Pittsburgh Public Schools

Students first

Always, in all ways.

Policy Workshop

JUNE 15, 2026

Workshop Topics

Policy 100: Strategic Plan

Policy 221: Dress & Grooming [Student]

Policy 303: Employee Dress & Grooming

Policy 709: Procurement

Code of Conduct

- K-5 Infraction Guidelines
- 6-12 Infraction Guidelines

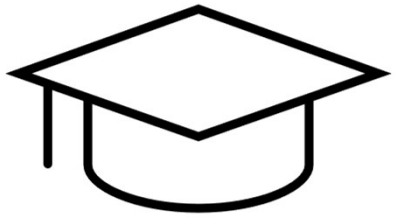
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Policy 100



STRATEGIC PLAN

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Policy 100 – Strategic Plan

Purpose: The District Strategic Plan shall serve as the comprehensive framework guiding District operations, resource allocation, student achievement and organizational effectiveness.

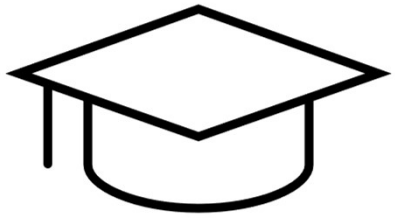
Revisions:

The District Strategic Plan shall serve as the comprehensive framework guiding district operations, resource allocation, student achievement, and organizational effectiveness. In alignment with Pennsylvania Department of Education requirements, the Strategic Plan shall be supported by and coordinated with state-required comprehensive planning documents, including but not limited to:

- Comprehensive Plan
- Professional Education Plan (Act 48)
- Student Services Plan
- Special Education Plan
- Gifted Education Plan
- Induction Plan
- Academic Standards and Assessment Assurances

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Policy 221



DRESS & GROOMING (STUDENT)

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Policy 221 –Dress & Grooming (Student)

Purpose: The Board recognizes every student's right to freedom of expression in both speech, whether written or oral, and the wearing of apparel, as that right is guaranteed by the United States Supreme Court.

Revisions:

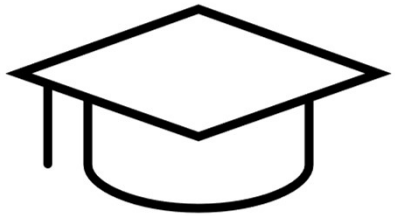
- Updated to comply with the Pennsylvania Crown Act* to prohibit discrimination based on the following:

  - Protective hairstyles, including but not limited to hairstyles such as locs, braids, twists, coils, Bantu knots, afros and extensions.
  - Religious creed including head coverings and hair styles historically associated with religious creeds.

  - *PA Crown Act (House Bill 439, signed into law by Gov. Shapiro on 11/19/25, effective on 1/24/26)

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Policy 303



EMPLOYEE DRESS & GROOMING

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Policy 303-Employee Dress & Grooming

Purpose: Appropriate dress by all District employees is a positive example to students and a constructive influence on the general comportment of students and on the overall learning atmosphere in the schools.

Revisions:

- Updated to comply with the Pennsylvania Crown Act* to prohibit discrimination based on the following:

  - Protective hairstyles, including but not limited to hairstyles such as locs, braids, twists, coils, Bantu knots, afros and extensions.
  - Religious creed including head coverings and hair styles historically associated with religious creeds.

*PA Crown Act (House Bill 439, signed into law by Governor Shapiro on 11/19/25, effective on 1/24/26

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Policy 709



PROCUREMENT

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Policy 709 - Procurement

Purpose: It is the policy of the Board to obtain competitive bids and price quotations for products and services where such bids or quotations are required by law or where such bids or quotations may result in a cost savings to the School District.

Revisions:

- **Competitive Bids:** Materials or supplies to be furnished, sold, or leased to the School District, unless exempt by statute, having an aggregate value which exceeds the Base Bid Amount shall be subject to competitive bid.
- **Professional Services:** Included in mandatory bid requirement

Timeline: Effective ninety (90) days after Board approval.

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Policy 709 – Procurement

Professional Services:

Definition: Services that by their nature require persons or firms with specialized skills and knowledge. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, tax collectors etc.

Requirement: All professional services contracts above the Base Bid amount published by the Pennsylvania Department of Labor and Industry in the Pennsylvania Bulletin will be awarded by undertaking a Request for proposal (RFP) or other applicable competitive process, unless falling within an exemption.

- RFP must be posted for thirty (30) days
- Confirmation of RFP process or Waiver shall be provided to Board of Directors via statement in board tab

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Policy 709 – Exemptions

PROFESSIONAL SERVICES EXEMPTIONS

- Emergency Contract
- Sole Source Contract
- Single Source Contract
- Contracts required by a Grant, Court Order, Collective Bargaining Agreement or law
- Intergovernmental Agreements
- Supplies, equipment or materials purchased at an auction
- Subscriptions to periodicals, databases, legal research services or legal publications.
- Services of visiting speakers or performing artists.
- Contracts for which a continuation of services is desired to maintain the essential functions of the District
- Legally required advertisements and postage
- Dues and memberships in trade or professional organizations
- Abstract of titles for real property and title insurance
- Statutorily-dictated procurement

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CODE OF CONDUCT

2026-2027

Student Support and Positive School Culture Guide

- PPS is committed to working together with the Pittsburgh community to ensure a welcoming and safe learning environment for our students and staff. In the PPS Student Code of Conduct 2026-27, you will find information about shared commitments, student rights, supports and services available to students aimed to reduce barriers for successful learning, and rules of student conduct.

K-5 Infractions

6-12 Infractions

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COC – Student Support Guide Revisions

Right to Free Public Education (pg 7):
Added new categories:

Rights of Pregnant, Parenting and Lactating Students:
Students who are pregnant, parenting, and/or lactating are welcome at the District. Pregnant and parenting students may request reasonable adjustments to facilitate access to their educational and extracurricular programs and will be excused for days missed due to pregnancy and/or parenting with reasonable time to complete make-up work. Pregnant and parenting students have the option to join the ELECT Teen Parenting Program through the District.

Rights of Students Experiencing Homelessness, Living in Foster Care and/or Experiencing Educational Instability:
The District offers immediate enrollment and educational stability for students experiencing homelessness, living in foster care and/or experiencing educational instability. The District will promptly enroll students who move between school entities due to homelessness, adjudication, foster care, and juvenile justice or court-ordered placements. The District adheres to the Every Student Succeeds Act (ESSA) to support students in foster care, and ensures that educational and graduation barriers are removed for all students experiencing education instability.

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COC – Student Support Guide Revisions

ABSENCES:

School Support Steps After Absences (pg 19):

After the first and second unexcused absence for a student, the school will send written notice to the parent/guardian indicating the dates of absence. After the third unexcused absence, a similar notice is sent which also explains that if attendance does not improve the student will be considered "habitually truant" after six (6) or more unexcused absences. The notice shall also include that a habitually truant student may not transfer, during the school year, to a cyber charter school, unless a judge determines the transfer to be in the best interests of the student, and shall include resources available to assist the student to return to compliant compulsory attendance and opportunities for academic recovery in response to truant behavior.

SAIC Conference (pg 19)

When unexcused absences continue, a School Attendance Improvement Conference (SAIC) is held. The purpose of the SAIC is to create a support plan to ensure regular attendance. The parent/guardian (or person acting in that role) and the student, among other individuals outlined in Policy 204-Attendance, must be invited in writing to the conference. If the student receives special education services or has an accommodation, then the IEP team and/or 504 Team shall participate in the meeting. The purpose of the conference is to discuss reasons for the absences in an effort to improve attendance, with or without additional services. The discussion and outcomes of the SAIC shall be reflected in writing in a School Attendance Improvement Plan ("SAIP").

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COC – Student Support Guide Revisions

DRESS CODE (pg 21):
While the School District recognizes the right of students to freedom of expression in speech and the wearing of apparel, a dress code has been established to foster a positive learning environment for all. Students have the right to dress in a manner that celebrates their racial, cultural, religious, and gender identities, and that reflects their gender expression (including gender neutrality) .

The District is committed to upholding the Pittsburgh and Allegheny Crown Act, and the Pennsylvania Crown Act, also known as the Creating a Respectful and Open World for Natural Hair (CROWN) Act:

- Prohibits discrimination based on natural hairstyles, textures and hair coverings, particularly targeting racial discrimination .

- Students have the right to wear protective hairstyles, including braids, locs, puffs, afros, twists, wigs, including styles that include elements such as headbands, head wraps, bonnets, barrettes or beads.

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COC – Student Support Guide Revisions

SCHOOL BUS CONDUCT (pg 22):

All school rules, including school discipline procedures and protections, apply when students are on the bus and at the bus stop. ~~Schools shall outline bus behavior expectations and inform students and parents of such expectations~~. School buses are considered an extension of the school environment**,** and all school rules and expectations apply while students are being transported to and from school or school-sponsored activities. Safe transportation requires cooperation between students, families, drivers, and school administrators.

Students are expected to follow the directions of the bus driver and adhere to all safety expectations while riding the bus.

Failure to follow these expectations may result in disciplinary action, suspension of transportation privileges, and the imposition of financial responsibility for damage caused to District or contractor property.

*School Bus Discipline Matrix – Infractions are included in Infraction Guideline.

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COC – Student Support Guide Revisions

PROGRESSIVE DISCIPLINE (Pg 22):

Rules of Student Conduct, Behavior, Definitions and Infraction Levels

Progressive discipline is a structured approach used to address student behavior in a fair, consistent, and age-appropriate manner. The purpose of progressive discipline is to teach and reinforce appropriate behavior while providing students with opportunities to correct their actions. Disciplinary responses may include interventions such as verbal redirection, counseling, restorative practices, parent/guardian notification, written referrals, loss of privileges, suspension, or other consequences permitted by district policy and law. The level of disciplinary action will be determined based on the nature, severity, and frequency of the behavior, the student's age and developmental level, and the student's prior disciplinary history. The District reserves the right to apply more serious discipline when warranted by the circumstances. The goal of progressive discipline is to support student growth, maintain a safe and respectful learning environment, and promote accountability.

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COC – K-5 Intervention

Specific Harassment Infractions (pg 4)

213.B. Racial/Ethnic Harassment: Discrimination on the basis of race, color, or national origin includes discrimination based on a person's actual or perceived race, color, national origin, ethnicity, or ancestry. This includes discrimination based on the country, world region, or place where a person or their ancestors come from; a person's Limited English Proficiency or English Learner status; or a person's actual or perceived shared ancestry
or ethnic characteristics, including membership in a religion that may be perceived to exhibit such characteristics (such as Hindu, Jewish, Muslim, and Sikh individuals). This also includes race discrimination based on ~~traits~~ attributes and expressions* historically associated with race, such as natural or protective hairstyles, textures, and hair coverings.

*Revision per Board Workshop

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COC – K-5 Intervention

306 Weapons and Dangerous Instruments (pg 9) A student shall not possess, handle, or transmit any item defined by the Pennsylvania School Code as a weapon (hereinafter "weapon") while on any school property, while at any school-sponsored or approved activity or while walking or being transported in any manner to or from a school or school-sponsored or approved activity.

a. Weapons as Defined by Statute. The term "weapon," by School Code, includes but is not limited to any knife, cutting instrument, cutting tool, explosive, nunchaku, firearm, shotgun, rifle, and/or any other tool, instrument or implement capable of inflicting serious bodily injury. When determining whether an object is a weapon, schools must consider what the object is practically and functionally intended to do. The manner in which a student uses an object does not convert an otherwise nonweapon into a weapon.

b. Self-Defense Items. A self-defense item is a tool, instrument, or implement which is made or commonly used for self-protection. Examples include but are not limited to pepper spray, self-defense keychains, self-defense rings, tactical pens or flashlights, and kubatons. PPS will only charge a student with a weapons violation if the student has used or threatened to use the self-defense item against another individual.

c. Lookalike Items. Any imitation of a knife, cutting instrument or tool, nunchaku, firearm, shotgun or rifle. While students may have access to lookalike items that are often sold as toys or costume accessories, such items are prohibited in the school setting or at school sponsored events. Students who bring in lookalike items shall have them confiscated and will receive no discipline consequence unless the item was used to perpetrate some other conduct prohibited by this Code of Student Conduct.

d. 3-D Printed Weapons. Any solid, three-dimensional object that is made or used to mimic or otherwise be used as a weapon as defined under District policy and law, including but not limited to 3-D printed firearms, knives, blunt instruments, and explosives.

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COC – K-5 Intervention

LEVEL ONE - PROGRESSIVE DISCIPLINE INCLUSION IN GUIDANCE INTERVENTIONS: (PG 2)

- Reteaching core Social Emotional Learning (SEL) skills (Purpose, Self-Awareness, Adaptability, Empathy, Collaboration, Agency)
- Use of Restorative Practices: Teacher led responsive circle, Administrator led responsive circle, Student led mediation
- Restorative phone or written notification to Parent or Guardian
- Referral to Multi-Tiered System of Supports (MTSS) process
- Student/Teacher impromptu ~~conference~~ conversation
- Parent or guardian/Teacher impromptu ~~conference~~ conversation
- Student/Administrator impromptu ~~conference~~ conversation
- Intervention by counseling staff/guidance conference
- IEP Team Meeting or evaluation for special education services, if applicable
- Written reflection assignment
- Develop, review, or revise individual student planning tools ~~(e.g. using Behavior Support Plan)~~ using Reintergration Meeting Notetaker
- Change in schedule or class (with parent/guardian notification)
- Individual/Group counseling
- Referral to Student Assistance Program (SAP) for prevention (e.g. social emotional skills instruction groups like anger management, aggression replacement, organizational skills) and/or intervention (e.g. behavioral health counseling) services
- School attendance improvement conference/plan
- Student behavior plan
- Referral to mentoring program

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COC – K-5 Intervention

LEVEL TWO - PROGRESSIVE DISCIPLINE INCLUSION IN GUIDANCE INTERVENTIONS: (PG 7)

- Reteaching core Social Emotional Learning (SEL) skills (Purpose, Self-Awareness, Adaptability, Empathy, Collaboration, Agency)
- Use of Restorative Practices: Administrator led responsive circle, Staff led mediation, Community led mediation
- Restorative phone or written notification to Parent or Guardian
- Referral to Multi-Tiered System of Supports (MTSS) process
- Student/Teacher informal conference
- Parent or guardian/Teacher informal conference
- Student/Administrator informal conference
- Intervention by counseling staff/guidance conference
- IEP Team Meeting or evaluation for special education services, if applicable
- Written reflection assignment
- Develop, review, or revise individual student planning tools ~~(e.g. using Behavior Support Plan)~~ using Reintergration Meeting Notetaker
- Change in schedule or class (with parent/guardian notification)
- Individual/Group counseling
- Referral to Student Assistance Program (SAP) for prevention (e.g. social emotional skills instruction groups like anger management, aggression replacement, organizational skills) and/or intervention (e.g. behavioral health counseling) services
- School attendance improvement conference/plan
- Student behavior plan
- Referral to mentoring program
- Security aid student engagement
- Peer mentorship and mediation

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COC – K-5 Intervention

LEVEL TWO - Examples of Recommended Disciplinary Action After or in Addition to Guidance Interventions

- Detention: Assignment to a specified school location outside of school hours (e.g., before school, after school, or on a non-school day) or restorative reflection lunch
- In-school suspension: Exclusion from classes and assignment to a ~~designated learning space~~ the reflection room. This assignment may be given a name other than "In-School Suspension" specific to each school's PBIS system. In-school suspension may only be assigned in accordance with administrative guidance issued by the Superintendent and Assistant Superintendent for Student Support Services.
- Other appropriate alternatives to out of school suspension
- Suspension of field trips, assemblies, or other special privileges
- Exclusion from extracurricular activities
- Suspension of transportation privileges
- Exclusion from special events or promotion exercises
- Short-term out-of-school suspension (1–3 days) for violent offenses, if student is enrolled in grade three or above.

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COC – K-5 Intervention

LEVEL THREE - PROGRESSIVE DISCIPLINE INCLUSION IN GUIDANCE INTERVENTIONS: (PG 10)

- Reteaching core Social Emotional Learning (SEL) skills (Purpose, Self-Awareness, Adaptability, Empathy, Collaboration, Agency)
- Use of Restorative Practices: Administrator led responsive circle,, Community led mediation, Mediation led by an unbiased faciliatator
- Referral to Multi-Tiered System of Supports (MTSS) process
- Student/Teacher formal conference
- Parent or guardian/Teacher formal conference
- Student/Administrator formal conference
- Intervention by counseling staff/guidance conference
- IEP Team Meeting or evaluation for special education services, if applicable
- Written reflection assignment
- Develop, review, or revise individual student planning tools ~~(e.g. using Behavior Support Plan)~~ using Reintergration Meeting Notetaker
- Change in schedule or class (with parent/guardian notification)
- Individual/Group counseling
- Referral to Student Assistance Program (SAP) for prevention (e.g. social emotional skills instruction groups like anger management, aggression replacement, organizational skills) and/or intervention (e.g. behavioral health counseling) services
- Student behavior plan
- Referral to mentoring program
- Referral to District-approved Community-Based Organization (CBO)
- Community service (with parent consent)
- Positive behavioral management support contract
- Refer to in-school conflict resolution programs (e.g. peer mediation, restorative conferencing) • Alcohol/drug evaluation referral
- Other appropriate alternatives to exclusionary discipline (exclusionary discipline includes detention, in-school-suspension, out of school suspension)
- Security aid student engagement
- Peer mentorship and mediation

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COC – K-5 Intervention

LEVEL THREE - Recommended Disciplinary Action in addition to Guidance Interventions: (Pg 10)

- Suspension of field trips, assemblies, or other special privileges
- Exclusion from extracurricular activities
- Suspension of transportation privileges
- Exclusion from special events or promotion exercises
- Referral and consultation with school police pursuant to School Code Section 1303-A(b) and 22 Pa. Code Section 10.22.
- Out-of-school suspension

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COC – K-5 Infractions

Level 1 – Minor Bus Infractions:

These behaviors disrupt the bus environment but typically do not pose an immediate safety risk.

Examples Include:

- Excessive noise or yelling
- Standing or Moving while bus is in motion
- Not remaining seated or blocking the aisle
- Minor horseplay or roughhousing
- Littering or eating/drinking when prohibited
- Failure to follow driver directions after initial reminder

Possible Responses:

- Verbal warning from driver or staff
- Assigned seating
- Parent/guardian notification
- Bus conduct report
- School-based disciplinary response

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COC – K-5 Infractions

Level 2 – Repeated or Moderate Bus Infractions:

These behaviors interfere with the safe operation of the bus or occur repeatedly after prior intervention.

Examples Include:

- Repeated Level 1 behaviors
- Throwing objects on the bus
- Bullying, harassment, or intimidation of another student
- Distracting the bus driver
- Use of inappropriate language directed toward others
- Tampering with bus equipment or safety features

Possible Responses:

- Bus conduct referral to school administration
- Parent/guardian conference
- Temporary suspension of bus privileges
- Restorative or behavioral interventions
- School disciplinary action consistent with the Code of Conduct

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COC – K-5 Infractions

Level 3 –Serious Bus Safety Violations:

These behaviors pose a significant safety risk to students, the driver, or the operation of the vehicle.

Examples Include:

- Fighting or physical aggression
- Threatening behavior toward students or staff
- Vandalism or destruction of bus property
- Opening emergency exits without authorization
- Possession of prohibited or dangerous items
- Behavior that interferes with the safe operation of the vehicle

Possible Responses:

- Immediate referral to school administration
- Suspension of bus privileges
- Parent/guardian conference
- Restorative practices or behavioral intervention plan
- School disciplinary consequences consistent with district policy

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COC – K-5 Infractions

Level 4 –Severe Safety Violations

These behaviors create an immediate danger to students or staff.

Examples Include:

- Possession of weapons or illegal substances
- Assault on another student or driver
- Severe vandalism or damage to the vehicle
- Actions that intentionally endanger the bus driver or passengers

Possible Responses:

- Immediate removal from transportation services
- Long-term suspension of bus privileges
- Referral to school administration and district leadership
- Possible law enforcement involvement
- Disciplinary action consistent with district policy

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COC – 6-12 Intervention

Specific Harassment infractions (pg 4)

213.B. Racial/Ethnic Harassment: Discrimination on the basis of race, color, or national origin includes discrimination based on a person's actual or perceived race, color, national origin, ethnicity, or ancestry. This includes discrimination based on the country, world region, or place where a person or their ancestors come from; a person's Limited English Proficiency or English Learner status; or a person's actual or perceived shared ancestry
or ethnic characteristics, including membership in a religion that may be perceived to exhibit such characteristics (such as Hindu, Jewish, Muslim, and Sikh individuals). This also includes race discrimination based on traits historically associated with race, such as natural or protective hairstyles, textures, and hair coverings.

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COC – 6-12 Intervention

Specific Harassment infractions (pg 4)

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or ethnic characteristics, including membership in a religion that may be perceived to exhibit such characteristics (such as Hindu, Jewish, Muslim, and Sikh individuals). This also includes race discrimination based on ~~traits~~ attributes and expressions* historically associated with race, such as natural or protective hairstyles, textures, and hair coverings.

*Revision per Board Workshop

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COC – 6-12 Intervention

406 Weapons and Dangerous Instruments (pg 9) A student shall not possess, handle, or transmit any item defined by the Pennsylvania School Code as a weapon (hereinafter "weapon") while on any school property, while at any school-sponsored or approved activity or while walking or being transported in any manner to or from a school or school-sponsored or approved activity.

a. Weapons as Defined by Statute. The term "weapon," by School Code, includes but is not limited to any knife, cutting instrument, cutting tool, explosive, nunchaku, firearm, shotgun, rifle, and/or any other tool, instrument or implement capable of inflicting serious bodily injury. When determining whether an object is a weapon, schools must consider what the object is practically and functionally intended to do. The manner in which a student uses an object does not convert an otherwise nonweapon into a weapon.

b. Self-Defense Items. A self-defense item is a tool, instrument, or implement which is made or commonly used for self-protection. Examples include but are not limited to pepper spray, self-defense keychains, self-defense rings, tactical pens or flashlights, and kubatons. PPS will only charge a student with a weapons violation if the student has used or threatened to use the self-defense item against another individual.

c. Lookalike Items. Any imitation of a knife, cutting instrument or tool, nunchaku, firearm, shotgun or rifle. While students may have access to lookalike items that are often sold as toys or costume accessories, such items are prohibited in the school setting or at school sponsored events. Students who bring in lookalike items shall have them confiscated and will receive no discipline consequence unless the item was used to perpetrate some other conduct prohibited by this Code of Student Conduct.

d. 3-D Printed Weapons. Any solid, three-dimensional object that is made or used to mimic or otherwise be used as a weapon as defined under District policy and law, including but not limited to 3-D printed firearms, knives, blunt instruments, and explosives.

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COC – 6-12 Intervention

LEVEL ONE - PROGRESSIVE DISCIPLINE INCLUSION IN GUIDANCE INTERVENTIONS:

- Reteaching core Social Emotional Learning (SEL) skills (Purpose, Self-Awareness, Adaptability, Empathy, Collaboration, Agency)
- Use of Restorative Practices
  - Teacher led responsive circle
  - Administrator led responsive circle
  - Student Led Mediation (for Level 1 Infractions)
- Referral to Multi-Tiered System of Supports (MTSS) process to find the root cause of the behavior
- Use of PBIS to reteach classroom and school-wide expectations
- Social Emotional Learning (SEL) is defined on pages #11-12 of the Student Support Guide.
- Restorative Practice is defined on page #9 of the Student Support Guide.
- Multi-Tiered System of Supports (MTSS) is defined on page #9 of the Student Support Guide.
- Referral to in-school conflict resolution programs (e.g., peer mediation)
- Restorative phone or written notification to parent/family
- Student/teacher ~~conference~~ impromptu conversation
- Parent or guardian/teacher impromptu conference
- IEP Team meeting or evaluation for special education services, if applicable
- Reteach/model expectations
- Student/Administrator ~~conference~~ impromptu conversation

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COC – 6-12 Intervention

LEVEL ONE - PROGRESSIVE DISCIPLINE INCLUSION IN GUIDANCE INTERVENTIONS:

- Intervention by counseling staff/guidance conference
- Written reflection assignment
- Develop, review, or revise individual student planning tools using Reintegration Meeting Notetaker
- Change in schedule or class (with parent/guardian notification)
- Individual/group counseling
- Referral to Student Assistance Program (SAP) for prevention (e.g., social emotional skills instruction groups like anger management, aggression replacement, organizational skills) and/or intervention (e.g. behavioral health counseling) services
- School attendance improvement conference/plan
- Student behavior plan
- Referral to mentoring program
- Referral to District-approved Community-Based Organization (CBO)
- Community service (with parent/guardian consent)
- Other appropriate alternatives to exclusionary discipline (exclusionary discipline includes detention, in-school-suspension, out of school suspension)
- Security aid student engagement
- Peer mentorship and mediation

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COC – 6-12 Intervention

LEVEL ONE - PROGRESSIVE DISCIPLINE INCLUSION IN GUIDANCE INTERVENTIONS:

- Intervention by counseling staff/guidance conference
- Written reflection assignment
- Develop, review, or revise individual student planning tools
- Using Reintegration Meeting Notetaker
- Change in schedule or class (with parent/guardian notification)
- Individual/group counseling
- Referral to Student Assistance Program (SAP) for prevention (e.g., social emotional skills instruction groups like anger management, aggression replacement, organizational skills) and/or intervention (e.g. behavioral health counseling) services
- School attendance improvement conference/plan
- Student behavior plan
- Referral to mentoring program
- Referral to District-approved Community-Based Organization (CBO)
- Community service (with parent/guardian consent)
- Other appropriate alternatives to exclusionary discipline (exclusionary discipline includes detention, in-school-suspension, out of school suspension)
- Security aid student engagement
- Peer mentorship and mediation

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COC – 6-12 Intervention

LEVEL TWO - PROGRESSIVE DISCIPLINE INCLUSION IN GUIDANCE INTERVENTIONS:

- Reteaching core Social Emotional Learning (SEL) skills (Purpose, Self-Awareness, Adaptability, Empathy, Collaboration, Agency)
- Use of Restorative Practices (i.e. affective statements, restorative questions, circles, small impromptu conferences, formal restorative conference, etc.)
- Referral to Multi-Tiered System of Supports (MTSS) process
- Refer to in-school conflict resolution programs
  - Administrator led responsive circle
  - Staff led mediation for Level II infractions
  - Community led mediation for Level II infractions
- Student/teacher informal conference
- Parent or guardian/teacher informal conference
- IEP Team conference or evaluation for special education services

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COC – 6-12 Intervention

LEVEL TWO - PROGRESSIVE DISCIPLINE INCLUSION IN GUIDANCE INTERVENTIONS:

- Reteach/model expectations
- Student/administrator informal conference
- Intervention by counseling staff/guidance conference
- Written reflection assignment
- Develop, review, or revise individual student planning tools using the MTSS Request for Assistance Packet
- Change in schedule or class (with parent/guardian notification)
- Individual/group counseling
- Referral to Student Assistance Program (SAP) for prevention (e.g. social emotional skills instruction groups like anger management, aggression replacement, organizational skills) and/or intervention (e.g. behavioral health counseling) services
- Student behavior plan
- Referral to mentoring program
- Referral to District-approved Community-Based Organization (CBO)
- Community service (with parent consent)

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COC – 6-12 Intervention

- Other appropriate alternatives to exclusionary discipline (exclusionary discipline includes detention, in-school-suspension, out of school suspension)
- Security aid student engagement
- Peer mentorship and mediation

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COC – 6-12 Intervention

LEVEL TWO - RECOMMENDED DISCIPLINARY ACTION IN ADDITION TO GUIDANCE INTERVENTIONS:

- Detention: Assignment to a specified school location outside of school hours (e.g., before school, after school, or on a non-school day) or restorative reflection lunch
- In-school suspension: Exclusion from classes and assignment to the reflection room. This assignment may be given a name other than "In-School Suspension" specific to each school's PBIS system. In-school suspension may only be assigned in accordance with administrative guidance issued by the Superintendent and Assistant Superintendent for Student Support Services.
- Other appropriate alternatives to out of school suspension
- Suspension of field trips, assemblies, or other special privileges
- Exclusion from extracurricular activities
- Suspension of transportation privileges
- Exclusion from special events or promotion exercises
- Short-term out-of-school suspension (1–3 days)
- A student that receives an out-of-school suspension should not be disciplined twice for the same infraction. If field trips, assemblies, or any other activities occur while the student is serving their out-of-school suspension, they may not attend such event; however, should the event occur outside of the time period in which the student is serving their out-of-school suspension, they shall not be excluded from such event unless there is a safety concern.

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COC – 6-12 Intervention

LEVEL THREE - PROGRESSIVE DISCIPLINE INCLUSION IN GUIDANCE INTERVENTIONS :

- Reteaching core Social Emotional Learning (SEL) skills (Purpose, Self-Awareness, Adaptability, Empathy, Collaboration, Agency)
- Use of Restorative Practices
  - Administrator Led responsive circle
  - Community Partner led mediation
  - Mediation led by an unbiased facilitator
- Referral to Multi-Tiered System of Supports (MTSS) process
- Refer to in-school conflict resolution programs (e.g. peer mediation, restorative conferencing) •
- Student/teacher formal conference
- Parent or guardian/teacher formal conference
- Reteach/model expectations
- Student/administrator formal conference
- Intervention by counseling staff/guidance conference

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COC – 6-12 Intervention

LEVEL THREE: PROGRESSIVE DISCIPLINE INCLUSION IN GUIDANCE INTERVENTIONS

- IEP Team Meeting or evaluation for special education services, if applicable
- Written reflection assignment
- Develop, review, or revise individual student planning tools using the MTSS Request for Assistance Packet
- Change in schedule or class (with parent/guardian notification)
- Individual/group counseling
- Referral to Student Assistance Program (SAP) for prevention (e.g. social emotional skills instruction groups like anger management, aggression replacement, organizational skills) and/or intervention (e.g. behavioral health counseling) services
- Student behavior plan
- Referral to mentoring program
- Referral to District-approved Community-Based Organization (CBO)
- Community service (with parent consent)
- Positive behavioral management support contract
- Alcohol/drug evaluation referral

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COC – 6-12 Intervention

- Other appropriate alternatives to exclusionary discipline (exclusionary discipline includes detention, in-school-suspension, out of school suspension)
- Security aid student engagement
- Peer mentorship and mediation

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COC – 6-12 Intervention

LEVEL THREE - RECOMMENDED DISCIPLINARY ACTION IN ADDITION TO GUIDANCE INTERVENTIONS:

- Suspension of field trips, assemblies, or other special privileges
- Exclusion from extracurricular activities
- Suspension of transportation privileges
- Exclusion from special events or promotion exercises
- Out-of-school suspension (4-10 days)
  - A student that receives an out-of-school suspension should not be disciplined twice for the same infraction. If field trips, assemblies, or any other activities occur while the student is serving their out-of-school suspension, they may not attend such event; however, should the event occur outside of the time period in which the student is serving their out-of-school suspension, they shall not be excluded from such event unless there is a safety concern.

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COC – 6-12 Intervention

LEVEL FOUR - PROGRESSIVE DISCIPLINE INCLUSION IN GUIDANCE INTERVENTIONS:

- Reteaching core Social Emotional Learning (SEL) skills (Purpose, Self-Awareness, Adaptability, Empathy, Collaboration, Agency)
- Use of Restorative Practices (i.e. affective statements, restorative questions, circles, small impromptu conferences, formal restorative conference, etc.)
- Referral to Multi-Tiered System of Supports (MTSS) process
- Refer to in-school conflict resolution programs (e.g. peer mediation, restorative conferencing)
- Student/Teacher formal conference
- Parent or guardian/Teacher formal conference
- IEP Team meeting or evaluation for special education services, if applicable
- Student/Administrator formal conference
- Intervention by counseling staff/guidance conference
- Written reflection assignment
- Develop, review, or revise individual student planning tools (e.g., Behavior Support Plan)
- Change in schedule or class (with parent/guardian notification)

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COC – 6-12 Intervention

LEVEL 4 - PROGRESSIVE DISCIPLINE INCLUSION IN GUIDANCE INTERVENTIONS:

- Individual/Group counseling
- Referral to Student Assistance Program (SAP) for prevention (e.g. social emotional skills instruction groups like anger management, aggression replacement, organizational skills) and/or intervention (e.g. behavioral health counseling) services
- Student behavior plan
- Referral to mentoring program
- Referral to District-approved Community-Based Organization (CBO)
- Community service (with parent consent)
- Positive behavioral management support contract
- Alcohol/drug evaluation referral
- Other appropriate alternatives to exclusionary discipline (exclusionary discipline includes detention, in-school-suspension, out of school suspension)
- Security aid student engagement
- Peer mentorship and mediation

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COC – 6-12 Intervention

LEVEL FOUR - RECOMMENDED DISCIPLINARY ACTION IN ADDITION TO GUIDANCE INTERVENTIONS:

- Suspension of field trips, assemblies, or other special privileges
- Exclusion from extracurricular activities
- Suspension of transportation privileges
- Exclusion from special events or promotion exercises.
- Referral and consultation with school police pursuant to School Code Section 1303-A(b) and 22 Pa. Code Section 10.22.
- Out-of-school suspension
- Exclusion/expulsion (11 or more days)
- Alternative education placement
  - A student that receives an out-of-school suspension should not be disciplined twice for the same infraction. If field trips, assemblies, or any other activities occur while the student is serving their out-of-school suspension, they may not attend such event; however, should the event occur outside of the time period in which the student is serving their out-of-school suspension, they shall not be excluded from such event unless there is a safety concern.

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COC – 6-12 Infractions

Level 1 – Minor Bus Infractions:

These behaviors disrupt the bus environment but typically do not pose an immediate safety risk.

Examples Include:

- Excessive noise or yelling
- Standing or Moving while bus is in motion
- Not remaining seated or blocking the aisle
- Minor horseplay or roughhousing
- Littering or eating/drinking when prohibited
- Failure to follow driver directions after initial reminder

Possible Responses:

- Verbal warning from driver or staff
- Assigned seating
- Parent/guardian notification
- Bus conduct report
- School-based disciplinary response

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COC – 6-12 Infractions

Level 2 – Repeated or Moderate Bus Infractions:

These behaviors interfere with the safe operation of the bus or occur repeatedly after prior intervention.

Examples Include:

- Repeated Level 1 behaviors
- Throwing objects on the bus
- Bullying, harassment, or intimidation of another student
- Distracting the bus driver
- Use of inappropriate language directed toward others
- Tampering with bus equipment or safety features

Possible Responses:

- Bus conduct referral to school administration
- Parent/guardian conference
- Temporary suspension of bus privileges
- Restorative or behavioral interventions
- School disciplinary action consistent with the Code of Conduct

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COC – 6-12 Infractions

Level 3 –Serious Bus Safety Violations:

These behaviors pose a significant safety risk to students, the driver, or the operation of the vehicle.

Examples Include:

- Fighting or physical aggression
- Threatening behavior toward students or staff
- Vandalism or destruction of bus property
- Opening emergency exits without authorization
- Possession of prohibited or dangerous items
- Behavior that interferes with the safe operation of the vehicle

Possible Responses:

- Immediate referral to school administration
- Suspension of bus privileges
- Parent/guardian conference
- Restorative practices or behavioral intervention plan
- School disciplinary consequences consistent with district policy

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COC – K-5 Infractions

Level 4 –Severe Safety Violations

These behaviors create an immediate danger to students or staff.

Examples Include:

- Possession of weapons or illegal substances
- Assault on another student or driver
- Severe vandalism or damage to the vehicle
- Actions that intentionally endanger the bus driver or passengers

Possible Responses:

- Immediate removal from transportation services
- Long-term suspension of bus privileges
- Referral to school administration and district leadership
- Possible law enforcement involvement
- Disciplinary action consistent with district policy

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What Questions Do You Have?

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Thank You

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