



INTERBORO SCHOOL DISTRICT – APPENDIX A  
PARENT/STUDENT VERSION

Reviewed and Updated for the 2025-2026 School Year

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CODE OF CONDUCT  
&  
STUDENT WELLNESS SUPPORTS

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## DISTRICT ADMINISTRATION

Mrs. Bernadette C. Reiley, Superintendent

### **Student Services/Special Education**

Ms. Rachel Lambert, Director of Student Services

Dr. Jennifer Peszek, Supervisor of Special Education

### **Interboro High School**

Mr. Brian Lytz, Principal

Ms. Lisa Ford, Assistant Principal/Athletic Director

Dr. Heather Daniels, Assistant Principal

Ms. Amber Fisher-Brown, Assistant Principal

### **Glenolden School**

Dr. Miesja Cubito, Principal

Mr. Reed Stubbe, Assistant Principal

### **Norwood School**

Dr. Jeff Esposito, Principal

Ms. Danielle Shryock, Assistant Principal

### **Prospect Park School**

Ms. Kim Boswell, Principal

Mr. Michael Hooven, Assistant Principal

### **Tinicum School**

Mr. Timothy Fanning, Principal

Ms. Lauren Love, Assistant Principal

### **Kindergarten/Early Learning Academy**

Mr. Brad Kohlhepp, Principal

Ms. Nicole Nolan, Assistant Principal

## PURPOSE AND PHILOSOPHY

The Code of Conduct of the Interboro School District applies to all school sponsored events and related activities. This includes sporting events, dances, field trips, etc. Failure to adhere to Code of Conduct regulations will result in appropriate interventions. All behaviors or situations that cause a disruption to the educational process, the safety of the students, or the orderly operation of school day are subject to school level disciplinary consequences regardless of where the act occurred.

The Code of Conduct does not seek to define all behaviors; therefore, the administration will determine appropriate consequences for any behavior not included in this code but deemed inappropriate. The Code of Conduct is a living document that seeks to address our students' needs to support them in exhibiting Positive Behaviors aligned with our PBIS mission. Therefore, the administration may incorporate any new behavioral expectations concerning student conduct in the code.



## STUDENTS' RIGHTS AND RESPONSIBILITIES

Per the **Interboro School District Policy 235**, Resident Students have the right to a free, appropriate public education until the age 21 or graduation from Interboro High School, whichever occurs first.

In cases of disciplinary action, each student will be given "Due process."

The Interboro School District does not discriminate against any student based on race, creed, handicap, nationality, or sex. If there are any concerns regarding such matters, they should be referred to the student's teacher or guidance counselor. If the concern cannot be resolved at this level, the building administration can be asked to participate in resolving the problem. In line with school district organization, the Superintendent of designee can be involved in any matter not resolved at the building level.

This Code of Conduct has been prepared in accordance with Local, State and Federal laws, which define student rights. Special Education students are subject to all parts of the Code of Conduct. The district complies with all aspects of the Individuals with Disabilities Education Act and Pennsylvania Department of Education Special Education Regulations.

## RESPONSIBILITIES OF THE STUDENT

1. Be aware of all policies, rules and regulations for student behavior and conduct him/herself accordingly. Each student shall 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 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.
5. Comply with federal, state, and local laws.
6. Exercise proper care when using district facilities, school supplies and equipment.
  - Attend school daily and be on time for all classes and other school functions.
7. Make up work when absent from school.
8. Pursue and attempt to satisfactorily complete the courses of study prescribed by local school authorities.
9. Report accurately in student media.
10. Not use obscene language in student media or on school property.

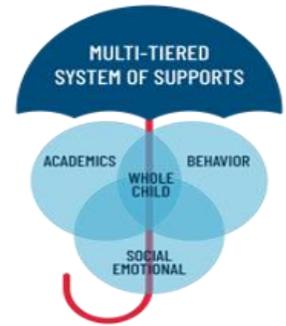
**Violations of this policy may result in disciplinary action, consistent with the Code of Student Conduct and Board policy.**



## RESPONSIBILITIES OF THE PARENTS

Parents are the first to foster positive behaviors with their child at home. The **District's Student Wellness Support Program** will provide the setting and instruction for all students to experience educational success. A cooperative relationship between home and school is essential to each student's successful development and achievement.

- Communicate to teachers and administrators and follow the communication protocols in the student handbook (link)
- Review the Home Access Center on a regular basis.
  - Ensure your child attends school regularly and is on time.
  - Establish routines and expectations for your child's well-being.
- Encourage your child to participate in school activities/clubs.
- Be an active participant in the Home and School Association



## SCHOOL COUNSELING PROGRAM

The mission of the Interboro School District School Counseling Program is to support students in achieving their personal best by cultivating the academic, personal/social, and career development of each student from pre-K through graduation. We will provide developmentally appropriate opportunities and experiences that will foster the development of moral, ethical, contributing members of society who treat others with dignity and respect. In cooperative partnership with administrators, teachers, parents, community resources and other support staff, we promote academic growth to encourage tomorrow's leaders who exemplify global citizenship as lifelong learners.

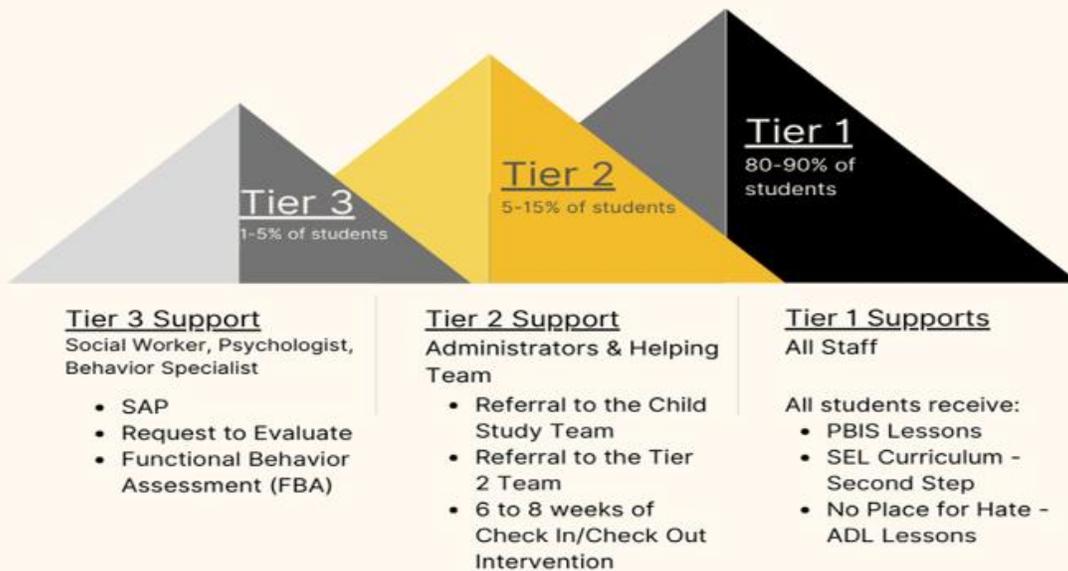
## MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

What was formerly known as Response to Instruction and Intervention (RtII) in Pennsylvania public schools, has recently advanced to a newer, more comprehensive model, Multi-Tiered System of Supports (MTSS). Simply put, the new acronym demonstrates more fully how schools are helping all students in various areas of academic, behavioral, and social needs.

The RtII framework focused on how schools would intervene to support students and prevent academic failure, and guiding eligibility decisions for learning disabilities, particularly through instructional modifications and monitoring their responses to a series of increasingly intense interventions. MTSS, however, encompasses multiple levels and means of support for students, including academic and behavioral provisions to meet the various needs of all our learners.

Some examples of MTSS include, but are not limited to standards-aligned, culturally responsive, and high-quality core instruction, RtII, universal screening, data-based decision-making, Title I services, math remediation, PBIS, family engagement, and central/building level leadership. Supporting our students has not changed, but the way we can identify, instruct, monitor, and assess learning has improved through MTSS.

# Interboro School District Tiered Supports for Student Wellness



## **Tier 1 Wellness Information:**

Tier 1 systems, data, and practices support all students across all settings. These supports establish the foundation for delivering regular, proactive support and preventing unwanted behaviors. Tier 1 emphasizes modeling, teaching, and acknowledging positive social, emotional, and behavioral skills.

## **Tier 2 Wellness Information:**

Tier 2 interventions provide additional support for students who need more to meet their goals socially, emotionally, and/or academically. Tier 2 interventions are part of the Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS) frameworks, which are designed to provide targeted support to students who are not making adequate progress with core instruction and Tier 1 universal supports alone.

These interventions provide targeted support to address specific academic or behavioral needs identified through data collection and monitoring. The goal of Tier 2 interventions is a preventative measure to avert students who are at risk of requiring the most intensive support (Tier 3). The interventions available focus on increasing motivation for known skills or building/developing specific skills that are lagging, which could include direct instruction in a particular skill or strategy (academic, social, or behavior).

Students receiving Tier 2 interventions are closely monitored to track their progress and adjust interventions as needed. The data collected is used to make decisions about whether the intervention is successful or if changes need to be made.

The aim is to help students catch up so that they can succeed with just Tier 1 support, without needing additional assistance. Within Tier 2 you can expect the following resources to be involved: counselors, psychologists, social workers, behavior specialists, reading and math interventionists.

## **Tier 2 Wellness Supports:**

### **Check In Check Out (CICO)**

As a Tier 2 intervention in PBIS, Check-In/Check-Out (CICO) can give students a boost in motivation and allow them to meet behavioral goals that can lead them back to Tier 1. Check-In/Check-Out intervention forms can be customized to reflect behaviors that need additional focus. Teachers provide feedback to the student on these behaviors throughout the day. The student can pick their CICO facilitator they feel most comfortable with. The quick meeting in the morning sets the student up for success and discusses the predetermined goal for the day. The brief meeting at the conclusion of the school day reflects on progress for that day or the reason for not seeing progress. This intervention is designed to be short term in length (ideally 6-8 weeks). The Tier 2 team will check progress bi-weekly and determine if the student needs additional time on the intervention, fading, or graduation from the intervention.

### **Social Skills Groups**

A Tier 2 social skills group intervention is used for students who require more intensive support with social interactions, communication, or emotional regulation. These groups are small, targeted skill-based groups that run for six weeks by a licensed counselor or social worker to allow for more frequent practice and individualized attention. The intention is to quickly develop upon skill deficits that can be generalized back into the classroom to increase performance and independence. Examples of targeted skills are organizational skills, empathy, problem-solving, and self-regulation. The interventions used are evidence-based and can include direct instruction, role-playing, modeling, and guided practice. Schools use specific social skills curricula designed for Tier 2 interventions.

### **Mentoring**

PBIS Tier 2 mentoring can be a powerful tool in helping at-risk students succeed by providing them with the guidance, support, and positive relationships they need to thrive. Mentors are usually selected based on their ability to relate to students as well as their availability. They can be any school staff member (teacher, counselor, social worker, janitor, secretary). They should be trusted staff members that can build positive relationships. Weekly, consistent meetings are scheduled between the mentor and mentee. Sessions are typically brief but focused on building rapport, setting goals, and providing guidance or support. Mentors help students set specific, measurable, attainable, relevant, and time-bound (SMART) goals related to behavior, academics, or social skills. The effectiveness of the mentoring program is evaluated regularly to determine if it is meeting the students' needs. As students show improvement, the intensity of the mentoring may be reduced, or students may transition back to Tier 1 support. The goal is to empower students to manage their behavior and achieve success with less intensive support over time. This intervention is meant to be short term in length as with all Tier 2 interventions.

### **Behavioral Contracts**

As a Tier 2 intervention, behavior contracts focus on increasing positive behaviors related to each school's core values or expectations. Behavior contracts are negotiated agreements between the adult/teacher(s) and the student. Both parties benefit from the use of a behavior contract: the teacher(s), by seeing an increase in desired behavior and the student, by earning reinforcement based on demonstration of desired behavior. The goals made can be short term or long term based on the student's needs. Examples of goals set can be related to homework, prosocial classroom behaviors like school appropriate language or raising their hand. At the end of the contract period, review the student's progress. If the goals are met, the team will consider phasing out of the contract or setting new goals or adjustment of the contract to provide additional support if needed. Behavior contracts can be an effective tool for interventions by providing structure and clarity for students who need extra behavioral support. They also help build a positive relationship between the student and teacher by focusing on collaboration and growth.



### **Tier 3 Wellness Information:**

Typically, 1-5% of students who do not show progress with Tier 1 and Tier 2 supports transition to Tier 3 interventions. At Tier 3, these students receive more intensive, individualized support to improve their behavioral and academic outcomes. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students with no diagnostic label at all. *The District's Behavioral Specialist may work individually with students for therapy and support for intervals of time.*

Tier 3 supports are a critical component of a comprehensive PBIS framework, designed to help students with the most significant needs achieve success both behaviorally and academically. These students often do not respond to Tier 1 (universal) or Tier 2 (targeted) interventions and require more specialized strategies to address their unique needs. These students can be classified under IDEA or have no diagnostic label at all.

Tier 3 support requires *individualized* interventions. The school team (teachers, parents/guardians, counselors, social workers, administrators, and behavioral support) can work together to create a plan with intense, multimodal support. These can include therapeutic interventions, academic support, social-emotional learning, crisis and safety intervention planning.

Staff involved in Tier 3 interventions require specialized training to effectively implement these supports. Continuous professional development is important to maintain the quality of these interventions.



## STUDENTS ASSISTANCE PROGRAM

The Pennsylvania Student Assistance Program (SAP) is a systematic team process used to mobilize school resources to remove barriers to learning. SAP is designed to assist in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. The primary goal of the Student Assistance Program is to help students overcome these barriers so that they may achieve, advance, and remain in school. While Student Assistance Programs exist in other areas of the country, the structure and operation of the program in Pennsylvania is a unique expression of an integrated model serving the needs of Pennsylvania families and students.

### Reasons for Referral:

- Withdrawing from family, friends, and/or school
- Depressed
- Acting aggressively
- Sudden drop in grades
- Experimenting with drugs or alcohol; Involved in alcohol and/or chemical use, abuse, and dependency.
- Defying authority
- Lying
- Change in friends.
- School refusal/poor attendance
- Talking about suicide



### How does a student become involved in the program?

A student can be referred to the SAP team by a teacher, administrator, school counselor or other concerned individual. As parent/guardian, you can also refer your child to our SAP team.

Please click on a link below depending on your home school to submit a SAP referral form for your child:

[Glenolden \(Amy Miller\)](#)

[Norwood \(Kathy McCullen\)](#)

[Prospect Park \(Maura Quigley\)](#)

[Tinicum \(Kathleen Carroll\)](#)

[Kindergarten Academy \(Kathy McCullen\)](#)

[High School \(Kimberly Paulina\)](#)

### What will the SAP team do to support my child?

Our SAP team does not diagnose or provide treatment. We provide you with information to help your child succeed in school and life. We will gather essential information from school personnel and make recommendations to assist with removing any barriers that may be getting in the way of your child's success.

- Gather and review observable data from school personnel.
- Set short-term and long-term goals.
- Recommend interventions – in school supports and/or community referrals.

### Who is on the SAP Core Team?

The core team of SAP consists of a multi-disciplinary team including teachers, administrators, social workers, nurses, and counselors. This team is trained to understand and work with children.

The team acts as a resource to students, parents, and faculty, and as a liaison between students, parents, and community agencies to facilitate communication and intervention.



## STUDENT MONITORING SYSTEMS

### SAFE2SAY SOMETHING

[Safe2Say Something](#) is a youth violence prevention program run by the Pennsylvania Office of the Attorney General. The program teaches youth and adults how to recognize the warning signs and signals, especially within social media, from individuals who may be a threat to themselves or others and to “say something” BEFORE it is too late. Each year, students in 6th grade will receive initial training and students in grades 7-12 will receive mandatory refresher training on Safe2Say Something. If you deliberately provide false information or use this system to threaten or harass someone you may be subject to criminal prosecution and/or district discipline.

#### Here is how it works:

Submit an anonymous tip through the [Safe2SaySomething](#) system. The [Safe2Say](#) system is an anonymous way for you to submit a tip to your school. You do not need to share your name, phone number or anything unless you want to.

- Phone: 1-844-SAF2SAY [723-2729]
- Safe2Say App
- [www.safe2saypa.org](http://www.safe2saypa.org)
- Crisis center will review, assess, and process all submissions.
- Crisis center will send all submissions to school administration and/or law enforcement for intervention.
  - If needed, crisis center may contact tipster anonymously through the app to request more information concerning a tip.

### GAGGLE

Gaggle is student safety software enabling K-12 schools to monitor student activity on school-provided devices for concerning content. The system monitors 24/7 365 days a year. Alerts are immediately sent. As they monitor, an alert is sent to the Director of Student Services, the Superintendent, building principals and the resource officer (Prospect Park and the High School).

### RESTORATIVE PRACTICES

It is a social science that studies how to improve and repair relationships between people and communities. The purpose is to build healthy communities, increase social capital, decrease negative behavior, repair harm, and restore relationships. Through circles and general awareness, restorative practices build healthy relationships and repair harm when it has impacted a community. It builds trust among all school stakeholders. It engages students in learning and allows them to have a voice. All Middle School teachers, staff and helping teams have been trained.



## **SMARTPASS**

SmartPass is a platform for managing your student movement. It allows you to make digital hall passes, generate actionable insights about your students, and makes your school safer.

## **SAFETY/SECURITY CAMERAS**

The district uses (or may use) video surveillance in its buildings and on its grounds, and transportation to help ensure the safety and security of students and staff. Video cameras are posted in public areas such as hallways, buses, and exteriors of buildings, but not in restrictive areas like bathrooms and locker rooms. Video surveillance footage will only be used in compliance with federal, state, and local laws and Board Policy.

## **RISK ASSESSMENT**

A risk assessment is intended to support a student who is thinking about harming themselves. An assessment is immediately completed with trained mental health professionals. The student is screened to determine the level of risk. Parents are communicated immediately with a support plan and recommendations.

## **THREAT ASSESSMENT**

Threat assessment is intended to prevent violence and involves both assessment and intervention. Threat assessment involves determining whether a student poses a threat of violence (they have intent and means to carry out the threat). Each school at Interboro has trained staff for threat assessments (school psychologist, school counselor, social worker, and all administration). A threat assessment is always completed immediately and with two personnel in the room.



## PBIS (Positive Behavior Interventions and Supports)

The mission of the Community School Building's PBIS team is to foster a dynamic school culture where the social, emotional, and academic needs of students and staff are met in a way that all members of the school community feel safe, supported, and valued. We strive for an unrelenting commitment to equity, inclusion, and data-based decision making, that always considers the student voice first. The Community School Building's PBIS team aspires to always evolve with a focus on increasing and enhancing student achievement to promote a positive and safe school environment by teaching, recognizing, and promoting positive student behavior.

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

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

The Schoolwide PBIS Team includes teachers, administrators, and students. The PBIS team aligns their efforts to the Code of Conduct with the intentions of establishing norms of behavior that make the school a welcoming space where all students feel excited and encouraged to learn. An essential tenet of PBIS is the belief that schools can model and teach appropriate behavior to all students. PBIS seeks to prevent misbehavior and intervene early with students who exhibit these behaviors.



## INTERBORO CODE OF CONDUCT

The administration reserves the right to determine appropriate consequences for behavior not included in this code but deemed improper. The administration further reserves the right to incorporate any new rules concerning student conduct in the code.

In addition, parents/guardians are expected to participate in a "Return from Suspension" Meeting that ensures the school, parents, and students are clear on the expectations and plan for the student to successfully return to the classroom school setting. Parents will receive a copy of the completed document via email from the school administrator.

All behaviors or situations that cause a disruption to the educational process, the safety of the students, or the orderly operation of school day are subject to school level discipline regardless of where the act occurred.

In accordance with PA Code Section 12.14 school authorities may search a student's locker and seize any illegal materials. Such materials "may be used as evidence against the student in a school disciplinary proceeding." "Prior to a locker search, students shall be notified and given an opportunity to be present." However, "when school authorities have a reasonable suspicion that the locker contains materials which pose a threat to health, welfare, and safety of students in the school, student lockers may be searched without prior warning." This code also gives building administrators the right to search individual students, and their property on school grounds with reasonable suspicion.

The Code of Conduct aligns with our PBIS tenets by separating student behaviors into "minors" and "majors."

In all cases of behavioral issues, we seek to address the behavior with consideration given to the student's age, behavioral history, etc. Interventions and disciplinary actions are subject to the discretion of the building level and District level administrators, deans, and teachers.

The behaviors are not an exhaustive list. Behaviors not clearly defined in this document are also subject to consequences within the school building as determined by the building administrators and Superintendent



# CODE OF CONDUCT TIERED MATRIX

## Tier 1 - Minor

A “**minor**” behavior is described as:

- Any student misbehavior impedes the orderly operation of the school or interferes with classroom instruction.
- Minor behaviors are addressed by the relevant teacher or staff member using various Tier 1 PBIS interventions.

<i><b>Tier 1 - Minors</b></i>	<i><b>Potential Consequences</b></i>
<ul style="list-style-type: none"> <li>• Cell Phone Usage</li> <li>• Eating without permission in Classroom/Hallway</li> <li>• Tampering with Instructional Materials</li> <li>• Disruptive Behavior - minor classroom/hallway disturbance</li> <li>• Late to Class</li> <li>• Dress Code Violation</li> <li>• Inappropriate Language</li> <li>• Out of Assigned Area</li> <li>• Misuse of hall pass</li> <li>• Violation of the Acceptable Use Policy</li> <li>• Plagiarism/Cheating</li> </ul>	<ul style="list-style-type: none"> <li>• Conference with student</li> <li>• Conference with parent/guardian or phone contact</li> <li>• Conference with counseling staff</li> <li>• Loss of student privileges</li> <li>• Teacher detentions</li> <li>• Behavior plan</li> <li>• Classroom behavior interventions</li> </ul>

## Tier 2 - Minor or Major

A “**minor**” behavior is described as:

- Any student misbehavior impedes the orderly operation of the school or interferes with classroom instruction.
- Minor behaviors are addressed by the relevant teacher or staff member using various Tier 1 PBIS interventions.

A “**major**” behavior is described as:

- Any misbehavior, of a serious nature, whose frequency or seriousness disrupts the learning climate of the classroom or school environment.
  - The building administrators will address major misbehaviors. The administrator may make a referral to the “Helping Team” for additional services or support.
- Acts directed against persons or property but whose consequences do not seriously endanger the health or safety of others in the classroom or school.
  - The police may be contacted based on their behavior.



<b>Tier 2 Behaviors</b>	<b>Potential Consequences</b>
<ul style="list-style-type: none"> <li>• Continuation of unmodified Tier 1 behaviors of concern</li> <li>• Physical Aggression towards a teacher/student</li> <li>• Disrespectful to Student</li> <li>• Disrespectful to Staff</li> <li>• Out of Bounds</li> <li>• Class Cut</li> <li>• Theft Minor</li> <li>• Possession of banned materials</li> <li>• Vandalism (minor)</li> <li>• Insubordination</li> <li>• Disorderly Conduct Minor</li> <li>• Violations of the Acceptable Use Policy</li> <li>• Use of Obscene, Abusive or Inappropriate Language</li> <li>• Plagiarism/Cheating</li> <li>• Misbehavior on the school bus</li> </ul>	<ul style="list-style-type: none"> <li>• Any Level I consequence</li> <li>• Administrative detention</li> <li>• In- School Suspension (1-3 Days)</li> <li>• Out-of-school Suspension (1-3 Days)</li> <li>• Behavior plan</li> <li>• Fines (ex. Smoking is a \$50.00 fine)</li> </ul>

### Tier 3 – Major

- Acts which result in violence to another person or property or pose a direct threat to the safety of others or self in the classroom/school.
- Has caused injury to a student or staff member.
- These behaviors may require immediate administrative intervention and support from the “Helping Team.”
- These behaviors would result in the student being removed from the classroom/school environment.
- These behaviors may require a Superintendent Disciplinary level meeting, expulsion from school, temporary placement outside of the school environment, the intervention of law enforcement authorities, and/or action by the Board of School Directors.

<b>Tier 3 Behaviors (Major)</b>	<b>Potential Consequences</b>
<ul style="list-style-type: none"> <li>• Repeated occurrences of Level II infractions (Habitual Offender)</li> <li>• Serious incidences of Level II infractions</li> <li>• Fighting</li> <li>• Theft (Major)</li> <li>• Smoking/Vaping</li> <li>• Leaving School Without Permission</li> <li>• Hazing</li> <li>• Bullying</li> <li>• Drug/Alcohol/Inhalant use or possession.</li> <li>• Vandalism (Major)</li> <li>• Sexual Harassment</li> <li>• Hate Speech</li> <li>• Threats/Intimidation of other students/staff</li> <li>• Sharing of pornographic/explicit photos or materials</li> </ul>	<ul style="list-style-type: none"> <li>• Any Level I or II consequence</li> <li>• In- School Suspension (3-10 days)</li> <li>• Out-of-school Suspension (3-10 days)</li> <li>• Behavior plan</li> <li>• Fines (ex. Smoking is a \$50.00 fine)</li> <li>• Referral to Superintendent for Disciplinary or pre - expulsion hearing</li> <li>• Report to law enforcement.</li> <li>• pre-expulsion hearing</li> </ul>



Tier 4 - Major

- Acts which result in violence to another person or property or pose a direct threat to the safety of others or self in the classroom/school.
- Has caused injury to a student or staff member.
- These behaviors may require immediate administrative intervention and support from the “Helping Team.”
- These behaviors would result in the student being removed from the classroom/school environment.
- These behaviors require a Superintendent Disciplinary level meeting and may result in a temporary placement outside of the school environment, the intervention of law enforcement authorities, and/or action by the Board of School Directors.

<b><i>Tier 4 - Behaviors (Major)</i></b>	<b><i>Potential Consequences</i></b>
<ul style="list-style-type: none"><li>• Extortion</li><li>• Assault on student or staff.</li><li>• Arson</li><li>• Bomb Threat</li><li>• Sale and or distribution of controlled substance</li><li>• Weapon possession.</li><li>• Threats/Attacks on staff</li></ul>	<ul style="list-style-type: none"><li>• Any Level I, II, or III consequence</li><li>• In- School Suspension (3-10 days)</li><li>• Out-of-school Suspension (3-10 days)</li><li>• Behavior plan</li><li>• Referral to Superintendent for Disciplinary or pre - expulsion hearing</li><li>• Report to Law Enforcement</li></ul>



## DEFINITIONS

### MINOR BEHAVIOR

Any minor misbehavior on the part of the student, which impedes orderly classroom procedures and/or interferes with the orderly operation of the school.

### DISRUPTIVE BEHAVIOR

Any student behavior that disrupts the learning environment and/or the school's orderly operation.

### INSUBORDINATION

Any act of defiance, talking back, cursing, refusal to follow directions from a teacher, a counselor, an administrator, or any other school employee in that person's attempt to enforce a school or classroom expectation. The building administrator will decide between misbehavior and insubordination.

### USE OF OBSCENE, ABUSIVE, OR INAPPROPRIATE LANGUAGE

Any language, spoken, written, or gestured which is foul, filthy, indecent, or lewd, but is not directed toward any specific individual(s).

### OUT OF BOUNDS

Being in unauthorized areas of the building.

### HATE SPEECH

Any expression that is discriminatory or pejorative towards a group or individual based on their identity factors. These factors can include race, religion, gender, ethnicity, nationality, color, descent, language, disability, health status, or sexual orientation. Hate speech can also be based on other characteristics such as economic or social origin.

### PORNOGRAPHIC/EXPLICIT MATERIAL

Any book, magazine, pamphlet, slide, photograph, film, videotape, computer depiction or other material which appeals depicts or describes sexual acts or content in a patently offensive way for the purpose of sexual arousal and lacks any serious literary, artistic, political or scientific value for minors.

### LEAVING CLASS WITHOUT PERMISSION

When a student leaves class without the permission of the classroom teacher.

### CLASS CUT

Unexcused absence from class



## LATENESS

### **KA/Community Schools:**

Students arriving at school after 8:11 A.M will be considered officially late. Students/parents MUST sign in.

**High School:** Students arriving after 7:40 AM will be considered late and will be required to sign in.

## REPEATED MINOR BEHAVIOR

Any combination of Minor Behaviors infractions that occur multiple times.

## LEAVING SCHOOL WITHOUT PERMISSION

When a student is off school grounds and/or leaves the building without permission or is outside the school doors. A student returning from leaving the school building without permission will be subject to a search.

## THEFT

Willful and malicious theft of possessions from school personnel, the school district, visitors to the school or fellow students. The severity of the behavior will be determined by the building administration.

## ALTERCATION

Any behavior, either verbal or physical, that is aggressive towards another party.

## SMOKING/VAPING

Cigarette smoking or possession of vaping devices, cigarettes, lighters, matches or any other tobacco products or paraphernalia will be considered a disciplinary offense. **\*Please note the stated policy in the handbook.**

[Link to Policy](#)

## POSSESSION OF BANNED MATERIALS

Possession of any materials that are prohibited to be in the school building.

## REPEATED MAJOR BEHAVIORS

Any combination of Major Behaviors that occur multiple times.

## FIGHTING

Physical fighting in school, on school grounds, traveling to and from school, on a school bus, within proximity to school or at any school function or event. Consequences for fighting will be determined according to the following factors:

- Clear aggression by one party.
- Both parties were determined to be at fault.
- Repeated offenses/violations by one or both parties.
- Fighting during lunches or creating a riotous situation.



## **EXTORTION**

No student shall obtain the property or services or any benefit from another induced by blackmail, ultimatum, intimidation, threatened exposure of any secret tending to subject any person to hatred, contempt or ridicule, or wrongful use of actual or threatened force, violence, or fear.

## **POSSESSION/USE OF WEAPONS**

Having on one's person or using a gun, knife, Swiss army knife or any other instrument which is construed by the administration as a weapon.

## **THREATS/ATTACKS ON ADMINISTRATORS, TEACHERS, AND/OR STAFF MEMBERS**

Any action by a student clearly intended to impose physical injury upon or conveying the intent to impose physical injury upon an administrator, teacher, staff member and/or an administrator's, teachers, and/or staff member's personal property.

## **VANDALISM/ARSON (MAJOR)**

Willful and malicious damage to school property, including school buses, during the day or during school functions, graffiti on school property or destruction of school property.

## **BOMB THREAT**

Calling, writing, or communicating in any way, the potential of a bomb being present in the school district. Discipline will occur regardless of the validity of the communication.

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## **HAZING: [INTERBORO SCHOOL DISTRICT POLICY 247](#)**

Regardless of the person's consent to participate, hazing is any act that, as an explicit or implicit condition for initiation to, admission into, affiliation with, or continued membership in a group or organization, (1) could be seen by a reasonable person as endangering the physical health of Policy 247 an individual or Hazing Policy #247 as causing mental distress to an individual through, for example, humiliating, intimidating, or degrading treatment, (2) destroys or removes public or private property.

## **BULLYING/CYBERBULLYING: [INTERBORO SCHOOL DISTRICT POLICY 249](#)**

Purpose: The Board is committed to providing a safe, positive learning environment for district students. The Board 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, the Board prohibits bullying by district students.

- *Bullying/Cyber Bullying* means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting that is severe, persistent, or pervasive and has the effect of doing any of the following:
- Substantially interfering with a student's education.
- Creating a threatening environment.
- Substantially disrupting the orderly operation of the school.



**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.

The Board encourages students who believe they or others have been bullied to promptly report such incidents to the building principal or designee.

This form can be used to report bullying: [Report for Complaints of Bullying/Cyberbullying](#).

The Board directs that verbal and written complaints of bullying shall be investigated promptly, and appropriate corrective or preventive action be taken when allegations are substantiated.

**Confidentiality:**

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with this policy and the district’s legal and investigative obligations.

**Retaliation:**

Reprisal or retaliation relating to reports of bullying or participation in an investigation of allegations of bullying is prohibited and shall be subject to disciplinary action.

**Delegation of Responsibility:**

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying. The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students. The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.

**SUBSTANCE ABUSE: [INTERBORO SCHOOL BOARD POLICY 222](#)**

**Smoking/Vaping**

The Board recognizes that tobacco, nicotine, and nicotine delivery products present a health and safety hazard that can have serious consequences for both users and nonusers and the safety and environment of the schools.

Interboro School District Policy 222 prohibits students from possessing, using, or selling tobacco, nicotine, and nicotine delivery products at any time in a school building; on any property, buses, vans, and vehicles owned, leased, or controlled by the school district; and at school-sponsored activities that are held off school property.

Prohibition of the possession, use and sale of tobacco, nicotine or nicotine delivery products by students applies during normal school hours, as well as during school activities at other hours that take place in buildings and on buses and property owned, leased, or controlled by the school district. This policy will apply to a student subject to the supervision of designated school staff, such as any school function, extracurricular event, field trip, work-study program, and other school-related activities.

District schools will maintain a tobacco-free and nicotine-free environment by taking positive action through educating students in the classroom on the health and safety hazards of using tobacco, nicotine, and nicotine



delivery products; counseling individual students when necessary and appropriate; and communicating Board policy and administrative regulations with staff, students, parents/guardians, and the community.

For this policy, tobacco includes a lighted or unlighted cigarette, cigar, cigarillo, little cigar, pipe or other smoking product or material and smokeless tobacco in any form including chewing tobacco, snuff, dip, or dissolvable tobacco pieces.

For purposes of this policy, nicotine shall mean a product that contains or consists of nicotine in a form that can be ingested by chewing, smoking, inhaling or through other means.

For purposes of this policy, 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.

The Administration has the right to confiscate vaping paraphernalia and report said materials to the police if further investigation is required. Confiscated materials will not be returned. The School Tobacco Act legislates that a fine of \$50 can be issued for students found to be in possession of cigarettes or any other tobacco product while on school property. A three (3) day Out-of-School suspension may be enforced.

## **[222-AR-1. TOBACCO/NICOTINE VIOLATION PARENTAL NOTIFICATION]**

### ***Drugs, Alcohol, Inhalants***

As mandated in the Pennsylvania Drug Free Schools and Community Act 211: Any of the following offenses may be subject to expulsion and referral for prosecution. Compliance with the following rules and regulations is mandatory.

The use, possession or distribution of any drug or alcohol substance is prohibited:

- During school hours
- On school property
- On school buses
- At any school sponsored event or activity

For this handbook “drugs” shall mean:

- All alcoholic beverages
- All dangerous controlled substances prohibited by law.
- All drug paraphernalia
- Any prescription or patent drugs except for those which permission to use in school has been granted or prescribed by a registered physician for that individual’s use.
- All look-alike drugs: substances manufactured or designed to resemble drugs, mood altering substances, narcotics, or other health endangering compounds.
  - Patent drugs are commonly called over-the-counter drugs i.e., no doze, vivarin, etc.

Inhalants are not drugs. They are poisons and toxins found in many common household products. These products have a useful purpose but can be misused. Inhalant use refers to the intentional breathing of gas or vapors to reach a high. The board prohibits the use of any product or substance as an inhalant. The board realizes that the misuse of inhalants has become a serious problem.

Interboro School District shall take every legal means to eliminate the use of inhalants within the district.



## **STUDENT SEARCHES: INTERBORO SCHOOL DISTRICT POLICY 226**

*School officials have the authority to lawfully search students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions, without a warrant, when in school, on school grounds or when otherwise under school supervision, if there is a reasonable suspicion that the 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.*

## **PLAGIARISM & CHEATING**

A student has plagiarized when he or she (intentionally or unintentionally) presents another's ideas or writing without crediting the original source. This may occur on such work as a term paper, a test, or a homework assignment. Plagiarized sources may include written words, pictures, photographs, music, internet websites, the spoken word, and works of art.

Cheating includes plagiarism but may also involve activities such as looking at another student's paper during a test or using a written, electronic, or audio cheat sheet. A student has cheated if in the teacher's professional judgment, the student possessed, handled, or transmitted information that could reasonably be construed as being utilized to deceive or defraud the educational institution, or that the student utilized tricks, theft, impersonation, copying or other means to obtain improper access to answers or questions in an attempt to falsely represent him/herself in a deceptive or fraudulent manner.

***Consequences for Violating Academic Integrity:*** Consequences for plagiarism and/or cheating will depend on the severity of the offense. Students involved in plagiarism or cheating may receive consequences that include, but are not limited to:

- A mandatory conference with the students which may include the parents, teacher, counselor, or administrator.
- Receiving a grade of "zero" on the assessment in question. Students who allow others to cheat from their work will be treated as offenders and may also receive a grade of "zero."
- Having to re-do the assignment.
  - Being placed on probation or being removed from extra-curricular activities and sports.
- Exclusion from academic awards and honors.
- Letters of recommendation may be revoked or otherwise impacted.
- Detention, Suspension, and/or other revocation of privileges.

***Academic Integrity:*** Interboro School District believes that all students should learn in an environment of academic integrity in which students create original work and cite appropriate sources when necessary.

### Ownership of Responsibility

**Students** are responsible for:

- creating original work and/or giving full credit to sources (written, spoken, online, in person) who have helped or influenced their work.
- citing all sources properly as indicated by their teachers.
- asking their teachers for clarification if they do not understand the expectations of an assignment.
- completing their share of any collaborative or group assignment.
- reporting violations of academic integrity to the appropriate staff member.

**Teachers** are responsible for:

- teaching students how to cite sources and setting clear expectations for citing sources and collaborating with other students.



- reviewing the academic integrity policy with students and responding promptly when the policy has been violated, reporting serious violations of academic integrity to deans or administration.

**Parents** are responsible for:

- communicating the importance of academic integrity and the need to credit sources.

## CELL PHONE USAGE

Cell Phones are prohibited for student access during instructional time. Students are not permitted to record or take pictures of other students, themselves, or staff. Distributing of any content taken during the school or a school function event is prohibited. The district has the right to remove the phone, prohibit the student from bringing a phone, or allowing the student to carry the phone throughout the day.

## STUDENT CONSEQUENCES

### **Detentions:**

#### ***Teacher Detention:***

Teachers may hold detentions in their classrooms after school once parents have been contacted.

Community Schools - 2:55PM - 3:25PM

High School - 2:30PM – 3:00PM

#### ***Administrative Detention:***

Administrative detentions are held with an administrator or designee once the parents have been contacted.

Community Schools - 2:55PM - 3:25PM

High School Students – High School - 2:30PM – 3:00PM

***Lunch Detention: Students may be assigned detentions during lunch, which they will serve with the teacher that issued them.***

***Saturday Detention: Saturday Morning Detentions are held weekly at the HS from 8:00AM - 10:00AM.***

Saturday morning detentions are assigned to students who have cut building level detentions or are specifically assigned by a building administrator.

### **Suspension:**

#### ***In School Support Program: Held at Administration Building***

Parents will be informed prior to an in-school suspension. If students are not in attendance on the day in which they are expected to, the in-school suspension will serve the suspension upon their return.

- Students who are serving an in-school suspension cannot attend or participate in any extracurricular activities or clubs on the day (i.e.: attending/participating in sporting events, dances, theater productions, band, etc.).
- Students must bring their school device to complete assignments during the in-school suspension.
- Parents are responsible for transportation.

#### ***Out of School Suspension***

Serious or chronic misconduct may result in the suspension of a student's right to attend school. During this suspension, the student may not participate in any school activities, and it is the student's responsibility to make up missed assignments. The length of time permitted to make up work is not to exceed the number of days of the suspension.



### ***Return From Suspension***

A “Return from Suspension” meeting is required for any student returning from a suspension. The meeting must take place with the parent, student, and administrator, and any additional support staff invited by the administrator. The meeting may be in - person, by phone, or via zoom if needed.

A “***Return to School Plan/Agreement***” will be developed and signed by participants.

- The document will be uploaded into eSchool.
- A copy will be emailed to the parent/guardian.

### ***Superintendent Level Meetings***

A Superintendent Level Meeting may be requested by an administrator, for a Tier 3 level infraction and could be considered the Return from Suspension Meeting.

***Students suspended from school for serious breaches of school rules will be suspended from extra-curricular activities. Suspension from extra-curricular activities may vary according to the nature/seriousness of the offense and length of suspension.***

## **BEHAVIOR PLANS**

The goal of a student behavior plan is to help students address problematic social, emotional, or academic behaviors. School staff, which may include special education teachers, behavior specialists, school psychologists, administrators, teachers, and paraprofessionals, will work with the student to help to identify the probable causes and consequences of the student’s behavior so that a plan can be created. The student is integral to the process and helps create the behavior plan which will reinforce positive behaviors and eliminate problematic behaviors.

The resources shall include:

- Parents/guardians
- Teachers
- Guidance counselor
- Social worker
- Behavioral Support Staff
- Community Mental Health Resources
- Psychologist

Administration reserves the right to exclude students from participation in non-curricular activities or events based on academics, behavior, and attendance.

## **STUDENT CONFIDENTIALITY**

Any pertinent information about a student’s academic, behavioral, or psychological progress will have limited access to only teachers and staff members that work with the student daily. The district shall maintain a system of safeguards to protect the confidentiality of students’ educational records and personally identifiable information when collecting, storing, disclosing, and destroying student records.[41] District staff shall maintain the confidentiality of student records and personally identifiable information, as required by law, regulations, and Board policy.

