language – whether verbal, written or symbolic.[3]

4. Inciting violence; advocating use of force; or encouraging violation of federal, state or municipal law, Board policy or district rules or regulations.

5. Are likely to or do materially or substantially interfere with the educational process, including school activities, school work, or discipline and order on school property or at

school functions; threaten serious harm to the school or community; encourage unlawful activity; or interfere with another's rights.

6. Violating written school district administrative regulations or procedures on time, place and manner for posting and distribution of otherwise protected expression.

Spontaneous student expression which is otherwise protected speech is not prohibited by this section.

Bullying/Cyberbullying Policy: (SHSD Board Policy #249) The SHSD is committed to providing a safe, positive learning environment for district students. As such, it recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, bullying by district students is prohibited. Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.

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

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

Bullying, as defined in this policy, includes cyberbullying and extortion.

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

Students who have been bullied are encouraged to promptly report such incidents to a guidance counselor or teacher. The guidance counselor is responsible for investigating allegations using a BIRF (Bullying Information Report Form). Once a determination is made, the counselor will inform all stakeholders of the outcome. If claims are substantiated, the administrators will handle consequences.

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include counseling with the school; parental conference; reprimand; loss of school privileges; transfer to another educational setting, classroom or school bus,\; exclusion from school-sponsored activities; detention; suspension; expulsion; counseling/therapy outside of school; or referral to law enforcement officials.

Discriminatory Harassment Policy: (SHSD Board Policy #103) In Steelton-Highspire School District all students and employees should enjoy a learning/work environment free from all forms of

harassment. No student or employee should be subject to oral, written, graphic, or physical conduct that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the person's ability to participate in or benefit from the district's educational programs or activities.

Harassment by students, employees or third parties on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, handicap/disability or for participation in reports or investigations of alleged discrimination is a form of discrimination and is subject to this policy. A person who is not necessarily an intended victim or target of such harassment but is adversely affected by the offensive conduct may file a report of discrimination on his/her own behalf.

For purposes of this policy, harassment shall consist of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance and which relates to an individual's or group's race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability when such conduct is:

1. Sufficiently severe, persistent or pervasive; and
2. A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities or opportunities offered by a school.

A student who violates this policy shall be subject to disciplinary action, up to and including expulsion from school. Additionally, the district will support criminal prosecution of any student violating this policy who may be charged with the crime of harassment under the Pennsylvania Crimes Code.

If a student believes that he/she is being harassed, the student should immediately report the situation to an administrator. The administrator will act positively to investigate alleged harassment claims and to take corrective action when an allegation is determined to be valid. Disciplinary action will be taken against offending student(s), especially if the behavior is repeated and/or continuous after the offending student is informed of the objectionable and/or inappropriate nature of the behavior. (See SHSD Board Policy #103 Vol V for full process)

Given the nature of the type of discrimination, the district also recognizes that false accusations of harassment can have serious effects on innocent young men and women. Therefore, false accusations will result in the same severe disciplinary action applicable to one found guilty of harassment.

Sexual Harrassment: Sexual harassment is a form of discrimination on the basis of sex and is subject to this policy. For purposes of this policy, sexual harassment shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, nonverbal, written, graphic or physical conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of a student's status in any educational or other programs offered by a school; or
2. Submission to or rejection of such conduct is used as the basis for educational or other program decisions affecting a student; or
3. Such conduct deprives a student or group of individuals of educational aid, benefits, services or treatment; or
4. Such conduct is sufficiently severe, persistent or pervasive that a reasonable person in the complainant's position would find that it unreasonably interferes with the complainant's performance in school or school-related programs, or otherwise creates an intimidating, hostile, or offensive school or school-related environment such that it unreasonably interferes with the complainant's access to or participation in school or school-related programs.

Federal law declares sexual violence a form of sexual harassment. Sexual violence means physical or sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual may also be unable to give consent due to an intellectual or other disability. Sexual violence includes but is not limited to rape, sexual assault, sexual battery and sexual coercion.

Harassment to Faculty of Staff: A student commits a violation of this policy when, with the intent to harass, annoy, or alarm a member of the school district faculty or staff, whether or not during school hours, when:

- A student threatens to strike, shove, kick, or otherwise subject a member of the faculty or staff to physical contact; or
- A student engages in a course of conduct or repeatedly commits acts which alarm or seriously annoy a member of the faculty or staff and which serve no legitimate purpose.

A student who violates this policy shall be subject to disciplinary action, up to and including expulsion from school. Additionally, the district will support criminal prosecution of any student violating this policy who may be charged with the crime of harassment under the Pennsylvania Crimes Code.

Student to Student Harassment: It is against the policies of this district for any student, regardless of sex or gender, to:

a. Make unwelcome sexual advances or request sexual favors or other verbal or physical conduct of a sexual nature; or create an intimidating, hostile, or offensive learning environment by such conduct

b. Make implied or overt threats of violence toward another student
c. Damage property belonging to another student
d. Act aggressively toward another student
e. In either written, oral or electronic communication make demeaning jokes, taunts, slurs, nicknames, innuendoes, or other negative or derogatory remarks to any person or group or persons for reasons of race, religion, disability, age, gender, or ethnicity, or sexual orientation
f. Create graffiti or other visual displays such as cartoons or posters depicting slurs or derogatory sentiments
g. Use "fighting words" intended to incite individuals to violent action
h. Conduct or participate in hazing activities
i. Commit a criminal offense directed at an individual

Smoking or use of Tobacco Products: (SHSD Board Policy #222) SHSD Policy 222 defines tobacco as a lighted or unlighted cigarette, cigar, cigarillo, little cigar, pipe or other smoking product or material and smokeless tobacco in any form.

SHSD Policy 222 defines nicotine as a product that contains or consists of nicotine in a form that can be ingested by chewing, smoking, inhaling or through other means.

Pursuant to SHSD Policy 222, a nicotine delivery product shall mean a product or device used, intended for use or designed for the purpose of ingesting nicotine or another substance. This definition includes, but is not limited to, any device or associated product used for what is commonly referred to as vaping or juuling.

Possession, use, sale or distribution of tobacco, nicotine and nicotine delivery products (including vapes) is prohibited in school buildings, on school buses, and on school property owned by, leased by, and under the control of the Steelton-Highspire School District. This includes outdoor school activities and events. To protect the health of the future citizens and to provide role models for the youth of the district, the Steelton-Highspire School District has enacted by resolution a tobacco/nicotine-free environment in all enclosed areas of the district, and has prohibited smoking and vaping by all persons on school property. Portions of this Act and policy are enforceable under civil penalty. The consequences for violation of Policy 222 and this Act are outlined under Level III Violations in Appendices of this document.

Tardiness to Class: Students who are not in their assigned area when their class starts are considered to be tardy to class. Being tardy is viewed as an interruption and/or delay of the instructional process and will result in the following disciplinary action:

- **First Offense** (or a very infrequent offense) – verbal reprimand by teacher.
- **Second Offense** – teacher-assigned consequence

- **Third & Habitual Offenses** – a conference with the student, teacher, and administrator to determine an appropriate course of action which could include administrative consequence, a parental conference, or other disciplinary action

Searches: (Pursuant to SHSD Board Policy No.226) Students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing and other possessions, may be searched without a warrant when in school, on school grounds or when otherwise under school supervision if there is a reasonable suspicion that the place or thing to be searched contains prohibited contraband, material that would pose a threat to the health, safety and welfare of the school population, or evidence that there has been a violation of the law, Board policy, or school rules. The scope and extent of searches must be reasonable in relation to the nature of the suspected evidence, contraband or dangerous material and to the grounds for suspecting that it may be found in the place or thing being searched and the age and gender of the student being searched.

Weapons: (SHSD Board Policy #218.1) Students are not permitted to have weapons or other hazardous instruments or materials in their possession in school, on school property, at a school-sponsored event, or on school transportation. Violations of the Weapons Act, explained below, are a serious matter and carry a mandatory consideration of expulsion from school for a period of a full year.

Act 26 of 1995 of the Pennsylvania Legislature provided additional requirements for reporting and required the development of a Memorandum of Understanding between the School District and the police departments of jurisdiction. This Memorandum was developed and is available for review upon request.

As used in this statement, the term "weapon" shall be identical to the provisions of Section 1317.2 of the Public School Code which reads: "The term 'weapon' shall include, but not be limited to, any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, and any other tool, instrument, or implement capable of inflicting serious bodily injury" (this includes paintball guns, air guns and similar devices). This includes replicas and look-alike weapons.

Drug Use/Abuse: (SHSD Board Policy #227) The school board finds that the possession, use, sale, distribution, or delivery of controlled substances, "look-alike" drugs, and alcoholic beverages at school, in lockers, in student vehicles parked on school property or while engaged in activities subject to the control by the school district is a matter of great concern and potentially injurious to the health, safety, and welfare of students. Students are prohibited from possessing, using, selling, transmitting, manufacturing, or showing evidence of recent consumption of any controlled substance, "look-alike" drug, or alcoholic beverage. Students are also prohibited from having drug-related paraphernalia in their possession.

For the purpose of this section, the following definitions will apply:

- **Controlled Substance** - A controlled substance is any substance the possession, use, or delivery of which is regulated by the Controlled Substance, Drug, Device and Cosmetic Act of the Commonwealth of Pennsylvania.

- **"Look-alike" Drug** – A "look-alike" drug is a non-controlled substance that has a stimulant or depressant effect on human beings and/or substantially resembles a controlled substance in appearance. The term "look-alike" means any substance not listed in above-referenced federal or state statute, is not a prescription drug, but which has a stimulant, depressant or mind altering effect on humans, other than a prescription drug, which substantially resembles a controlled substance, or is or has been represented to be a controlled substance, stimulant, depressant or mind altering drug.

- **Alcoholic Beverage –** An alcoholic beverage is any intoxicating liquor, wine, or brewed or malt beverage regulated under the Liquor Code of the Commonwealth of Pennsylvania.

- **Mood-Altering Substance** – Any substance inappropriately used by a student that is intended to alter mood or is a health-endangering compound. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products. Substances that when ingested cause a physiological effect similar to the effect of a controlled substance as defined by state or federal law, such as but not limited to herbal incense or other products containing synthetic cannabinoids.

- **Anabolic Steroids –** Prohibited controlled substances except for a valid medical purpose as prescribed by a PA licensed physician.

- **Transfer** – to deliver, sell, pass, give, or share from one person to another or to aid therein.

- **Drug paraphernalia** –all equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling or otherwise introducing into the human body a controlled substance.

First offense violation of use and/or possession of any of the above substances will be evaluated on a case-by-case basis and will result in an out-of-school suspension of up to 10 days. Additionally, Level IV violations involving substance abuse at the secondary level **requires** the student to participate in and successfully complete any recommended counseling and/or interventions.

Evaluation of the offense by the administration will determine if referral to the School Board is appropriate on the first offense.

Transfer of a controlled substance and/or the second and subsequent offenses of drug involvement will result in a referral to the Board of School Directors with consideration for expulsion.

Steelton-Highspire School District considers the possession, use and/or transmission of any of the above substances on school property or during school-sponsored activities a serious offense. All violations will be referred to the appropriate police departments for their disposition.

None of the provisions of this policy shall be construed to prohibit or regulate student's use, possession, or transportation of medication prescribed for the student by a licensed physician. Students using over the counter and prescription medications are required to follow the SHSD Medication Policy #210.

Procedure: When a student is suspected of being in possession of or under the influence of a drug/mood altering substance/alcohol, that suspicion should be reported to an administrator. The administrator may then: (a) interview the student, (b) search the student, his/her possessions, and his/her locker consistent with the Student Searches policy, (c) Ask the Nurse to perform a basic medical evaluation. Subsequent action will be dictated by the applicable situation.

Cheating/Plagiarism: Cheating is an attempt to gain an unfair academic advantage through dishonest or deceitful means. Examples of cheating include:

- Receiving unfair assistance from the following: personal notes, another person, a computer program, or another unauthorized source on an assignment/assessment that was meant to be done alone
- Possession of any unauthorized source of assistance during an assessment (including electronic devices, notes, etc.)
- Copying another student's work, and submitting it as your own (plagiarism)
- Enabling another student to cheat by giving them your work to copy
- Conspiring to cheat
- Supplying information to another student when students are expected to work independently
- Copying information without properly citing the source (plagiarism)

- Submitting an original paper or project more than once for different classes or assignments
- Altering grades or records
- Having prior unauthorized access to an assessment

Cheating, in any manner, will be dealt with using the following steps:

First Offense:

1. Take work from individual cheating and the person who gave the work to be copied.
2. Write a Disciplinary Referral for both students..
3. Teacher interviews students to verify the incident.
4. Any student involved in the act of giving or copying receives a zero for the assignment.
5. Teacher notifies parents.

Second Offense:

1. Same as above
2. Disciplinary referral and detention

Third Offense:

1. All of the above
2. Mandatory Team conference with parent(s).
3. Administration reserves the right to suspend the student, if deemed necessary.

SHES DISCIPLINARY GUIDELINES AND POTENTIAL CONSEQUENCES

"Peace cannot be built on the foundations of fear."

— Marshall B. Rosenberg

Restorative Justice: Last year, we implemented our Restorative Justice Program, in congruence with Restorative Practices. Restorative Justice focuses on the harm done to people when a crime has been committed rather than looking at what laws or rules have been broken as in traditional Criminal Justice Systems. Those who have been harmed and those who have done the harm are at the center of this process.

3 Pillars

- Harms and Needs: Who was harmed, what was the harm? How can it be repaired?
- Obligations: Who is responsible and accountable and how can they repair the harm?
- Engagement: Thosewho were harmed **and** those who did the harm have active roles in the Justice process.

Restorative Justice Processes work towards the restoration (in some way), and empowerment of those harmed/those who did the harm, and asking those who have offended to accept responsibility for their actions and work towards healing the harm. In an educational setting, it is our philosophy as educators to use the lesson and teach new skills for students to be successful in the future. Our goal is to also involve all the stakeholders, parents, students, teachers, support staff and administration in the process of restoration; Taking a community approach to discipline.

Restorative Justice is an umbrella term that covers quite a range of processes that can be used depending on the context and the need. What unites all the processes and places them under the R.J Umbrella are the values and principles which necessarily underlies them. Below is an outline of some of these values:

- Respect and support for each person,
- Recognition of our interconnectedness with each other,
- Recognition of our particularity;
- The possibility for transformation over denial of true justice;
- Orientation to the needs of participants particularly the victim/survivor and
- Orientation towards nonviolence.

Our goal as a school is to implement Restorative Discipline through the use of Restorative Practices that will demonstrate an alternative route made up of creating responsibility for actions, an obligation to repair the harm caused, and action steps for righting the wrong. This does not mean anyone needs to accept disrespect and other negative behaviors, it means we as a school will combat them in a different way. With the help of responsible, caring discipline, our school can become physically and emotionally safer, which helps to promote community building and academic achievement. Each disciplinary decision will have a basis in repairing the harm(restorative), is instructional, and reflective.

If a student has a conflict they would like help on resolving, they can reach out to Ms. Schaffer to make an appointment and she can help to guide the student on productive ways to resolve the conflict.

Parents/Guardians/Family members, we will need your help to implement these practices and if you have any questions regarding the processes, please feel free to contact:

Dorothy Schaffer: Interventionist and Restorative Practices/Justice Trainer

Phone: (717)704-3800 ext. 4139 Email: dschaffer@shsd.k12.pa.us

Punitive VS. Restorative Discipline

PUNITIVE	**RESTORATIVE**
"Misbehavior: defined as breaking school rules letting school down.	"Misbehavior" is defined as harm (emotional/mental/physical) done to one person/group by another.
Focus is on what happened and establishing blame or guilt.	Focus on problem-solving by expressing feelings a needs and exploring how to address problems in th future.
Adversarial relationship and process. Includes a authority figure with power to decide on penalt in conflict with wrongdoer.	Dialogue and negotiation with everyone involved i communication with each other.
Imposition of pain or unpleasantness to punish and deter/prevent.	Restitution as a means of restoring both parties, the goal being reconciliation and acknowledging responsibility for choices.
Attention to rules and adherence to due process	Attention to relationships and achievement of a mutually desired outcome.
Conflict/wrongdoing represented as impersonal and abstract;individual versus school.	Conflict/wrongdoing recognized as interpersonal conflicts with opportunity for learning.
One social injury compounded by another.	Focus on repair of social injury/damage.
School community as spectators, represented by members of staff dealing with situations;those	School community involved in facilitating restoration; those affected taken into consideration;

directly affected uninvolved and powerless.	empowerment.
Accountability as defined in terms of receiving punishment.	Accountability is defined as understanding the impact of actions, taking responsibility for choices, and suggesting ways to repair harm.
PUNITIVE DISCIPLINE ASKS...	**RESTORATIVE DISCIPLINE ASKS...**
What rule was broken?	Who was harmed?
Who broke it?	What are their needs?
How should they be punished?	Who will be held accountable for making things right?
PUNITIVE DISCIPLINE PRACTICES…*	**RESTORATIVE DISCIPLINE PRACTICES..***
Lecturing Students	Student-Student Mediations
Self-Directed Detentions	Staff-Student Mediations
In School Suspensions	Peace Circles
Out of School Suspensions	Reinstatement Conversations
Expulsion	Community Building Circles

***** It should be noted that punitive and restorative discipline can, and will be used in tandem. However each discipline infraction will involve a Restorative Justice practice, but not necessarily a punitive discipline practice. For example, when a student is returning from suspension they will, at a minimum, also have to take part in a reinstatement conversation or restorative mediation to repair the harm.**

Classifications of Student Misconduct

In order to protect the right of all students to receive the best education possible in a safe learning environment, certain types of behavior are prohibited and a punitive consequence must be assigned, especially if the behavior violates school policy. We hope to implement a restorative mediation in order to re-integrate a student back into the school and classroom. The mediation has 5 goals: Respect, Relationships, Responsibility, Repairing the Harm, Reintegrating. Holding students directly and personally responsible for their behavior is what sparks intrinsic change. Mediations give students insight into the real impact of their behavior. This may be used in place of or in conjunction

with other types of discipline.

“When I behaved in the way which I now regret, what need of mine was I trying to meet?”
-Marshall Rosenburg

Improper conduct that disrupts the normal educational process is classified into four (4) levels - based upon place of occurrence, frequency of occurrence, and disruptive effect upon the safety and orderliness of the learning environment. To provide consistency in the application of penalties, a guide to the classifications of misbehavior follows. It should be understood that the information in Levels 1 through 4 is intended to serve as a guide and is subject to modification on a case-by-case basis. Restorative Justice will be used and Administration will ultimately determine the appropriate corresponding disciplinary action.

Level 1 violations: are those that are considered to be very minor discipline infractions and are routinely handled by the classroom teacher. Could have no consequences except age appropriate reminders.

Examples of Violations **Non-serious and/or Low-intensity**: are those that are considered to be **very** minor discipline infractions and are routinely handled the classroom teacher.	**Classroom Disciplinary Responses**
● Complaining ● Moaning ● Negativity ● Criticism ● Bossiness ● Tattling ● Bragging ● Whining ● Trash/Littering ● Noise Making ● Blurting out ● Out of Seat ● Nose Picking ● Chewing Gum/Eating ● Running ● Loud Voices/Yelling ● Breaking cafeteria/ playground/ bathroom/hallway rules ● Leaning back in chair ● Repetitive hand flapping ● Body rocking ● Finger clicking ● Pencil tapping ● Tardy ● Dress Code ● Disorganization ● Sloppy work ● Missing Homework	● Teacher/Student Conference ● Reminders and Redirection(Role play) ● Teaching of expectations and skills ● WrittenReflection or Apology ● Contact Parent Via Telephone, E-mail or Text Message ● Verbal Correction ● Parent or Guardian Conference ● Daily Progress Sheet on Behavior ● In-Class Time-Out ● Establish Buddy Teacher System ● Loss of Classroom Privileges ● Teacher or Student Conference ● Detention

Level 2 Minor Violation: are of a less serious nature than those outlined in Level 3. Level 2 includes persistent violations within the Level I category as well as violations that are defined as Violations of the Attendance Policies of the Commonwealth of Pennsylvania and the Steelton-Highspire School District. These violations are handled by the classroom teacher.

Examples of Violations **Non-serious and/or Low-intensity:** behavior is inappropriate **and** causes interruption to learning environment	**Classroom Disciplinary Responses**
Defiance: Student engages in failure to follow directions or talks back: **Disrespect:** Student delivers socially rude or dismissive messages to adults or students. **Disruption:** Student engages in inappropriate disruption. **Dress Code Violation:** Student wears clothing that is **near, but not within**, the dress code guidelines defined by the school/district. **Inappropriate Language/Gestures:** Student engages in low-intensity instances of inappropriate language. **Physical Contact/Physical Aggression:** Studen engages in non-serious, but inappropriate physi contact. **Misuse of Property:** Student engages in low-intensity misuse of property. **Tardy:** Student arrives at class after the bell (or signal that class has started). **Technology Violation:** Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer. **Other:** any other minor problem behaviors that do not fall within the above categories **Third Level 1 offense, of the *same* violation, inside of a 7 day span**	***Consequence that is consistent** and based on the same target behavior: **15 seconds of time taken away per infracti **30 seconds of time taken away per infracti **1 minute per infraction for wasting time in class *Move seat (Just for activity, not permanent) *Teacher assigned detention *Loss of class privileges *Confiscation of inappropriate items/materials *Reduction of grade *Removal of student *Parent or Guardian Notification/Outreach *Loss of Privileges *In class time out *Conversation with support staff *Restorative Justice Strategies, including Schoo and Community Service/Restitution ***Restorative Mediation process:** 1. Identify the conflict and the guilty party. (Restorative Questions card) 2. Invite all stakeholders to participate (those w participated or were affected by the negative behavior)

	3. Communicate Goals and Values. (Goal of mediation) 4. Create a safe and supportive environment. (se mediation up for success using strategies to ease anxiety of all stakeholders) 5. Recap and Share perspective. (Give students voice to tell their perspective on what happened and discuss their feelings about it. "Just the fact storytelling) 6. Repair and reinforce positivity. (Repairing the damage, what the victim wants to happen movin forward.) 7. Build a Therapeutic Rapport. (Reintegration and moving forward.)

Level 2 Behavior Examples but not limited to:

Defiance: Student engages in failure to follow directions or talks back:

- Classroom rules
- Get in line

Disrespect: Student delivers socially rude or dismissive messages to adults or students.

- Arguing/ Negotiating/ Talking back
- Gossip
- Cutting in line
- Making faces

Disruption: Student engages in inappropriate disruption.

- Calling Out
- Running in hallway /classroom
- Voice Volume
- Put items away
- Refusal to leave room
- Sit in seat
- Cell phone out/on/use

- Rolling Eyes
- Mimicking
- Flicking Food
- Instigating
- Spitting
- Argumentative verbal interactions during collaborative work groups.
- Making noises
- Crawls on the floor, under desk
- Plays with objects in desk
- Attempts play with others
- Talking during inappropriate time
- Out of seat (distracting to others)
- Rambunctious

Dress Code Violation: Student wears clothing that is **near, but not within**, the dress code guidelines defined by the school/district.

I**nappropriate Language/Gestures:** Student engages in low-intensity instances of inappropriate language.

- Name Calling
- Swearing (not towards someone)
- Profanity

Misuse of Property: Student engages in low-intensity misuse of property.

- Classroom supplies
- Using supplies that don't belong to them
- Throwing items

Tardy: Student arrives at class after the bell (or signal that class has started).

Technology Violation: Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.

Physical Contact/Physical Aggression: Student engages in non-serious, but inappropriate physical contact.

- Pushing
- Kicking
- Biting(no marks)
- Invading personal space
- Poking
- Touching hair, clothes,body parts
- Tapping neighbors on shoulders
- Grabbing students' materials
- Cheating
- Slams door
- Ripping/ Crumpling paper
- Dragging Chair
- Destruction of Property

- Wrong website
- Phone out
- Listening to music

Other: Student engages in any other minor problem behaviors that do not fall within the above categories **Third Level 1 offense, of the *<u>same</u>* violation, inside of a 7 day span**

Level 3 Major Violation: those that are serious in nature and may result in discipline that includes an alternative education assignment, suspension and/or expulsion from school. Level 3 violations are **handled by the Dean or administration.** The School Resource officer may be called, depending on the severity.Could violate school's code of conduct.

Examples of Violations **Serious and/or Sustained:** Behavior is **physica**l and/or **potentially dangerous** where it harms self or others	**Disciplinary Responses**
Abusive Language/ Inappropriate Language/ Profanity Bullying/Extortion: Defiance/Insubordination/Non-Compliance: Disrespect: Disruption: Dress Code Violation: (Safety Issue only) Fighting: Gang Affiliation: Harassment: Inappropriate display of affection: Inappropriate Location/Out of Bounds: Lying/Cheating: Theft/Forgery/Plagiarism: Physical Aggression: Property Damage/Vandalism: Skip Class: Technology Violation: Other: ● Third Level 2 offense, of the *same* violation, inside of a 7 day span	Menu of consequences ● Time owed ● Detention ● Parent or Guardian Notification ● Student/Teacher/ Parent Conference ● Restorative Circle Short-term AEA (ISS) or OSS(one-five days) Change in schedule or class Referral to after school program Referral to Community Organizations, including Community Conferencing and Community Mediation

Level 3 Behaviors Examples but not limited to:

Abusive Language/ Inappropriate Language/ Profanity: Student delivers verbal messages in an inappropriate way.

- Cursing
- Gestures
- Sexual
- Name Calling
- Threatening harm
- Obscenities
- Yelling
- Reference in conversation, writing or pictures to weapons or acts of violence

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

Relational: ● Starting rumors ● Excluding ● Silent Treatment ● Gossiping ● Following up a purposely cruel statemen with "just joking	***Physical*:** ● Hitting ● Pushing ● Shoving ● Tripping ● Kicking ● Spitting ● Leaving out or excluding a student ● Threaten with harm ● Coercion
Verbal: ● Name calling ● Teasing ● Threatening ● Yelling ● Harassing	***Cyber:*** ● Mocking someone online ● Posting embarrassing photos online ● Harassing someone on social media ● Making fun of someone in a group chat ● Setting up fake social media account ● Taking pictures or video without consen

Defiance/Insubordination/Non-Compliance: Student engages in refusal to follow directions or talks back.

- Classroom rules
- Get in line
- Put items away
- Refusal to leave room
- Sit in seat
- Refusal to hand over cell phone to teacher after told to put it away

Disrespect: Student delivers socially rude or dismissive messages to adults or students

- Arguing/ Negotiating/ Talking back
- Gossip
- Cutting in line
- Making faces
- Rolling Eyes
- Mimicking
- Flicking Food
- Instigating
- Spitting
- Argumentative verbal interactions during collaborative work groups

Disruption: Student engages in behavior that causes interruption in a class or activity

- Voice Volume
- Calling out
- Screaming
- Volatility/ Physical Outbursts/ Explosive behavior
- Noise with materials
- Horseplay or roughhousing
- Out of-seat
- Tantrum
- Pounding on desk
- Kicking chairs
- Screaming
- Repetitive, loud noises

Dress Code Violation: Student wears clothing that does not fit within the dress code guidelines practiced by the school/district

Fighting (Students need to see the nurse): Student is involved in **mutual** participation in an incident involving physical violence., does not count for self defense cases.

Gang Affiliation: Student uses gesture, dress, and/or speech to display affiliation with a gang

Harassment: Repeated behavior that is targeted, unwelcome, or unwanted (verbal/written, physical or visual) towards a specific person to annoy, disturb, alarm, frighten, torment, or humiliate. Also could be based on sex, gender, ethnicity, race, religion, disability, physical characteristics, country of origin

Inappropriate display of affection: Student engages in inappropriate, consensual, verbal and/or physical gestures/contact, of a sexual nature to another student/adult.

Inappropriate Location/Out of Bounds: Student is deliberately in a location, that is outside of where they are supposed to be, and they do not have adult permission

- Leaves classroom
- Hallway
- Bathroom
- Classroom
- Playground
- Outside of school
- No hall pass

Lying/Cheating: not telling the truth/act dishonestly or unfairly in order to gain an advantage

- Game play
- Test/Quiz

Theft/Forgery/Plagiarism: Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.

- Locker
- Book bag
- Desk
- Purse/wallet
- Lunch
- Classroom

Physical Aggression *(Student(s) harmed must see the nurse)*: Student engages in actions involving physical contact toward another person

- Hair pulling
- Grabbing
- Poking
- Pinching
- Scratching
- Biting
- Choking
- Hitting
- Hitting with an object
- Punching
- Kicking
- Tackling
- Wrestling
- Spitting
- Throwing items (pencils, erasers, crayons, etc)

Property Damage/Vandalism: Student participates in an activity that results in destruction or disfigurement of property.

- Graffiti
- Drawing or writing on walls/doors or bathrooms
- Classroom materials
- Keying
- Knocking over tables
- Chairs
- Furniture

Skip Class: Student leaves or misses class without permission

Technology Violation: Student engages in inappropriate use of cell phone, music/video players, camera, and/or computer that is profane in nature

Other:

- **Third Level 2 offense, of the *same* violation, inside of a 7 day span**

Level 4 Major Violations: defined as follows: Any acts whose consequences seriously endanger the health or safety of the individual or others in the school. Acts that result in violence to another person or their property, or the property of the school district. Such acts are **usually malicious** in their motivation and **pose a direct threat** to the safety of others in the school. Possession or use of substances banned by school policy. Persistent disregard for school rules. Level 4 violations are **handled by administration and/or the school resource officer.** (Illegal violations and violates school's code of conduct)

Examples of Violations **Serious and/or Sustained:** Behavior is **physica**l and/or **potentially dangerous** where it harms self or others, Threa or targeted violence	**Disciplinary Responses**
● Physical Aggression towards an adult ● Weapon,use/ possession ● Arson ● Bomb Threat ● Controlled substance, under the influence ● Controlled substance, sale ● Extreme Property Damage/ Vandalism ● Combustibles ● Assault/Threats ● Robbery/ extortion ● Imitation Firearm ● Sexual Assault ● Sexual Harassment(P1) ● Hate Violence ● Harass/ Threaten /Intimidate Individual, groups or staff ● Terrorist threat ● aid/abetting physical injury ● Hazing ● Tobacco/Vape possession ● Obscene Acts/Vulgarity ● Drug paraphernalia--sale ● Received stolen property ● Sexual harassment (P2) ● Third Level 3 offense of the same violation	Parent or Guardian Notification Meeting with Family and Administration Extended Suspension (OSS) Community Conferencing Referral to Community Organizations Expulsion (serious behavioral infractions) Alternative Educational Placement Community Mediation Permanent Expulsion (currently under review b the Board of School Commissioners) Restorative Justice Arrest or Referral to Law Enforcement

Chronic Misbehavior: A Discipline Review Hearing may be held for any student who exhibits chronic misbehavior. The Discipline Review Committee will consist of the student and his/her parents, the student's counselor, an assistant principal, and the principal. The committee will convene to discuss the student's pattern of inappropriate behavior, then to either develop a plan for improvement, to refer the student to an alternate educational program, or to refer the student to the Board of School Directors for an expulsion hearing.

Detention Policies and Procedures: Assignment to detention is one form of disciplinary action taken by the school for those students disregarding the established rules and regulations.

1. A student may be assigned to detention for a violation of the Student Code of Conduct, habitual tardiness to class, unexcused tardiness and school truancy, cutting class, etc.
2. All students will be given a minimum of one-day notice before being requested to report to detention. This will allow the student to arrange for transportation and inform his or her parents.
3. Students assigned to detention are expected to report on the day indicated, and any excusals must be cleared with administration.
4. Students are expected to have materials to work on during the detention time.
5. Failure to comply with detention regulations may result in a temporary suspension, doubling the detention time or suspension.

Revocation of Privileges: The administration reserves the right to revoke privileges for any student that violates school rules, staff directives, or this code of conduct. These privileges include but are not limited to attendance at curricular and extracurricular events.

Alternative Education Assignment (AES): Philosophy – Alternative Education Assignment is an administrative disciplinary option, which temporarily removes the student from their regular classes. The student is assigned to a highly structured, restrictive educational setting for a period of one to ten days. Credit is given for classroom work completed during this assignment. Here they will participate in ways to repair the harm.

Responsibilities – During a period of alternative education assignment, the student:

1. Must report to the Elementary school office immediately upon arrival to school – with all necessary books and materials. Students will remain in the AEA (ISS) room the entire day.
2. Is expected to complete all classroom assignments which have been forwarded to the Dean and/or Behavior Paraprofessional by the regular classroom teachers. Assignments from the classroom teachers are to correspond to the work that is currently being missed in class during the alternative education assignment. Alternative education assignments are not the appropriate time to be doing work that is past due.
3. May not talk, move around the room, or leave the room – unless permission is given.
4. May receive a lunch that is provided by the cafeteria. Students assigned to AEA will be escorted by the Dean to the cafeteria at a designated time.

5. At the discretion of Administration, may not be allowed to participate in, or attend extracurricular and/or co-curricular activities during the term of the alternative education assignment.
6. Privileges that were restricted as a result of the alternative education assignment are reinstated the afternoon of the last day of the alternative education assignment.
7. Students assigned to an alternative education assignment may be required to complete additional work that is specific to the behavior that led to the alternative education assignment in a Restorative Justice model
8. Failure to abide by AEA rules, such as disruption or failure to complete work, may result in an OSS or additional AEA.

Suspension (Out of School): pursuant to SHSD Board Policy #233 and 22 Pa. Code 12.6

Philosophy - Suspension is a severe administrative disciplinary action that is taken only when: (1) milder forms of disciplinary action have been ineffective in correcting the student's behavior, or (2) the offense is severe enough to warrant this action.

Responsibilities - During a period of suspension:

1. The student **may not enter** school property – at any hour of the day or night, except with **prior** approval of a school administrator. Assignments must be picked up by the parent or guardian in the school office.
2. The student must stay at home during regular school hours. The student may not come to school or do community service through a school program, unless with administration approval.
3. The student may not attend or participate in any school-sponsored activity – either curricular or extra-curricular. Exclusions from curricular or extracurricular activities may extend beyond the last day of the OSS as determined by the student's administrator.
4. The student is expected to complete all assignments to the best of his/her ability. Completed assignments are to be submitted to teachers upon the student's return to school. Zeroes will be given for any work that is not done, along with possible further discipline such as AEA or OSS.
5. Suspension restrictions are reinstated the morning following the last day of the suspension.

Expulsion: pursuant to SHSD Board Policy #233 The Board of School Directors may, upon the recommendation of the principal and the superintendent, expel a student; thereby, prohibiting the student from attending SHES for a prescribed period of time. In cases of expulsion, the student and his/her parent or guardian shall have the right to a formal hearing before a committee of the Board of School Directors. At the formal hearing, the student shall be entitled to the due process requirements outlined in Board Policy #233 and 22 Pa. Code 12.8. A student's complete school record (grades K

through 6) may be considered during an expulsion hearing – including, their records from a different school district.

Discipline Records: School administrators maintain a record of all infractions of school rules for which administrative disciplinary action have been taken. This discipline record does not show teacher actions, such as teacher-assigned detention. State law (PA Act 20 of 1995) requires that your discipline record be forwarded to your new school if you transfer. This record will list all infractions of school rules for which administrative disciplinary action was taken during your years at SHES. (not just the current year).