



Conestoga Valley School District

Student Handbook

2026-2027

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DISTRICT INFORMATION

SCHOOL HOURS

Elementary	9:00 a.m. - 3:30 p.m.
Middle School	7:35 a.m. - 2:36 p.m.
High School	7:40 a.m. – 2:26 p.m.
Secondary early dismissal	11:40 a.m.
Elementary early dismissal	12:30 p.m.

BUILDING SECURITY

Surveillance cameras in use

Surveillance cameras are in daily use in CV Schools. Additional cameras may be added throughout the year.

Doors locked during school day / Stop the Prop

All district buildings are locked during the school day and remain so until dismissal. Parents, visitors, and late students shall enter the building only through designated entrances. Doors are never to be propped open at any time. Students violating this policy, or assisting others to violate this policy, will be subject to disciplinary action. Other unauthorized persons may be prosecuted for trespassing.

Visitor/parent registration required

All visitors/parents/salespersons are required to register at the office and to obtain a visitor's pass to be worn at all times and clearly visible while they are in the building. Failure to register may result in prosecution for trespassing. Please note that a photo ID is required for visitors in order to be admitted to the building.

Emergency and weather-related announcements

Emergency information and weather-related announcements will be made using an automated phone/text/email system and posted on the CV district website, www.ConestogaValley.org, as well as CV's [Facebook](#) and [Instagram](#) pages. Information will also be shared with the following radio and television stations:

WGAL-TV	WJTL-FM (90.3)
WPMT-TV	WDAC-FM (94.5)
WROZ-FM (101.3)	CBS-21
WLAN-FM (96.9)	ABC-27

PARENTS, Should a School Emergency Occur...

- As difficult as it may be, please do not rush to the school. Emergency vehicles must have unrestricted access to and from the school. Your child's safety is of primary concern to staff and emergency workers.
- Please do not phone the school. This ties up phone lines and, even if you get through, the person answering may not have the authority to release information to the public.
- Please listen to the radio/TV and the automated phone message from your child's principal to hear status reports and to learn when you are permitted to come for your child.
- Please follow directions for parking when you come to the school. Randomly parked vehicles may hinder emergency procedures.
- Please follow directions from the staff and/or emergency personnel for entering the building or locating your child.
- Please be patient! We must account for your child before releasing the child to you. No child will be released to anyone other than the parent unless there is present written permission signed by the parent or the person(s) named on the child's emergency card.

CHANGE IN SCHOOL DAY FOR WEATHER CONDITIONS

Decisions to delay the opening of school, dismiss students early, or close for the day are made strictly on concerns for student safety. Accordingly, a decision may be made on a forecast of bad weather predicted for the morning. Initial decisions must be made by 6 a.m. in order to inform buses. In many cases, the first announcement may be for a delay. Continue to monitor school and local media outlets as later announcements may close school for the day.

Special Conditions: Sometimes special conditions (flooding, power failure, etc.) may force the closing of only one school or require an early dismissal. Discuss with your child plans to handle these special situations.

Waiting for Bus: Students are expected to wait 30 minutes for their bus.

Canceling Activities: Procedures set forth below will automatically go into effect with early dismissal or cancellation announcements. Exceptions will be announced.

1. Early dismissal due to weather conditions.

- a. No activity buses. School will officially close 30 minutes after the last bus (all students out of the building).
- b. No practice, games, or after school or evening events (exception: sports playoffs).

2. No school due to weather conditions.

- a. Middle school: No practices/games/events or after school events.
- b. Senior high: Decision will be made at noontime by athletic director and superintendent for that day's practice, games, or events.
 - i. If practice is held, attendance is voluntary. The coach/adviser must be present.
 - ii. Generally, no games or events will be played, except IU and PIAA Playoffs.

For the latest information, visit www.ConestogaValley.org.

CV's BUILDINGS ARE ACCESSIBLE TO ALL

All our buildings are accessible to wheelchairs. If you have a disability that requires other accommodations, call the building principal to discuss how we can best address your needs.

MULTI-TIERED SYSTEMS OF SUPPORTS (MTSS)

Multi-Tiered Systems of Supports (MTSS) is a standards-aligned, comprehensive school improvement framework designed to improve academic, behavioral, social-emotional, and attendance outcomes for all students through data-informed problem solving and a continuum of supports. MTSS emphasizes collaboration among educators, families, students, and community agencies to ensure equitable access to high-quality instruction, intervention, and support. MTSS evolved from the integration of frameworks such as Response to Instruction and Intervention (RtII) and Positive Behavioral Interventions and Supports (PBIS), while expanding to include a broader, prevention-oriented systems approach that addresses the needs of the whole child.

Multi-Tiered Systems of Supports (MTSS) is a standards-aligned, comprehensive framework

While the district has a structure in place for RtII in math and language arts, the planning and implementation of a broader academic approach to fully integrate academic, behavioral, and social-emotional supports is needed. To address this need, the district developed and implemented an MTSS structure K-12.

The three components of the Instructional Model (Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences) will be embedded into CV's programs and practices.

- Positive School Climate: Positive Behavior Interventions & Supports, Social/Emotional-Based Learning, Inclusive Learning Environment, Student Centered Learning, Family and Community Engagement
- Flexible Learning Environment: Flexible Space, Blended Learning, Purposeful and Strategic Technology Integration, Voice and Choice
- Relevant & Rigorous Learning Experiences: Standards-Based Curriculum, Balanced Assessment, Personalized Learning, Inquiry-Based Learning

Conestoga Valley School district believes in equitable outcomes for all students. MTSS is a three-tiered system using a continuum of supports and services emphasizing high quality instruction, professional learning, cultural responsiveness, community and family engagement, and utilization of reliable and valid data sources reinforces a continuum of supports and services that exists at all Tiers.

Tier 1: Universal/Foundation – All students

As the largest tier, and the foundation for the entire framework, Tier 1 encompasses the entire school with high-quality core instruction, schoolwide behavioral expectations, universal supports, and proactive practices provided to all students. Tier 1 emphasizes prevention, positive relationships, inclusive learning environments, and data-informed instructional practices. Universal screening and ongoing progress monitoring are used to identify students who may require additional support.

Tier 2: Secondary – Small groups of students

Some students need a little extra assistance in meeting academic and behavioral goals, and it is in Tier 2 that these individuals receive that help. Often these interventions and supports are delivered in small group settings, such as reading groups, reteaching of behavioral matrix, and specific social-emotional lessons. This targeted support is designed to supplement, not replace, Tier 1 instruction and supports. allows students to work toward catching up with their peers. Student progress is monitored regularly to determine the effectiveness of interventions and guide next steps.

Tier 3- Tertiary – Individual students

A smaller number of students may require intensive, individualized supports beyond those provided in Tiers 1 and 2. Tier 3 interventions are individualized based on student need and may include assistance from outside agencies. Interventions are monitored closely and adjusted based on student response and progress data.

CharacterStrong: Trait of the Month

CharacterStrong is a curriculum and professional development organization with a goal to create a better world through education. The mission is to help schools more effectively teach strong character and social-emotional skills to their students.

September	October	November	December
RESPECT is seeing value in all people and things & treating them with care.	RESPONSIBILITY is taking action and understanding the impact of our choices.	GRATITUDE is choosing to appreciate the people and things in our lives.	EMPATHY is understanding and connecting to other people's feelings.
January	February	March	April
PERSEVERANCE is pushing yourself to work through challenges and obstacles.	HONESTY is being truthful in what you say and do.	COOPERATION is working together to reach shared goals.	COURAGE is choosing what is helpful, right and kind – even when it's hard and scary.
May			
CREATIVITY is using your imagination to create something new or solve a problem.			

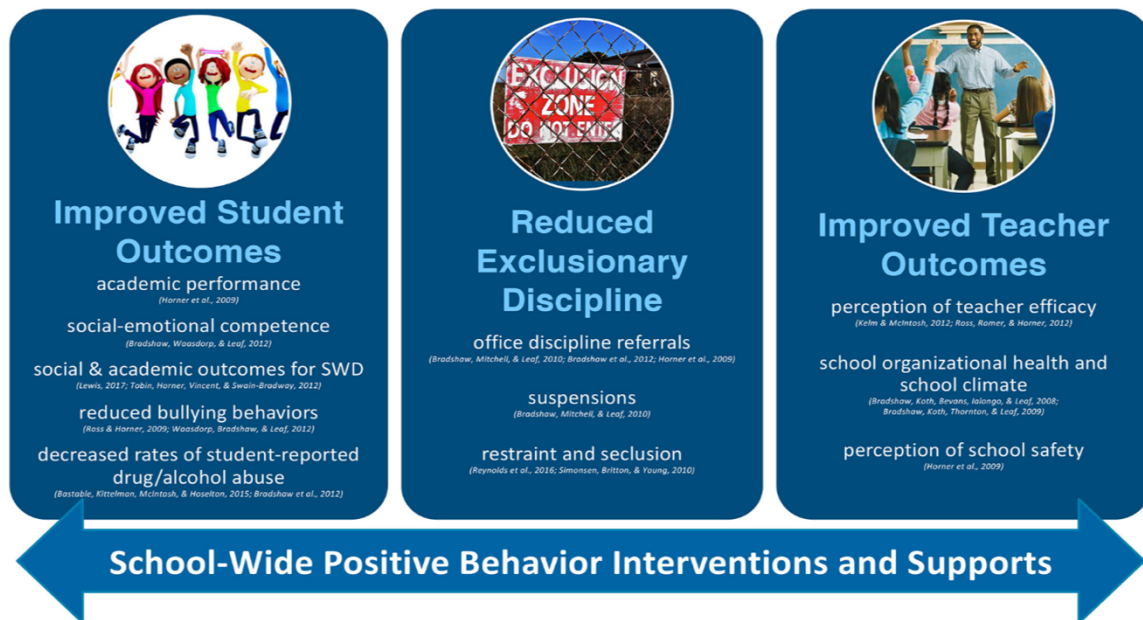
Positive Behavior Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting *students'* behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives. PBIS is a component of Conestoga Valley School District's Multi-Tiered System of Support (MTSS) Positive School Climate (PSC) framework that integrates data and instruction to maximize student achievement and support students' social, emotional, and behavioral needs from a strength-based perspective.

CVSD's PBIS CORE BELIEFS

Conestoga Valley learners have equitable access to a positive school climate where safety is fostered; a supportive academic, disciplinary, and physical environment is promoted; and respectful, trusting, and caring relationships are encouraged and maintained across the CV Community.

- Creating a culture of celebrating the assets of our community while leveraging community supports to address identified needs
- Develop K-12 systems to support all learners through collaborative partnerships between all stakeholders
- Develop evidence-based practices for teachers to enhance Tier 1 learning environments in all classrooms and settings
- Ensure district and school policies and procedures provide guidance for equitable, data-driven decision-making reflective of the diverse students and families in the CV Community.



Source: pbis.org

CONESTOGA VALLEY BOARD OF EDUCATION

Philip Benigno
Dianna Capka
Philip Eby (Vice President)

Julie Fisher
Laura Givler
Mark Gensel (President)

Idette Groff
Dr. Diane Martin
Kathleen Trowbridge

School Board Meetings: Policy for Public Participation

District residents, taxpayers, and parents may speak before the board following the procedures outlined below. Nonresidents will need to request, in advance, to be placed on the agenda.

Person(s) wishing to be on the agenda shall contact the superintendent's office one week prior to the board meeting and give the nature of the presentation and the name of each speaker.

There will be a period for public comment at the beginning of the meeting for items on the agenda and a period at the end of the meeting for items on or off the agenda.

Media personnel: The placement of microphones, lighting and technical equipment shall be approved by the board and be handled in such a manner that the meeting is not disrupted.

Electronic recording of meetings is permitted with advance notification.

Please note: As of July 1, 2026, CVSD will be switching to Keystone Agenda to house meeting agendas and PSBA Policy Portal to house board policies.

Guidelines for Addressing the Board

- Speakers must give their full name before speaking.
- Each person may speak only once.
- Presenters will be given a maximum of three minutes (individual).
- No placards, signs, or banners are permitted in the board room.
- All comments shall be addressed to the presiding officer. Questions may not be directed to individual board or administrative personnel.
- The presiding officer reserves the right to interrupt, terminate or declare any person(s) out of order if they speak longer than the allotted time, stray from the stated topic, or become loud, obscene, abusive or slanderous.
- The board may set a maximum time for discussion.

The board reserves the right to delay response to comments until a later meeting. Any or all portions of this policy may be waived by a majority vote of the board.

COMMUNITY USE OF FACILITIES

I. Scheduling and fees

Outdoor recreation areas, including the all-weather track, may be used free by residents so long as their behavior and activities are appropriate and do not interfere with school programs. **Stadium and turf field usage must be approved by the athletic department.** Fees will be determined on an individual basis. Priority for use of baseball fields will be extended to those organizations having approval from the Board. Tennis courts are available when play does not conflict with school use.

Indoor facilities (classrooms, auditoriums, and gyms) are also available for community use. Fees will be determined on an individual basis. For additional details on rental policies or to reserve a date, contact the school building where space is needed.

All CVSD libraries offer research assistance and many excellent print and online resources. District library resources, including ebooks and databases, can also be accessed from home by visiting the library homepage, [Follett](#). Students who have a library card from the public library can access free databases at www.lancasterlibraries.org by clicking the Library Catalog link under the Parent Resource Links webpage.

Fundraising Activities: Parent booster groups or PTOs should review any plans for fundraising activities with their building principal before implementing any projects from which proceeds are directly raised for or by our students. All groups must submit a [Fundraising Request Form](#), found under the “For Students – Clubs & Organizations” link on the CV High School website.

II. Inappropriate Behavior

Any person whose conduct is considered to be inappropriate may be removed from the premises by police. Where appropriate, they shall be prosecuted and may be denied future access. Smoking, vaping, and e-cigarettes are prohibited for any individual in all school facilities and on all school grounds.

III. Vehicles and Animals

Motor-driven and horse-drawn vehicles must be parked on designated macadam areas. Horses may not be ridden on school grounds, nor may vehicles or animals be raced on school property. Bicycles, wagons, and similar vehicles may be ridden on macadam areas when such areas are clear of traffic and are not being used for other scheduled activities. Recreational and other unlicensed motor vehicles are not permitted on grounds except in emergencies. School grounds may not be utilized for personal parking of cars, trucks, or other vehicles.

IV. Driving/Parking on Grass – Prohibited

Drivers may be prosecuted for driving or parking on the grass unless directed to do so by parking lot attendants. All persons using outdoor facilities shall drive and park only in macadam areas.

V. Observe All Yellow Lines and Fire Zones

Violation of any of the above may result in prosecution and/or loss of privilege to use facilities.

VI. Access Road

Use of Pritchard Way, the road connecting CV High School and the entrance to the new middle school, is not permitted between the hours of 7:15-7:45 a.m. and 2:15-3 p.m. to allow for bus traffic. Parking on or along Pritchard Way is not permitted at any time.

COMMUNITY ANNOUNCEMENTS & POSTING ON BULLETIN BOARDS

Conestoga Valley will post community announcements on its website under the “Community” tab. All announcements for community activities shall:

- Clearly identify the activity and sponsor.
- Be sponsored by a nonprofit organization rather than an individual.
- Relate to a group within the school.
- Not be a fundraising activity.
- Include the name of an adult contact person.
- Completely describe the activity including time, place, location, and cost.

Signage Policy

The Conestoga Valley School District (CVSD) prohibits the placement of signage on school property by outside groups. This includes, but is not limited to, yard signs and banners. If signage is placed on school grounds, the District has the right to remove said signage. Signage can be picked up at the main office of the school/building at which the signage was placed. Signs will be held at the main office for two weeks before being disposed of.

Exceptions:

- *Directional/parking signage for events.* Signage is permitted beginning one day prior to the event and must be removed from district property at the conclusion of the event.
- *Third party signage.* Any third-party contractor of the District must request permission from CVSD prior to placing any signage by calling 717-397-2421 x0007 or emailing Kathryn.Odell@conestogavalley.org.

CONESTOGA VALLEY IS AN EQUAL OPPORTUNITIES EDUCATIONAL INSTITUTION

Conestoga Valley School District is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, gender and disability in its activities, programs or employment practices as required by Title VI, Title IX and Section 504. Conestoga Valley's Title IX Coordinators are Randy E. Smith (Staff) and Jon Werner (Students).

For information regarding civil rights or grievance procedures, contact the Office of the Superintendent (717-397-2421) at the Administration Center at 502 Mt. Sidney Road, Lancaster, PA 17602.

COMMUNITY DIRECTORY

Community Offices

Township Offices:

East Lampeter	717-393-1567
Upper Leacock	717-656-9755
West Earl	717-859-3201
Leola Community Pool & Park	717-656-9130

Educational Support

CV Education Foundation	717-397-5246 x4851
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Community Organizations

Bareville, Leola, Leacock Lions Club

2nd & 4th Monday Nights, 6:15 p.m.

Lafayette Lions Club

1st & 3rd Wednesdays, 6:30 p.m.

Paradise Rotary

Thursdays, 12:15 p.m.

Upper Leacock Twp. War Memorial Association

3rd Wednesday of each month, 7:30 p.m.

West Earl Lions Club

1st & 3rd Thursdays of each month, 7:00 p.m.

Young At Heart Seniors

2nd Tuesday of each month, 11:45 a.m.

ACADEMICS/HONOR CODE

CV HIGH SCHOOL HONOR CODE

Students at Conestoga Valley High School are recognized for their performance and pursuit of academic excellence. Helping the student to develop and maintain a high level of academic achievement is the responsibility of all staff, administration, parents, and students.

Honor code infractions are violations whereby an individual misrepresents his or her academic responsibility to himself or herself, his or her peers, and his or her school and society. See classroom-managed code 100.0 “Academic Dishonesty - Minor” and office-managed code 200.0 “Academic Dishonesty – Major” in the Code of Student Conduct. [Appendix B: Discipline Decision-Making Guide](#) provides details for the application of disciplinary action for these specific infraction codes.

ATTENDANCE

School district attendance regulations are based on §1300 of the Pennsylvania Public School Code.

PENNSYLVANIA ATTENDANCE LAW

Right to an Education: All Commonwealth residents between the ages of 6 and 21 are entitled to a free education in the state's public schools. No student shall be denied access to a free and full public education on account of race, religion, gender, or national origin.

Compulsory Attendance: Parents are required to have their children attend an approved school no later than age 6 until the age of 18. Except as otherwise provided by law, compulsory school age refers to the period of a child's life from the time the child enters school (which may be no later than at the age of 6 years) until the age of 18 or graduation from a high school, whichever occurs first.

School Entrance Age: A child must be five (5) years, zero (0) months by September 1st to be eligible for kindergarten, and six (6) years, zero (0) months by September 1 to be eligible for grade one (1).

Truant: Having three (3) or more school days of unlawful absence during the current school year by a child subject to the compulsory school attendance law.

Habitually Truant: Having six (6) or more school days of unlawful absence during the current school year by a child subject to the compulsory school attendance law.

Chronically Absent: Having ten (10) or more school days of lawful absences during current school year.

HIGHLIGHTS OF ATTENDANCE POLICY

- **A maximum of 10 days of lawful absences** may include:
 - Illness, including if a student is dismissed by designated district staff during school hours for health-related reasons.[3][6]
 - Obtaining professional health care or therapy service rendered by a licensed practitioner of the healing arts in any state, commonwealth or territory.[3]
 - Quarantine.
 - Family emergency
 - Recovery from accident.
 - Required court attendance.
 - Death in family.
 - Participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group, upon prior written request.[11][3]
 - Participation in a musical performance in conjunction with a national veterans' organization or incorporated unit, as defined in law, for an event or funeral.[3]
 - The national veterans' organization or incorporated unit must provide the student with a signed excuse, which shall include the date, location, and time of the event or funeral.
 - The student shall furnish the signed excuse to the district prior to being excused from school.
 - Observance of a religious holiday observed by a bona fide religious group, upon prior written request from the person in parental relation.[28]
 - Nonschool-sponsored educational tours or trips, if the following conditions are met:[3][29]
 - The person in parental relation submits the required documentation for excusal prior to the absence, within the appropriate timeframe.
 - The student's participation has been approved by the Superintendent or designee.

- The adult directing and supervising the tour or trip is acceptable to the person in parental relation and the Superintendent.
 - College or postsecondary institution visit, with prior approval.
 - Other urgent reasons that may reasonably cause a student's absence, as well as circumstances related to homelessness, foster care and other forms of educational instability.
- **Non School Trip/Tour/Activity Requests:** A written request must be submitted to your building's attendance secretary/administrator prior to a trip. Absences **may** be classified as unlawful if the student has been identified as habitually truant or chronically absent.
 - If lawful absences are planned during state assessment windows, the school may need to request official state approval to administer an exam outside of the designated test-taking window.
- **3-Day Truant Notice:** After three (3) days of unlawful absences, parents receive a notice that their child's attendance is considered truant under the rules for compulsory attendance. A School Attendance Improvement Plan (SAIP) must be completed at this point.
- **6 Day Habitually Truant Notice:** After six (6) days of unlawful absences, parents receive a notice that their child's attendance is considered habitually truant under the rules for compulsory attendance. Potential consequences for habitual truancy are outlined in the notice.
- **10 Day Chronically Absent Notice:** After ten (10) days of lawful absences, guardians are notified that their child's attendance is considered chronically absent. Doctor's notes will be required for any additional absences after this point.
- **Late Arrival:** Tardies are classified as unlawful using the same criteria for general absences. Students arriving at school after the start of homeroom/first block will be recorded as tardy (arriving two hours or more late will be recorded as half day absence); routine health care appointments are lawful.
- **Early Dismissal:** Early dismissals where students miss two or more hours will be recorded as a half day absence. Otherwise, dismissals less than two hours will be recorded as early dismissals.
- **Medical & Dental Appointments:** Medical/dental appointments should not be scheduled during the instructional day whenever possible. When no other arrangements can be made, a note may be submitted to the office in advance of the appointment. Students will not be dismissed without written permission. Before leaving, and after returning, students shall report to the office.
- If **Excuse Cards** are not received within **three (3) days** after the child returns to school, the absence will be considered unlawful if the child is under 18

ABSENCE MAKE-UP GUIDELINES

1. The makeup time for assignments is equal to the time absent (e.g. if a student was absent for two days, he/she has two days to make up the missed work).
2. Parents or students should contact the school for assignments. Teachers may be contacted directly by e-mail.
3. An incomplete grade may be given to students who have an extended absence of at least five days in the last two weeks of a marking period.
4. Incomplete work must be made up within two weeks after the end of the marking period. Discretion may be used for unusual circumstances.
5. Assignments may be requested from the main office by telephone after two or more days of absence due to illness. Please allow 24 hours to process assignments requests. Parents and students may also request assignments directly from teachers by email. Email addresses of individual teachers can be found on the Conestoga Valley's website.

RELATED POLICIES

- [Pol. 204 - Attendance](#)

BULLYING/CYBERBULLYING

POLICY SUMMARY

Bullying by Conestoga Valley students is strictly prohibited in School Board policy. 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.

REPORTING & DISCIPLINE

Students who have been bullied should promptly report such incidents to the building principal or his/her designee. Complaints will be investigated promptly, and corrective action will be taken when allegations are verified. Confidentiality of all parties will be maintained when possible, consistent with the district's legal and investigative obligations. Reprisal or retaliation that occurs as a result of good faith reports of bullying will not be tolerated.

A student who violates this policy will be subject to appropriate disciplinary action consistent with the Code of Student Conduct. See infraction code 27 "Bullying," in Appendix A: Discipline Decision-Making Guide for specific actions.

RELATED POLICIES

- [School Board Policy 249 – Bullying/Cyberbullying](#)
- [School Board Policy 815.1 – Use of Artificial Intelligence in Education](#)

Bus Riding

The Conestoga Valley School District believes the school bus/van transportation is an extension of the classroom and building rules apply.

PBIS ON THE BUS

Conestoga Valley School District recognizes students who are exhibiting positive behavior. Students can receive positive behavior points when riding the school bus as part of the district's comprehensive PBIS framework.

Bus Assignments

- Students may ride only on their assigned bus and get on/off only at their assigned stop.
- Requests to transport students to or from locations other than their home will be considered only if in your attendance area and if space is available.
- Students who change their residence within the CV district boundaries must document this change at the school building with proof of residency. See "change of address (page 45)." Changes in bus assignments require five (5) days to implement.
- Emergency exceptions to bus assignments may be made by building principals. Requests for non-emergency reasons (overnight visits with a friend, scout meetings, shopping, etc.) will not be accepted. Telephone requests will be taken for emergencies only.
- All permission slips must be signed by an administrator. Parent notes will not be accepted by drivers.
- Due to mechanical difficulties or other problems, a different bus driver or bus number may pick up your child.

Bus Riding Rules & Regulations

Conestoga Valley School District (CVSD) transports students each day to and from school. CVSD contracts with transportation providers to transport students each day to and from school. The current transportation contracts include: Brightbill Transportation, Faithful Transportation, and neighboring school districts. In order for this transportation to be accomplished as safely and effectively as possible, students and parents need to work cooperatively with the school district. Students are expected to demonstrate safety, be respectful, and be responsible while on district-provided transportation. Any student whose behavior interferes with the safety of other students may be denied transportation services. See action code #45 in Appendix A: Discipline Decision-Making Guide where applicable. In such cases, it then becomes the responsibility of the parent/guardian to transport their student to and from school.

Each building principal has an important responsibility with respect to student transportation. Health and safety factors are the principal's concern since he/she is the first to feel the impact of any deviation. Student behavior on the school bus is the principal's responsibility since infractions are referred to his/her office. Any student causing a disorder on the school bus must be reported by the driver to the student's building principal. The principal/administrator will work cooperatively with parents, students, the transportation supervisor, and the bus driver. The principal will decide whether or not punishment is necessary in every case. When it is necessary, only the principal will administer discipline.

To maintain appropriate behavior expectations, please adhere to the following rules and guidelines:

1. Kindergarten students are permitted to get off the bus with other children and/or older siblings at the end of the day without an adult present. However, if a kindergarten student is the only child at an afternoon stop, a parent or other responsible person must be present and visible. If no one is present, the student will be taken back to school.
2. For safety reasons, please remember to address parent concerns regarding student behavior through your building office. For bus stop, route questions, or driver issues, please contact the transportation department at 717-656-2601. *Do not discuss issues with the bus driver at the bus stop.*

Emergency Drills

School bus evacuation drills are held periodically so that students know exactly what to do in case of emergency. Students are asked to cooperate fully with the bus driver and the assigned helpers. Absolute silence must be observed. Students must follow the drivers' specific instructions.

Video Cameras Record Student Behavior on Buses

Conestoga Valley School District student transportation vehicles are equipped with audio and video recording equipment to monitor student behavior whenever the vehicle is in operation. The video may be used as part of the disciplinary process.

School Activities

Conestoga Valley School District does not transport students home following any extracurricular activity. Parents/Guardians are responsible for transportation.

For information on bus stops and schedules, call 717-656-2601.

Bus Procedure: Student IDs Required

Students are required to scan on and off the school bus using their CV Student ID Card. This process enables CV to account for all students as they board and exit a district vehicle on their way to/from CVSD.

- K-8 grade students are provided with a lanyard and scannable personal ID card at the start of the school year.
- 9-12 grade students are expected to retain ID cards until new ID cards are issued following picture day in the fall.
- New students will receive a scannable ID card within their first week of school.
- Updated ID cards are provided to all students following picture day in the fall.
- Students who lose or damage their card should request a new card via the district website. Note: There is a \$2.00 charge for replacement cards.

RELATED SCHOOL BOARD POLICIES:

- [School Board Policy 810 – Transportation](#)
- [School Board Policy 810.1 – Contracted School Bus and Commercial Motor Vehicle Drivers](#)
- [School Board Policy 810.2 – Video/Audio Recording](#)

CAREER DEVELOPMENT

WORK EXPERIENCE PROGRAM

Students who are employed outside of the school day during the school year may be able to receive high school credit for their working hours. After students have successfully found a job, they can apply for Work Experience through the counseling office. Verification from the employer is required. Students must remain in satisfactory academic standing and must have official working papers on file, if applicable. Work Experience does not impact a student's GPA.

INTERNSHIP PROGRAM

Internship opportunities are available to 11th and 12th grade students (and to 9th or 10th grade students with administrative permission) who wish to benefit from early experiences with industry experts in their chosen career. Students will collaborate with the Internship Team (Counselor, Internship Coordinator and/or Work-Based Learning Facilitator) to find a proper placement and also periodically throughout the experience. Internships may be paid or unpaid. The student is responsible for transportation to and from the internship location. A grade will be awarded based on the evaluation of the site supervisor and successful completion of the internship requirements. Successful completion of an Internship qualifies as one (1) piece of evidence for Act 158 Pathway 5 Evidence-Based, Section 2 (Internship).

What are the benefits of participating in an internship?

- Enhance your school transcript for applications to colleges and employment opportunities
- Learn more about your field of interest
- Apply knowledge learned in the classroom
- Gain valuable work experience
- Decide if the career is the right path
- Develop and build upon employability skills
- Create connections with local companies
- Make valuable networking contacts
- Obtain references for future job opportunities

WORKING PAPERS

The employment of minors under age 18 in any occupation where work is done for compensation of any kind is regulated by the Child Labor Law. Each student under age 18 wishing for full- or part-time employment must apply for an employment certificate prior to starting work. All certification is handled through the Counseling Center.

Working Paper Instructions

You will need to complete the electronic working paper application and email it to Mrs. McDaniel. Instructions and the link are below. Once the application is received, an email will be sent letting you know when it is completed and when you can pick it up. Mailing it home will also be an option.

To obtain working papers, you must complete the electronic working paper application, found [here](#). This can be completed at home by the parent and student.

After you open the application, save it, and then complete it. You will then save it again and email it to barbara_mcdaniel@conestogavalley.org. Once received, you will be notified by email that it is completed.

If you are a student of Conestoga Valley High School or Middle School, you do not need to provide your birth certificate.

LANCASTER COUNTY CAREER AND TECHNOLOGY CENTER

The Lancaster County Career and Technology Center (LCCTC) is a full service career and technical school that provides hands-on skills training combined with academic learning to prepare you for careers in the new economy. For more details about the CTC Programs, see lancasterctc.edu. Successful completion of LCCTC program requirements qualifies as Act 158 Pathway 3 CTE Concentrator. Industry-recognized credentials earned at LCCTC qualify as evidence for Act 158 Pathway 5, Section 1 (Industry-Recognized Credentials).

Why choose LCCTC?

- Earn between 3 and 13 college credits during your senior year.
- Have the opportunity to participate in a clinical rotation/internship (some even get paid-co-op).
- Earn a diploma from CVHS and a certificate of completion from the Lancaster County Career & Technology Center. Gain certain State and National certifications in the areas of expertise.

Choose a concentration in the following career fields:

- Advanced Manufacturing
- Agriscience
- Construction Technologies
- Consumer Services
- Culinary Arts
- Informational Technology
- Medical/Dental
- Protective Services
- Transportation Technologies
- Visual Communications

Half-Day Cluster Career And Technology Program

Students must apply by December of the school year before they plan to attend the CTC. Students who attend CTC during their 11th grade year will have Social Studies or Science requirements waived for that year only. Juniors who attend will take a total of four credits at CV (English, Math, Physical Education, Health, and either Social Studies or Science), and five credits at CTC. Successful completion of an Industry-Based Competency Certification, the likelihood of Industry-Based Competency Assessment success, and/or readiness for Continued Engagement in CTE Concentrator Program of Study all qualify as pieces of evidence for Act 158 CTE Pathway 3.

Full-Day Program Career And Technology Center

Students must apply by December of the school year before they plan to attend the CTC. Students who attend full-day CTC will be awarded 10 credits based on successful completion of their program. Students who are credit deficient may need additional courses to fulfill CV graduation requirements. Once attending, the CTC is a full-year commitment. Successful completion of an Industry-based Competency Certification, the likelihood of Industry-based Competency Assessment success, and/or readiness for Continued Engagement in CTE Concentrator Program of Study all qualify as pieces of evidence for Act 158 Pathway 3 (CTE Concentrator).

CODE OF STUDENT CONDUCT

It is the responsibility of both parents and students to be thoroughly familiar with the information in the Code of Student Conduct.

CODE OF STUDENT CONDUCT ALIGNS TO BOARD POLICY

The Student Handbook is annually approved as referenced in Board Policy 218 – Student Discipline. The Code of Student Conduct, a section of the Student Handbook, applies to all students and has been developed so that students and their parents are aware of expectations for student behavior. The Code of Student Conduct is comprised of two sections: K-12 Operational Definitions ([Appendix A](#)) and the Discipline Decision-Making Guide ([Appendix B](#)). The Code is based on Pennsylvania's Regulations and Guidelines for Student Rights and Responsibilities.

How to read the Code of Student Conduct:

1. All behavior errors have been classified into three categories:
 - a. Classroom-Managed Behaviors (Minors) – coded 100.0 through 115.0
 - b. Non-PIMS Reportable/Office-Managed Behaviors (Majors) – coded 200.00 through 219.0
 - c. Safe Schools/PIMS Reportable Behaviors – Coded 1 through 54
2. All actions are classified into three categories:
 - a. Classroom-Managed Actions, Consequences, and Interventions – available to teachers
 - b. Both Classroom and Office-Managed Actions, Consequences, and Interventions- available to teachers and administrators
 - c. Office-Managed Actions, Consequences, and Interventions – available to administrators
3. All behavior errors have been operationally defined for grades K-12:
 - a. Minors (classroom-managed): Misbehavior that impedes orderly classroom procedures or interferes with the orderly operation of the school. These misbehaviors can usually be handled by an individual staff member but sometimes require the intervention of other support personnel.
 - b. Majors (office-managed): Misbehavior that disrupts the learning climate of the school. Execution of Level I discipline options (including parent contact) has failed to correct the problem. Referral is made to an administrator.
 - c. PIMS Reportable: Acts that result in violence to another person or property, loss of property, or pose a direct threat to the safety of others. Staff personnel who intervene in and/or observe such behavior will refer the incident to an administrator. Most of the time these acts will be considered criminal in nature and may require the intervention of law enforcement personnel.
 - d. Appendices: please refer to the below appendices for additional information regarding the decision making process and definitions. These appendices provide example infractions and possible consequences.
 - i. **Appendix A:** [K-12 Operational Definitions](#)
 - ii. **Appendix B:** [Discipline Decision-Making Guide](#)

Classroom-managed Behavior(s) are student behavior errors that:

- impede orderly classroom procedures or interfere with the orderly operation of the school.
- may occur in the classroom, hallway, or other parts of the building or learning environment.
- can usually be handled by an individual staff person (teacher) but may sometimes require other school personnel.
- do not result in physical injury
- occur on district-provided transportation and DO NOT require the follow-up from building-level personnel (managed solely by transportation personnel).

Classroom-managed minor behaviors may be documented for the purposes of monitoring student behavior and working to identify patterns. When a repeated pattern [*four or more of the same behavior within four (4) consecutive weeks*] of minor behavior errors is identified, they may require administrative or other personnel intervention because classroom-managed interventions and consequence strategies failed to correct the behavior error. The classroom teacher may choose to escalate the behavior as an office-managed behavior through the submission of an office discipline referral (ODR). The office administrator will review the appropriateness of the referral to verify

whether 1.) a variety of interventions have been applied and 2.) the timeframe for which the behaviors have occurred. If the two conditions are met the administrator may accept the ODR and respond accordingly.

Office-managed Behavior(s) are student behavior errors that:

- disrupt the learning environment due to frequency and/or seriousness.
- directed against persons or property or a single serious event.
- may result in physical injury.
- always require the involvement of school personnel outside of the classroom.
- occur on district-provided transportation and require the follow-up from building-level personnel.

All major behavior errors are referred to an administrator through an office discipline referral (ODR). **If a major Non-PIMS Reportable / Office-managed Behavior receives a PIMS reportable action (ex: ISS, OSS or Expulsion) then it will become PIMS reportable**

Safe Schools / PIMS Reportable Behaviors are student behavior errors that:

- are managed by the office
- reported to the state
- may involve law enforcement

[See Appendix B: Discipline Decision-Making Guide](#)

BUILDING LEVEL REGULATIONS

The Code of Student Conduct applies to all buildings throughout the district. The revision process included input from various stakeholders. The common language and disciplinary guidance aims to:

- Establish clearly articulated policy and procedures that guide teachers and administrators with decision making so that all students have access to fair and equitable discipline.
- Put forth a set of district-wide policies and procedures that describe and emphasize proactive, instructive, and/or restorative approaches to school discipline.
- Improve data collection procedures for improved access to data for decision-making.
- Utilize the student information system for all discipline documentation, reporting and data exporting for decision making.

REPORTING RESPONSIBILITY

It is the responsibility of all adults and students to report any violation of school rules or any illegal activity to the building administration.

SUSPENSIONS AND EXPULSIONS

Suspensions and expulsions are the most severe sanction that can be imposed on a student and one that cannot be imposed without due process.

- **Suspension:** A temporary, complete exclusion from school and activities lasting from one (1) to ten (10) days. A student may be suspended by administration for three (3) days without a hearing or up to ten (10) days with an opportunity for an informal hearing. Students are responsible for making up missed work during a suspension. Suspensions are reserved for major disciplinary infractions and behaviors (see Appendix A) or for chronic disregard for School and District policy.
- **Expulsion:** An expulsion is a complete removal and exclusion from the school setting for a period of eleven (11) days and beyond. Typically, expulsions are issued for a period of one calendar year but may be shorter or longer depending on the circumstances. Students are afforded the opportunity for a formal expulsion hearing or they may be offered an expulsion hearing waiver in lieu of a formal hearing. Students may be expelled for chronic disregard for School and District Policy, Willful and Wanton Misconduct, or any Major, state (PIMS) reportable, disciplinary infractions and behaviors (see Appendix B). The following infractions typically result in a recommendation for expulsion regardless of disciplinary history:
 - Simple or Aggravated Assault (on student or staff)

- Weapons Violation (see School Board Policy 218.1)
- Terroristic Threats or Other Threats Against Individuals or the Institution (see School Board Policy 218.2)
- Sexual Assault (see Board Policy 218.3)
- Indecent Exposure
- Open Lewdness
- Sexual Harassment
- Violations Relating to Controlled Substances (sale/distribution, possession, use, or under the influence)
- Institutional Vandalism (see School Board Policy 224)
- Racial, Ethnic, or Other Intimidation or Harassment (see School Board Policy 227)

For a comprehensive list of behaviors and infractions which may result in suspension or expulsion, please reference Appendix B. In all instances, the identified special needs and/or disabilities of an individual are considered when determining appropriate disciplinary action.

All Safe Schools / PIMS Reportable Behaviors are documented by an administrator through incident management.

Hearings/Due Process

In all cases of discipline, communication with the home is essential. Furthermore, certain disciplinary situations entitle students to a due process hearing—either informal or formal.

Informal hearings are offered to students and their parents for suspensions that may extend beyond three (3) days. Informal hearings are opportunities to meet with administration and review the circumstances of behavioral incidents. Parents may waive an informal hearing but are encouraged to participate.

Formal hearings are held before the school board or a committee of the school board and are typically used for cases of expulsion. Parents are notified in writing of the time, place, and purpose of the hearing. They have the right to counsel and/or witnesses if they choose. Unless requested by the parents/student to be public, hearings are private. Expulsion proceedings may also take place before the superintendent using what is known as an expulsion waiver. The school board must approve any agreements reached through the expulsion waiver process. See School Board Policy 233 for additional details regarding hearings and due process.

SEARCH AND SEIZURE

Students' possessions and personal/school property can be searched by school officials using the standard of reasonable suspicion. Lockers, desks, and school-issued laptop computers are public school property; therefore, students shall not expect privacy regarding anything stored or placed in these items.

1. Lockers/desks may be locked only with locks provided by the school.
2. School administration may inspect a student's locker/desk at any time for the purpose of determining whether the locker is being improperly used for the storage of contraband, a substance or object the possession of which is illegal, or any material that poses a hazard to the safety and good order of the schools. Blanket locker and desk searches are also permitted for reasonable suspicion.
3. Students' cell phones and personal electronic devices are subject to search using the standard of reasonable suspicion.
4. Personal items (purses, wallets, pocketbooks, backpacks, etc.) are subject to search using the standard of reasonable suspicion and may not be searched without reasonable suspicion. Students may, however, be instructed to empty their pockets/shoes and any other area on their person where items can be concealed.
5. Automobiles parked on school property are subject to search using the standard of reasonable suspicion. Students may be asked to open their car, glove box, trunk, etc.
6. Any illegal materials, items, and/or anything that could be used to disrupt or cause harm to others may be seized during the search and may be used as evidence in determining disciplinary and/or legal action.
7. Failure to cooperate with a request to search personal property could result in disciplinary action.
8. Searches may also be conducted by police and police-trained dogs. Dogs are trained to identify illegal drugs, not tobacco. If a student's locker is identified by a drug detector dog during the search, the student

will be notified. Depending on what is found in the locker, the student will receive consequences if in violation of the Code of Student Conduct. Appropriate search and seizure procedures will be initiated if reasonable suspicion is established following a search utilizing drug detector dog(s). Depending on what is seized during the search, the student can be subject to consequences if in violation of the Code of Student Conduct and/or face legal action.

The administration reserves the right to handle individual cases at its discretion within the parameters of School Board Policy 226.

RELATED POLICIES

- [School Board Policy 113.1 – Discipline of Students with Disabilities](#)
- [School Board Policy 143 – Standards for Persistently Dangerous Schools](#)
- [School Board Policy 144 – Standards for Victims of Violent Crimes](#)
- [School Board Policy 216.1 – Supplemental Discipline Records](#)
- [School Board Policy 218 – Student Discipline](#)
- [School Board Policy 218.1 – Weapons](#)
- [School Board Policy 218.2 – Terroristic Threats](#)
- [School Board Policy 218.3 – Discipline of Student Convicted/Adjudicated of Sexual Assault](#)
- [School Board Policy 219 – Student Complaint Process](#)
- [School Board Policy 220 – Student Expression/Dissemination of Materials](#)
- [School Board Policy 221 – Dress and Grooming](#)
- [School Board Policy 222 – Tobacco and Vaping Products](#)
- [School Board Policy 223 – Use of Motor Vehicles](#)
- [School Board Policy 224 – Care of School Property](#)
- [School Board Policy 226 – Searches](#)
- [School Board Policy 227 – Controlled Substances/Paraphernalia](#)
- [School Board Policy 233 – Suspension and Expulsion](#)
- [School Board Policy 247 – Hazing](#)
- [School Board Policy 248 – Student Harassment](#)
- [School Board Policy 249 – Bullying/Cyberbullying](#)
- [School Board Policy 252 – Dating Violence](#)

DISTRICT PERSONNEL

DISTRICT ADMINISTRATION

502 Mt. Sidney Road

Lancaster, PA 17602

(717) 397-2421 • Fax (717) 397-0442

Superintendent

Dr. Daniel Hartman 717-397-2421

Assistant to the Superintendent - Secondary

Dr. Donovan Mann 717-397-2421

Assistant to the Superintendent - Elementary

Dr. Jill Koser 717-397-2421

Assistant to the Superintendent – Pupil Services

Sarah Schaefer, Ed.S., NCSP 717-397-2421

Chief Financial and Operations Officer

Adele Huntzinger 717-397-2421

Director of Finance

Matt Furlong 717-397-2421

Director of Instructional Technology

Adam McGraw 717-397-5231

Assistant Director of Instructional Technology

Dylan Probst 717-397-5231

Administrator for Non-Traditional Learning and

Career Readiness

Mel Upton 717-397-2421

School Psychologists

Judy Avellan, Leola & Fritz Elementary

717-397-2068/717-397-5246

Jessica Molinaro, Brownstown & Smoketown Elementary

717-656-6021/717-656-0555

Karen Webster, Gerald G. Huesken Middle School

717-397-1294

Abdaliz Garcia, CV High School

717-397-5231

Home School Visitor

Carla DiClemente 717-397-5231

Jena Mable 717-397-1294

Katie Reiff 717-394-0555

Public Relations Director

Katie O'Dell 717-397-2421

Chief Medical Examiner

LGHP Sports Medicine

Chief Dental Examiner

Dr. Sara Gotwalt, DMD

Service Building

160 Newport Road

Leola, PA 17540

(717) 656-2601 • Fax (717) 656-6806

Director of Operations

Ken Johnson 717-656-2601

Bus Transportation (Brightbill, Inc.) 717-656-2603

SCHOOL PERSONNEL

CV High School

2110 Horseshoe Road, Lancaster, PA 17601

(717) 397-5231 • Fax (717) 397-8841

Principal: Dr. Matthew Fox

Asst. Prin.: Charles Dembrosky, Dawn Eby, Ashley Johnston

Counselors: Taylor Lantz, Douglas Helsel, Morgan Myers, Jill Stauffer, Mary Strohm

Counseling Center

717-399-8291

Gerald G. Huesken Middle School

2114 Horseshoe Rd., Lancaster, PA 17601

(717) 397-1294 • FAX (717) 397-4404

Principal: Dr. Rachel Metzinger

Assistant Principals: Elizabeth Graham, Eric Hollinger

Counselors: Bob Capolupo, Riley Freeman, Mary McGarvey

Brownstown Elementary

50 School Lane, Brownstown, PA 17508

(717) 656-6021 • FAX (717) 656-9172

Principal: Mr. Phil Ludwig

Assistant Principal: Travis Jones

Counselor: Connor Kime

J.E. Fritz Elementary

2426 Old Phila Pike, Lancaster, PA 17602

(717) 397-5246 • FAX (717) 397-6481

Principal: Dr. Lena Cordero

Assistant Principal: Lawrence Bell

Counselor: Ashley McDonough

Leola Elementary

11 School Drive, Leola, PA 17540

(717) 656-2068 • FAX (717) 656-3247

Principal: Dr. Taylor Alouisa

Assistant Principal: Michael Resh

Counselor: Ashley Gilgore

Smoketown Elementary

500 Mt. Sidney Rd., Lancaster, PA 17602

(717) 394-0555 • FAX (717) 394-2792

Principal: Dr. Andrew S. Graybill

Assistant Principal: Kelly Keim

Counselor: Frank Violante

CVVA

504 Mt. Sidney Rd., Lancaster, PA 17602

Administrator for Non-Traditional Learning & Career Readiness:

Mel Upton, 717-397-2421

Do Not Photograph

USE OF STUDENT VOICE, PHYSICAL PRESENCE, AND WORK

Conestoga Valley School District utilizes many forms of technology for student learning. Parents and students should understand that by participating in some classroom technology projects that student voice, physical presence and work may be electronically recorded, transmitted and displayed to an audience outside school walls. If parents do not want their child's voice, physical presence, and work created in school displayed outside of school, they must contact the building administration.

PUBLIC RELATIONS PROGRAM

The school district public relations program uses student voice, physical presence, and work in publications, web and social media content, video productions, newspapers, and television to promote programs and accomplishments. Parents who **do not** wish to have their student(s) appear in any of these public relations initiatives must complete an electronic form at the beginning of the school year. A link to the form can be found on PowerSchool.

DRUG & ALCOHOL FREE POLICY

District policy prohibits the use of tobacco, drugs, and alcohol by ALL PERSONS, students and adults, at all times in all district buildings, on all district property, and including off-campus school-sponsored activities.

Conestoga Valley strives to maintain a drug-free school environment. For purposes of this policy, alcohol is considered to be a drug. It is a violation of this policy to use, possess, sell, or be under the influence of any drug or have in your possession drug paraphernalia as defined in this policy. The following rules, regulations, and guidelines apply to violations of this policy.

This policy is built on the philosophy that:

1. disciplinary action is required for policy violation;
2. rehabilitation and education are equally important in policy enforcement.

DEFINITIONS

Controlled Substance - shall include:

1. Any controlled substance prohibited by federal or Pennsylvania laws.
2. Alcoholic beverages.
3. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.
4. Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal laws.
5. Prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to Board policy (227).

Cooperative Behavior shall be defined as the willingness of a student to work with staff and school personnel in a reasonable and helpful manner, including following through with any recommendations.

Distribution means to deliver, pass, sell, share, or give to another person, or to assist in the distribution of any alcohol, drug, or mood-altering substance.

Look-A-Like drug shall include any pill, capsule, tablet, powder, plant matter or other item or substance that is designed or intended to resemble a controlled substance prohibited by this policy, or is used in a manner likely to induce others to believe the material is a controlled substance.

Medication Policy: The district enforces a comprehensive medication policy (see complete Medication Policy on page 41).

Paraphernalia includes any equipment, product, material, or item of any kind which, in the school's judgment, can be linked with the use of drugs, alcohol, or mood-altering substances.

Police Contact: The school will report the use of drugs and alcohol to the police (see page 21 for the district's policy on police involvement). School disciplinary action is in addition to any charges filed by the police.

Possession:

- **Active Possession** involves keeping/holding without attempt to distribute any alcohol, drug, or mood-altering substance.

Anabolic Steroid Use Prohibited: Act 93 of 1989 prohibits the use of anabolic steroids, except for a valid medical purpose, by any pupil involved in school-related athletics. The Act includes minimum penalties, requiring suspension from the team for the remainder of the season.

Uncooperative Behavior is student resistance or refusal (verbal, physical, or passive), to complying with the reasonable requests or recommendations of school personnel, including those in the Student Assistance Program.

Under the influence - shall include any consumption or ingestion of controlled substances by a student.

REMINDER TO PARENTS

Adults who provide alcohol to persons under 21– even their own children – will receive a MANDATORY fine of \$1,000 for the first offense and \$2,500 for second or subsequent offenses **per minor**. For example, providing alcohol to a party involving 10 minors will result in a fine of \$10,000 to \$25,000. Anyone who makes or sells false ID will receive the same penalty.

STUDENT ASSISTANCE PROGRAM (SAP)

A team of professionally trained staff is available to deal with:

- Concerns about suicide
- Depression
- Alcohol & related problems
- Drug use & related problems
- Anger/violence
- Serious attendance problems

If you suspect that your student is involved with any of the above, you can get help by referring him/her to SAP through contacting your school counselor, or completing the [MTSS/SAP Referral Form](#) the [GHMS SAP Referral Form](#).

The team provides an assessment of the problem and may use a formal intervention process with parents and the student to resolve the issues.

You can also get help from the SAP by contacting any professional school employee or, if the student wishes, through self-referral. The actions of the team are held in confidence unless the safety or health of the student or other individuals is at risk.

RELATED POLICIES

- [School Board Policy 222 – Tobacco and Vaping](#)
- [School Board Policy 227 – Controlled Substances/Paraphernalia](#)
- [School Board Policy 236 – Student Assistance Program](#)

EXCEPTIONAL CHILDREN

The Conestoga Valley School District supports students with exceptionalities through special education programming, 504 plans, and gifted education. CVSD has a responsibility to identify, locate and evaluate all students with disabilities, regardless of severity of their disabilities. This responsibility is often referred to as “Child Find.” Additional information is available below on the district’s child find responsibility and on the various supports and services available.

[Annual Public Notice](#)

SPECIAL EDUCATION

Overview

[The Individuals with Disabilities Education Act \(IDEA\)](#) is federal legislation that provides free appropriate public education (FAPE) to eligible students with disabilities. To be deemed eligible for special education services, a student must:

- Meet the criteria of one of 13 disability categories defined by IDEA
AND
- Require specially designed instruction to receive educational benefit

The 13 disability categories defined by IDEA include:

- Intellectual disability (updated in 2010 by [Rosa’s Law](#) to replace mental retardation)
- Hearing impairment
- Speech or language impairment
- Visual impairment (including blindness)
- Emotional disturbance
- Orthopedic impairment
- Autism
- Traumatic brain injury
- Other health impairment
- Specific learning disability
- Deafness
- Deaf-blindness
- Multiple disabilities

Evaluation and Special Education Services

Students in Pennsylvania are provided special education services in accordance with IDEA and [Chapter 14 of Pennsylvania School Code](#). Students can be referred for evaluation for special education services by parents or teachers. If you want your child to be evaluated for special education services, please make a request to your child’s school, which can be directed to your child’s teacher, guidance counselor or building administrator. The request can also be made verbally or in writing to a school professional.

The evaluation process begins after prior written consent for the evaluation is received from parents. The process can take 60 calendar days and results in an [evaluation report \(ER\)](#) outlining the specific evaluation results. This [flowchart](#) shows the general steps of the evaluation process. If deemed eligible for special education services, an [Individualized Education Program \(IEP\)](#) will be developed within 30 calendar days of the evaluation report. Prior to the provision of services and with any proposed change in identification, evaluation or placement, you will receive prior written notice in the form of a [Notice of Recommended Educational Placement \(NOREP\)](#).

After the initial identification of eligibility for special education services, IDEA and Chapter 14 of Pennsylvania School Code require [re-evaluations](#) and [reevaluation reports \(RR\)](#) every 3 years (or 2 years if a student has an intellectual

disability). IEPs must be rewritten annually. Additional procedural timelines for special education processes and procedures can be found [here](#).

IEP Team

The IEP team makes all educational decisions for a student eligible for special education services. The IEP team includes the parent, regular education teacher, special education teacher and local education agency (LEA) representative, and others as appropriate. Other team members might include the student, related service providers or someone capable of interpreting evaluation results, such as a psychologist.

Educational Placements

Educational placement decisions are made by the IEP team. The CVSD provides a continuum of special education placement options designed to educate eligible students in the least restrictive environment. CVSD also partners with other educational service agencies to provide opportunities both within the school district and outside of the district to support more specialized needs. Some special education programs from which students access support, interventions, or instruction based on their IEP include:

- Learning Support (K-12)
- Foundations (Intensive Learning Support, K-12)
- Connections (Emotional Support, K-12)
- Community (Life Skills Support, K-12)
- Expressions (Autistic Support (K-12)
- Itinerant Autistic Support (6-12)
- Out of district placements*
 - Therapeutic Emotional Support
 - Multiple Disabilities Support
 - Autistic Support
 - Transition Programming (Secondary students)
 - Center Based Autism
 - Center Based Emotional Support

*These are a sampling of available placements and not an inclusive list. All students placed outside of the CVSD continue to be CVSD students who are supported by the CVSD district to provide a free appropriate public education (FAPE). A local education agency (LEA) representative from the CVSD will attend all meetings as a member of the IEP team.

Parent Resources

Links to legislation, sample forms and resources are embedded in the information above. Additional parent resources can be accessed below. Please contact your child's teacher, school counselor, building administrator or the district director of special education for assistance.

- [Procedural Safeguards](#) offer parents an overview of their special education rights under IDEA.
- [PATTAN](#) (The Pennsylvania Department of Education's (PDE) website for special education information and resources) offers family support, resources, and sample special education forms.
- PDE's [Basic Education Circulars](#) offer helpful summaries and clarification of legal requirements with respect to various educational issues.
- Education Law Center: www.elc-pa.org or 215-238-6970
- [Disability Rights Network](#) and Helpline: 1-800-692-7443
- [Right to Education Taskforce](#) This padlet includes resources and presentations for parents on various special education topics.

Services and Accommodations via 504 Plans

[Section 504 of the Rehabilitation Act of 1973](#) and [Chapter 15 of the Pennsylvania School Code](#) protect the rights of individuals with disabilities by ensuring that they are provided services and accommodations necessary for their participation in school activities including extracurricular activities.

Eligible students have a physical or mental impairment that substantially limits a major life activity and more specifically:

- The student is of an age at which public education is offered in that school.
- The student has a physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the student's school program.
- The student is not eligible as defined by Chapter 14 (relating to special education services and programs).
- The student is eligible for special education and related services, and is raising a claim of discrimination.

[34 CFR § 104.3 \(j\)](#) defines a handicapped person with rights under the Rehabilitation Act as any person who:

- Has a physical or mental impairment which substantially limits one or more major life activities,
- Has a record of such an impairment, or
- Is regarded as having such an impairment.

[According to the Pennsylvania Department of Education](#), examples of disabilities under Section 504 include:

- Student breaks their arm in 5 places and cannot write; the district provides someone to take notes or write the homework
- Student is deaf and plays sports. The district provides an interpreter for the classroom and any school sports activities they are involved in
- Student has cancer, diabetes, epilepsy, migraines, allergies or asthma; the student is allowed to obtain treatment or medication, as needed
- Student uses a wheelchair; student is permitted to leave classes early to avoid hall traffic
- Student is under a doctor's care for depression or anxiety, frequent behavioral problems, ADHD; the student is given additional time for completing assignments and allowed to sit in the front of the classroom

Students can be referred for Section 504 services by parent or teacher request. If you want your child to be evaluated for eligibility, please make a request for an evaluation for Section 504 services to your child's teacher, guidance counselor, or building administrator. The request can be made verbally or in writing to a school professional. The district will provide an evaluation report and if eligible, your child will receive a written 504 plan or designed to meet his/her needs.

How are 504 services and special education similar and different?

- Both support students with disabilities. 504 supports a broader range of disabilities or conditions than special education.
- 504 services have less specific identification criteria while students have to meet specific criteria to be eligible for special education services.
- 504 plans are supported and implemented in general education. Special education services are managed by special education case managers but offered in general and/or special education.
- Both services must be provided at district expense and at no cost to parents or students.
- 504 plans are implemented via a written service agreement and special education services are described in individualized education programs (IEPs). The format of 504 plans is developed at district discretion with typical components and IEPs are formatted at the state level with regulated components.

GIFTED EDUCATION

Overview

[Chapter 16 of the Pennsylvania School Code](#) governs the special education of gifted students. Students are eligible for gifted education if they:

- Are deemed "mentally gifted"
- AND
- Require specially designed instruction

Students are deemed "mentally gifted" with an IQ of 130 or higher or with an IQ of 130 or lower if other educational criteria in the student's profile strongly indicate gifted ability. IQ may not be the sole criteria for identifying a student as gifted.

Chapter 16 of the Pennsylvania School Code includes the term “multiple criteria” in regard to identifying students as gifted.

The multiple criteria indicating a student may be mentally gifted include:

- A year or more above grade achievement level in one or more subjects as measured by nationally normed and validated achievement tests.
- An observed or measured rate of acquisition/retention of new academic content or skills.
- Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio, or research, as well as criterion-referenced team judgment.
- Early and measured use of high-level thinking skills (Guilford/Bloom's Taxonomy), academic creativity, leadership skills, intense academic interest areas, communications skills, foreign language aptitude or technology expertise.
- Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, learning disability, physical impairment, emotional disability, gender or race bias, or socio/cultural deprivation are masking gifted abilities.

Evaluation and Gifted Education Services

Students in Pennsylvania are provided gifted education services in accordance with [Chapter 16 of the Pennsylvania School Code](#). Students can be referred for evaluation for gifted education services by parents or teachers. If you want your child to be evaluated for gifted education services, please make a request to your child's school, which can be directed to your child's teacher, guidance counselor or building administrator. The request can be made verbally or in writing to a school professional.

The evaluation process begins after prior written consent for the evaluation is received from parents. The process can take 60 calendar days and results in a [Gifted Written Report](#) outlining the specific evaluation results. If deemed eligible for gifted education services, a [Gifted Individualized Education Plan \(GIEP\)](#) will be developed within 30 calendar days of the gifted written report. Prior to the provision of services and with any proposed change in identification, evaluation or placement, you will receive prior written notice in the form of a [Notice of Recommended Assignment \(NORA\)](#).

GIEP Team

The Gifted Individualized Education Program (GIEP) team makes educational decisions for a student eligible for gifted education services. The GIEP team includes at least the parent, gifted education teacher, regular education teacher, and local education agency (LEA) representative, and others as appropriate, such as the student.

Parent Resources

Links to regulations, sample forms and resources are embedded in the information above. Additional parent resources can be accessed below. Please contact your child's teacher, school counselor, building administrator or the district director of special education for additional assistance.

- [Notice of Parental Rights of Gifted Students](#) offers parents an overview of their rights.
- [Pennsylvania Department of Education: Gifted Education](#) provides an overview of gifted education regulations and resources for Pennsylvania educators, parents, and students.
- [Pennsylvania Association for Gifted Education](#) (PAGE) promotes awareness, advocacy and action for students who are gifted.
- [National Association for Gifted Children](#) (NAGC) empowers all who support children with advanced abilities in accessing equitable opportunities that develop their gifts and talents. We do this through advocacy, outreach, education, and research.

RELATED POLICIES

- [School Board Policy 103.1 - Nondiscrimination - Qualified Students With Disabilities](#)
- [School Board Policy 113 – Special Education](#)
- [School Board Policy 113.3 - Screening and Evaluations for Students With Disabilities](#)
- [School Board Policy 114 – Gifted Education](#)

EXTRACURRICULAR CODE

EXTRACURRICULAR & SOCIAL ELIGIBILITY CODE

Introduction

Extracurricular activities are an important and integral part of the total school program. Their purpose is to promote physical, mental, social, emotional, and moral well-being of students. All students are provided an equal opportunity to participate in extracurricular activities consistent with the policies, rules, and regulations of the Conestoga Valley School District, governing bodies of said activities, school buildings and individual clubs, groups, and athletic teams. The rules and regulations of each extracurricular activity cover areas including, but not limited to, academic and attendance expectations, behavior, drugs, alcohol and, and specific team rules. Participation in extracurricular activities is a privilege made available to students who agree to abide by the expectations stated in the Extracurricular Code and those developed by each respective coach or advisor.

Questions or concerns related to extracurricular activities should be directed to the athletic director's office (for sports-related issues) and the principal's office for all others.

For purposes of this policy:

- Extracurricular activities will be defined as those activities that occur before 7:40 a.m. or after 2:26 p.m. (high school) and 2:36 p.m. (middle school), including school-sponsored summer activities or those unevaluated/ungraded activities that are incorporated in the school day.
- Curricular activities will be defined as evaluated/graded content offerings scheduled between 7:40 a.m. to 2:26/2:36 p.m.
- Students and parents must sign confirmation that they have read and understand the Extracurricular Code prior to participation in extracurricular activities.

The Extracurricular Eligibility Policy, in addition to all other district policies, applies to all participants in extracurricular activities. Athletic participants are also governed by the PIAA rules.

The Policy

I. Academic Requirements

- A. The academic performance of extracurricular participants will be monitored on a weekly basis. Students in grades 7-12 who fall below a 62 percent in more than one (1) class will be declared academically ineligible for the following week. **Academic ineligibility** means that the student will not be permitted to participate in any scheduled interscholastic athletic contest or event during the suspension period.
 1. Students are required to attend Learning Lab and are not permitted to attend practices/games, music/band/drama rehearsals or club meetings/events unless those activities take place outside of Learning Lab hours (Learning Lab runs from 2:45-4 p.m., two days per week)
 2. Students may also seek academic help before and/or after school or during other available times as necessary.
 3. Students will be given permission to seek additional academic help after school without penalty in their extracurricular activity provided they produce valid documentation regarding the academic support.

Note: students may be permitted to practice with their team or group during the period of academic ineligibility in accordance with items 1, 2, and 3 above.
 4. Students *will not* be permitted to dress in uniform for any interscholastic athletic contest or game during the suspension period.
 5. Students *may* be permitted to travel with the team or group to any official contest or event with administrative approval except for when the contest or event involves an early dismissal.

- B. Academic eligibility is determined each Friday by 11 a.m. The period of suspension runs from the Sunday immediately following that Friday until the next Sunday.
- C. Students on academic suspension of three (3) or more consecutive weeks during the season may be dismissed from the activity by the head coach, advisor, or administration.
- D. The student, the student's parents or guardians, teachers, the head coach or advisor, the school administration, and the counseling department will all be notified in writing by the athletic director/administrative assistant to the athletic director of the student's suspension or probation.
- E. According to PIAA regulations, if a student's grades are not passing minimum standards at the end of the marking period, that student will be placed on suspension for a period of 15 school days at the start of the next marking period. This suspension begins on the first day report cards are issued.
- F. Academic performance will be regarded as continuous from one year to the next and from middle school to high school. At the end of the school year, the student's final credits in his subjects rather than his/her credits for the last grading period shall be used to determine his/her eligibility for the next grading period.
- G. Students whose work does not meet minimum standards but who attend summer school and correct their deficiencies, shall be eligible.

II. Attendance requirements

- A. A student must be in school by 8:55 a.m. in order to attend or participate in an athletic contest/practice or activity that day. This includes those students with an open first block. If a student checks into school after 8:55 a.m., exceptions will be made by the building administration if the student presents an approved excuse. Examples of approved excuses include:
 - 1. Illness – must have a doctor's note. Parent notes are not considered approved excuses for this attendance requirement
 - 2. Medical appointments – must have a doctor's note. Parent notes are not considered approved excuses for this attendance requirement. Except when ill, if appointments are not first thing in the morning, students should go to school on time, leave for the appointment, and return to school.
 - 3. College visits
 - 4. Prior approved trips/vacations (with approved travel form)
 - 5. Religious observance/instruction
 - 6. Family death
 - 7. Required court attendance – must provide documentation
 - 8. Family emergency
 - 9. Unexcused: any absence which is not covered under the above definition of an excused absence is classified as unexcused for any students.
 - 10. Please note: driving permit tests, driver license tests, driver's license or passport photo/renewal appointments are not excused absences.
- B. Students leaving early from school where students miss two (2) or more hours may not participate in contests, practices, or other activities unless it is an approved absence (see approved absences above). Appropriate excuse documentation must be presented to the Athletic Director prior to participation.
- C. If a student is absent for a half day or full day the last school day of the week, including shortened holiday weeks, and the following activity is on a non-school day, the student is not eligible to participate. Consequently, students must attend school for a full day prior to participating in any activity. Exceptions will be made by the building administration if the student presents an approved excuse. Approved excuses are listed in Section IIA.
- D. If students have an open block during second period, speak to the Athletic Director for further direction prior to arriving late.
- E. Two-hour delay school days: on days that the district or CVHS/GHMS have a two-hour delay, students who arrive late to school (after 9:40 a.m.) are not permitted to participate in their extracurricular activity unless a student presents an approved excuse. Approved excuses are listed in Section IIA.

- F. According to PIAA regulations, any student absent for 20 or more days during a semester, **whether excused or unexcused**, is ineligible until he/she is in attendance for 45 school days beyond the 20th day of absence.

III. Behavioral Expectation Requirements

Behavior Expectations - Students who participate in CV extracurricular activities are expected to adhere to high levels of sportsmanship, exemplify good character, demonstrate respect for self and others, and act appropriately at all times, both in and out of school. This applies to both in-season and off-season time periods as well as periods of preparation for other school activities such as stage and music performances and club competitions and events. These expectations are exceptionally important in all interactions involving teammates, opponents, coaches/advisers, fans, and officials. Students who fail to adhere to the behavioral expectations of the Extracurricular Code may be denied the privilege to participate in extracurricular activities. See action code #44 "Suspension from School Athletics" in Appendix A: Discipline Decision-Making Guide where applicable.

- A. **Unsportsmanlike Conduct:** A display of unsportsmanlike conduct, including use of profanity, toward an opponent or official during a practice or activity will result in counseling by the head coach or adviser and possible suspension from the activity. Spectator unsportsmanlike conduct may also be subject to disciplinary action.
- B. **Criminal Infractions/Inappropriate Conduct:** Any criminal infractions or inappropriate conduct determined by the head coach, advisor and/or administration to be detrimental to other participants, the extracurricular program, or the school district in general, that occur during the season or throughout the school year, whether on or off school property will result in a meeting. The meeting may include the participant, their parents, the head coach/advisor, and school administration as appropriate. The meeting will be conducted for the purpose of reviewing the incident and applying the standards of the Extracurricular Code. If it is found that the student has violated the Extracurricular Code in this category, the student may be suspended or removed from the activity. Serious and/or consistent violations of the Extracurricular Code during the off-season may result in a student being suspended or denied participation in the upcoming season for part or all of that season.
- C. **Theft/Damage:** Theft/damage to school property denotes poor school citizenship and the student involved will be referred to the principal for disciplinary action.
- D. **Drugs, Alcohol Tobacco and/or Nicotine Products:** A student found to be selling, providing, in possession of, or under the influence of drugs, alcohol, tobacco, and/or nicotine products, whether in school-related or non-school related activities, whether on or off school campus, will be assigned to a period of loss of privileges. A first offense will generally involve loss of privileges for 45 to 60 calendar days. Infractions related to the selling or furnishing of drugs and/or alcohol may face loss of privileges assignments of 90 to 180 days. If the school year concludes before the period of loss of privileges has been completed, loss of privileges will continue at the beginning of the next school year. Any paraphernalia violations where there is no evidence of illegal substances may be limited to 15 to 30 days loss of privileges. Penalties will not be cumulative from Gerald G. Huesken Middle School to the CV High School.
1. A suspension can be reduced to 20 days for a first offense if the student successfully completes a drug and alcohol program and performs 20 hours of community service. Both the drug and alcohol program and community service must be approved by administration. The student may complete the drug and alcohol program through the school's Student Assistance Program (SAP) or through a private provider at their own expense.
 2. A subsequent drug or alcohol offense in accordance with this policy will result in loss of privileges for one (1) calendar year. Any exceptions with a second offense due to unique or mitigating circumstances must be appealed to the superintendent who may place conditions for such exceptions as deemed appropriate. There will be no administrative appeals for additional drug and alcohol violations.
 3. **Exemption from Drug, Alcohol and Tobacco Policy:** A student may be exempted from the requirements of this policy if he or she voluntarily seeks help for a substance abuse or alcohol

problem before he or she is involved in any action which might result in the application of this policy. That request for help can be made to any staff member who will refer the student to the Student Assistance Program (SAP) or counselor. A student's exemption from disciplinary action is dependent upon their full cooperation with the recommendations of the SAP or counselor. The exemption from disciplinary action relates only to the admission of substance abuse and the request for help. It does not apply to any future violations of the drug and alcohol policy.

E. **Administrative Action:** The following administrative actions may be used in response to violations of the Extracurricular Code:

1. **Suspension:** During a suspension for disciplinary reasons:
 - a. The student will not be permitted to participate in any scheduled game or event during the period of suspension.
 - b. They may not be permitted to practice with their team or group during the period of suspension.
 - c. They may *not* be permitted to travel with the team or group to any official contest.
 - d. They will *not* be permitted to dress for a game or contest during the period of suspension.

2. **Loss of Privileges:** Students may be assigned to loss of privileges for violations of the Extracurricular Code. Students assigned to loss of privileges are prohibited from the following:

- a. Participation in or attendance at home or away extracurricular activities (including school-sponsored, extracurricular field trips, and special events).
- b. Driving to or from any school property.
- c. After-school, non-academic use of facilities.
- d. Participation in leadership and representative positions.

The length of a loss of privileges assignment may vary according to the nature of the violation. Loss of privileges will be assessed using calendar days. Students assigned to more than 20 days of loss of privileges may be provided an opportunity to reduce the duration of their assignment. Such reductions shall be granted in accordance with the successful completion of conditions that have been determined by administration to be rehabilitative in nature.

NOTE: Refer to Section III - D for additional information on loss of privileges for violations of the Extracurricular Code in the area of drug, alcohol and tobacco/nicotine products.

IV. Team/Club Membership

Students are expected to accept the rules, regulations, and responsibilities that are unique to their selected extracurricular program(s). Students are expected to willingly accept these obligations as conditions for membership on any teams/clubs.

A. Earning a Varsity Letter

1. Completion of the sports season, including post-season, playoffs, and exhibitions is required to earn a varsity letter or be eligible for other team or individual awards.
2. Exceptions to this rule will include medically excused absences and extenuating circumstances approved by the head coach and/or administration.
3. Students who quit or are removed from extracurricular activities for disciplinary reasons during the season are not eligible to earn a varsity letter or other awards for that season.

B. When provided, students shall use **school transportation** for travel to and from away activities. Exceptions to school transportation include:

1. Injury requiring alternate transportation.
2. Students may ride home with their own parents/guardians only. Prior arrangement made in writing between the participant's parent/guardian and the athletic director/advisor/coach for the student to ride with their parent/guardian.

C. Equipment:

1. All equipment/uniforms issued to participants are considered to be the property of Conestoga Valley School District and as such must be returned at the conclusion of the season.
2. Equipment/uniforms must be returned according to the directions and conditions set forth by the head coach/adviser or their designee.
3. Equipment/uniforms must be maintained in good condition and if lost, stolen, or damaged become student obligations. All extracurricular obligations must be met prior to students being permitted to participate in the next season's activities or subsequent extracurricular activities in the same school year.

D. Removal/Quitting

1. An athlete may not quit one sport or club and participate in another after the first two weeks of practice without the consent of the athletic director or building administration.
2. A student suspended from a team may not practice in another sport or activity until the present sport/activity is ended unless approved by the athletic director and administration.

E. Participation in Multiple Activities: Student-athletes who wish to participate in more than one sport *during the same season* must obtain prior approval from the athletic director and administration. Approval of coaches/advisors is required for students who wish to participate in one sport and/or one or more extracurricular activities occurring at the same time (administrative approval is not required in these cases).

F. Issues and Concerns: While participating in extracurricular activities, if a student has a question or experiences a problem regarding team or club rules and/or the decisions of the coach/adviser, they should make arrangements to:

1. Meet with the coach/adviser privately at a mutually agreeable time to discuss the matter.
2. If issues of this nature are not resolved, the matter should be referred to the athletic director (for sports-related issues) or middle school or high school principals for all other activities.

RELATED POLICIES

- [School Board Policy 122 – Extracurricular Activities](#)
- [School Board Policy 123 – Interscholastic Athletics](#)

HARASSMENT/TITLE IX

POLICY SUMMARY

Everyone has a right to work and learn in a safe place. Being safe means feeling comfortable with all the people around you. The employees of the school district strive to create an atmosphere where all persons feel safe and comfortable. Harassment in any form will not be tolerated. Offenders, both student and adult, will be disciplined.

When anybody, student or adult, makes you feel uncomfortable because of comments or behavior, you should do something about it. If someone talks to you or approaches you in a way that makes you feel uncomfortable or afraid, you need to tell someone. This policy on harassment will tell you what to do to stop unwanted behavior.

TITLE IX

Definition: In accordance with Title IX, the District prohibits discrimination on the basis of sex, including sex-based harassment, in any education program or activity, as required by Title IX of the Education Amendments of 1972. Sex-based harassment includes, but is not limited to, sexual harassment, sexual assault, dating violence, and stalking.

Any student, employee, or third party found to have violated this policy will be subject to disciplinary action in accordance with the Code of Student Conduct, Board policy, and applicable federal, state, and applicable law. For specific actions, see infraction codes 14 "Sexual Harassment" and 16 "All Other Forms of Harassment/Intimidation," in Appendix A: Discipline Decision-Making Guide.

Reporting Procedures:

The District encourages prompt reporting of all incidents of sex based discrimination or harassment. Any report of sex-based discrimination or harassment will be taken seriously, addressed promptly and with sensitivity. A student may report an incident of sexual discrimination or harassment verbally or in writing to any District employee. Employees who receive a report must promptly notify the Title IX Coordinator and reports can be made at any time by phone, email, or by completing and submitting the [Title IX Reporting Form](#) found under Quick Links. Additionally, if the person who received a complaint of sexual harassment is a mandated reporter and has reasonable cause to suspect that a student is the victim of child abuse, the incident should immediately be reported to the appropriate agency as directed by state law. Reports may be made by students, parents/guardians, employees, or third parties.

Title IX Coordinators: Amy Horst, 727-397-2421 ext 0008 or Jon Werner 717-3497-2421 ext 0101

Supportive Measures

The District will offer supportive measures to individuals involved in a report, regardless of whether a formal complaint is filed. These include, but are not limited to counseling services, academic accommodations, schedule changes, increased supervision, and no-contact directives. Supportive measures are provided without fee or penalty and are designed to restore or preserve equal access to education.

Retaliation/Confidentiality

This policy prohibits retaliation against an individual who files a complaint in response to conduct that s/he reasonably believes violates this policy, or against an individual who participates or cooperates with an investigation. Confidentiality will be maintained to the extent possible to effectively respond to a reported incident of sexual harassment. Any retaliation should be reported immediately and will result in disciplinary action. Disciplinary consequences may include suspension, expulsion, or other appropriate actions.

SEXUAL HARASSMENT CHECKLIST

- The action must be UNWANTED
- The action must be sexual in nature and can be VERBAL, NON-VERBAL, or PHYSICAL
- The conduct interferes with a student's education or creates a hostile environment

If this occurs:

- If it is safe, tell the person: "STOP, I don't like it!"
- Report the conduct to a trusted adult (teacher, counselor, nurse, or administrator)

- Continue reporting if the conduct does not stop

Reporting Unlawful Harassment: The school district encourages and expects students who are subjected to harassment by another student or a school employee, or who are aware of other students being subjected to harassment, to immediately report the incident to any employee, staff member, or administrator.

If a student's parents believe their child was subjected to unlawful harassment, they may report the incident to the principal or, where appropriate, the superintendent.

Investigation of Complaints: Upon receipt of an unlawful harassment complaint, the district will conduct a prompt, thorough, and impartial investigation and a trained investigator or Title IX Coordinator will oversee the process. Both parties will have an opportunity to present the evidence and identify witnesses. The District will aim to complete the investigation within 15-30 calendar days, if additional time is needed, parties will be notified of the delay and expected timeline.

Interim Resolution: The district will, after consultation with the superintendent and whenever appropriate, be authorized to implement an interim resolution to a complaint pending the outcome of the investigation.

Corrective Action: If the investigation results in a substantiated charge of unlawful harassment, the district will take prompt corrective action to redress injury suffered by the complaining student and ensure the unlawful harassment ceases and will not recur.

Confidentiality: All information concerning the complaint will (to the extent it is practical to do so) be confidential and made available only on a "need to know" basis (which includes releasing information to law enforcement authorities). The administration will maintain accurate records of all phases of the investigation and follow up.

Right to Appeal: Either party may appeal a determination based on procedural irregularity, new evidence, or conflict of interest or bias. Appeals must be filed in writing within ten (10) working days of the receipt of the written decision. Within five (5) calendar days of receiving the report, the superintendent (or designee) will issue a written decision. Final appeals may be directed to the School Board, consistent with Board Policy.

Informal Resolution of Student/Student Complaints: In some instances, allegations of unlawful harassment made by one or more students against one or more students may be resolved without an investigation. In those situations, the principal (or designee) will meet with the involved students and, where appropriate, their parents to discuss the allegations and possibly resolve the matter. If the resolution is satisfactory to all parties, the case will be closed. Involvement in the informal resolution is voluntary and not a prerequisite to formally filing a complaint.

Parent Notification: Except under unusual circumstances, upon receipt of a complaint, the district will notify the parent/legal guardian of the complaining student. In the case of student-to-student complaints, which are handled informally, the principal will contact a parent/legal guardian if it is determined that the health, welfare, or safety of the student or other people is in jeopardy.

Filing False/Malicious Claims: Knowingly making false or malicious reports is prohibited and may result in disciplinary action. However, a report made in good faith will not result in discipline if it is not substantiated.

Retaliation Prohibited: There will be no retaliation of any kind against a person who, in good faith, files an unlawful harassment complaint, assists in the filing of a complaint, or takes reasonable steps to stop the unlawful harassment. Any person subject to retaliation should report that conduct to the superintendent.

RELATED POLICIES

If a reported incident does not fall under the scope of Title IX, the reported incident will be reviewed and appropriate steps taken under other applicable District policies, such as:

- [School Board Policy 103 – Opportunity Programs for School/Classroom](#)
- [School Board Policy 247 – Hazing](#)
- [School Board Policy 248 – Student Harassment](#)
- [School Board Policy 448 – Harassment](#)
- [School Board Policy 448.1 – Non-Discrimination Based Upon Sex \(Title IX\)](#)

HEALTH SERVICES

INTRODUCTION TO HEALTH SERVICES

CV provides a staff of school nurses and health room nurses in each building. These staff members coordinate state-mandated health programs and are available to handle illness and injury occurring while the child is in school. In addition to providing health room services, the nurses serve as resources to the classroom teacher and community on health-related issues.

All students will receive routine health services unless a parent/guardian submits to the building nurse a written notification of refusal for treatment. Please note that the results of the yearly health screenings will be available on the Parent Portal once results are obtained. If you have any questions, please contact your school nurse.

FOR PARENTS/GUARDIANS:

DO NOT SEND ILL CHILDREN TO SCHOOL!

Please do not send your child to school if ill. The school will not provide diagnostic services nor will they allow your child to spend the day in the health room. Likewise, do not expect the nurse to treat/diagnose injuries or illness which occur at home. In both situations, the nurse will contact you and expect you to provide appropriate care including coming for your child. To return to school after illness, the student must be fever free for 24 hours without fever reducing medication like Tylenol or Advil. A temperature 100.4 or greater is considered a fever.

School Safety: In cases where the principal, counselor, or nurse feels that a child's health or safety is threatened or is a threat to others, they will immediately contact the parent to refer to appropriate community resources. They may also refer to the home/school visitor for any necessary resources.

Parents Responsible for Transportation: Car or Ambulance

School personnel are not permitted to transport ill students for any reason. If your child becomes ill or injured in school, you will be contacted and will be expected to make arrangements for transportation home or to a medical facility. In the event that you cannot be reached, the school may call an ambulance at your expense. Also, in the event of an emergency, the school nurse may call an ambulance before notifying parents/guardian if the nurse feels this action is appropriate.

State-Mandated Services: The state-mandated program requires physical exams for entry to school and at Grades 6 and 11. Dental exams are required for school entry and in Grades 3 and 7. CV recommends that these exams be performed by the family medical practitioner/dentist on forms provided by the school. In addition, vision, height, weight, and body mass index are checked annually. Scoliosis and hearing screenings are completed at intervals required by the state. Forms can be downloaded at www.ConestogaValley.org/health.

Health Clinic Services Not Available in School: The primary function of school health services is preventative in nature. Through classroom presentations and health screening activities, nurses try to teach sound health habits and to detect health problems early. Health room care is available for students who become ill or are injured while in school. Please do not expect the school to handle sickness or injury occurring outside of the school day.

*If students become ill or injured during the school day, they must report to the nurse's office for evaluation. Students are not permitted to call home from cell phones for parents to pick them up.

Special Medical Services: Special medical services may be handled on an individual basis by contacting the nurse. Parents are expected to provide special equipment.

Immunization Law: Students are required by law to have immunizations up to date with all requirements met within the first five school days of a new school year. Exceptions to this law would be for medical reasons documented by your healthcare provider or religious/moral beliefs. Contact your school nurse if you have questions about immunizations. Low-cost immunizations can be obtained at the PA State Health Center at 1661 Old Philadelphia Pike, Lancaster (717-299-7597). Also, the Lancaster General Hospital's ChildProtect Program offers immunizations free of

charge to persons who are without insurance coverage for immunizations. Information regarding ChildProtect can be obtained by calling 544-3138.

Varicella (chicken pox), Measles, and Pertussis are reportable diseases in Pennsylvania. Please notify the school nurse if you suspect your child has any of these diseases and follow up with your family medical practitioner.

Head Lice: While our school district does not routinely screen for head lice, the school nurses will help families to understand the treatment process which will help to eliminate this problem. School nurses will check other students as needed based on nursing judgment. Contact your school nurse for additional information concerning this issue or visit www.ConestogaValley.org/health

MEDICATION ADMINISTRATION IN SCHOOL

Parents/guardians have the primary responsibility for the health of their children. As a rule, and if at all possible, medication should be taken at home. In the event that a medication needs to be administered during the school day, the parent/guardian must provide the following information:

For students requiring daily prescription medications:

- Written instructions/permission from a healthcare provider
- Written permission from the parent/guardian

For students requiring temporary over-the-counter medications:

- Written permission from the parent/guardian

All medications must be in their original, labeled container. The nurse will supply a medication order form as needed. The form may also be downloaded at www.ConestogaValley.org/health

For their safety, students are prohibited from carrying any controlled substance medications (such as Ritalin, Adderall, or narcotic pain relievers) at any time. Parents/guardians are required to deliver these medications to school personnel in the properly labeled prescription container. Students must deliver any temporary medication to the school nurse upon arrival to the building.

Administering Non-Prescription Medications (Over-the-Counter):

Non-prescription medications will be administered by the school nurse with:

- Written permission from the parent/guardian on the annual health data sheet; the health data sheet is electronic and can be found in the Health eTools Parent Portal for annual completion.
- Written orders from our school physician

EXCEPTIONS:

1. **Inhalers** – Students may self-carry emergency inhalers with written permission from the healthcare provider and the parent/guardian. Students using inhalers during the school day must report to the nurse's office for evaluation immediately following use.
2. **Emergency Medication** -- Students may self-carry asthma inhalers and epinephrine auto injector medications with written permission from the healthcare provider and the parent/guardian.
3. Please notify the school nurse of any medication changes throughout the year.

LIVING ARRANGEMENTS

LIVING ARRANGEMENTS AND DETERMINATION OF RESIDENCE

Custody Issues

It is the school's policy that the child always returns home to the parent with custody.

Determination of Custody: Determination of child custody is a legal process, not an educational one. Once custody is determined by the courts, the parent must provide the schools with a copy of that court order. In the absence of such a document, the school will assume that the parent with whom the child resides has custody.

Determining Residency: The residency of the child is assigned through custody. A child may not live with a parent in another district and attend CV because the non-custodial parent resides in this district. At the end of the school day, the child always returns home to the parent with custody unless written instructions are received from the custodial parent prior to the change. The child's attendance is the responsibility of the custodial parent.

School Records: See pages 52-53.

Access to Child by Non-Custodial Parent: Unless specifically prohibited by the courts, non-custodial parents may have access to the child during school hours if such access is in the best interest of the child. School authorities, acting in loco parentis, may deny such access. The key to the decision is what is determined to be in the child's best interest. Schools may notify the custodial parent prior to contact. Permission of a custodial parent is not required.

Non-custodial parents may not take the child off school premises without consent (may be required in writing) of the custodial parent if a custody order exists. If no custody order exists the non-custodial parent may pick up without consent. School authorities, acting in loco parentis, may delay such access to further investigate.

Legal Rights of Stepparents: Stepparents have no legal right to the child except as described in the section under Student Records. Stepparent signatures are not valid on school documents unless written permission is provided by the parent.

Non-Custodial Mailing List: Mailing lists of non-custodial parents are kept by each school. It is your responsibility to inform the school of your current address.

Change of Address

Any change of address necessitates completion of a change of address form in person.

Residency: A student's legal residence is where his/her parents/guardians reside.

There are only five exceptions to this:

1. Court Placement: Foster child placement—a non-district child placed by the courts into a home in CV.
2. PA 1302 Residency: The School Code permits a resident to allow a non-resident child to live in their home on a permanent basis. The living arrangement may not be only during the school year for school purposes. Children meeting the requirements of this section are considered to be residents and, therefore, have all the rights & responsibilities as a resident student.
 - Likewise, the resident who sponsored the guardianship is also fully responsible and liable for the child's education including attendance, discipline, and all school-related matters.
 - A child's parent may be expected to sign the affidavit to verify the placement of their child.
 - A guardian must be 21 years old. For more information, contact the building principal or the district case worker.
3. Emancipation: Students who are on their own and living apart from parents and reside in CV may apply for emancipation for school purposes. An emancipated child is freed from all restraints and controls of the parent, financially independent, and totally responsible for all aspects of his/her education.
 - Persons wishing to attend CV as emancipated students shall contact the home school visitor or the administration or counselor for specific details.

- Emancipation may be denied by the school if the district is not satisfied that the applicant meets all criteria.
- 4. Tuition student: The Board may allow a non-resident to attend CV on a tuition basis. Application is through the Office of the Superintendent.
- 5. Tuition waiver: The Board may allow a non-resident to begin or end a school year in CV pending the family's move. Such permission is for a maximum of one marking period. In addition, juniors who are in good standing and whose parents were residents on the last day of their junior year may attend their last year at CV tuition free. Application must be filed through the building principal.

Attendance Areas

Each elementary school has clearly defined geographic attendance areas. The student's residence determines the school they must attend.

Homeless Children

Any resident child that becomes a "homeless child" may continue attending their current school when the child's family becomes homeless. Homeless children and youths means individuals who lack a fixed, regular and adequate nighttime residence, and includes:

1. Children and youths who are:
 - a. Sharing the house of other persons due to loss of housing, economic hardship or a similar reason;
 - b. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
 - c. Living in emergency, transitional or domestic violence shelters; or
 - d. Abandoned in hospitals;
2. Children and youths who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings;
4. Migratory children who qualify as homeless because they are living in circumstances described above; and
5. School-aged parents living in houses for school-aged parents if they have no other available living accommodations.

a. Enrollment: To the extent feasible, and in accordance with the student's best interest, a homeless student shall continue to be enrolled in his/her school of origin while s/he remains homeless or until the end of the academic year in which s/he obtains permanent housing. Parents/guardians of a homeless student may request enrollment in the school in the attendance area where the student is actually living or other schools. If a student is unaccompanied by parent/guardian, the district will consider views of the student in determining where s/he will be enrolled.

The selected school shall immediately enroll the student and begin instruction, even if the student is unable to produce records normally required for enrollment pursuant to district policies. However, the district may require a parent/guardian to submit contact information to contact the previous school for oral confirmation of immunizations, and request records from the previous district.

If the district is unable to determine the student's grade level due to missing or incomplete records, the district shall administer tests or utilize appropriate means to determine the student's placement.

If a dispute arises over school selection or enrollment, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. Parents/guardians shall be provided with a written explanation of the district's decision, their right to appeal, and procedures to use for appeal.

b. Services: Homeless students shall be provided services comparable to those offered to other district students including, but not limited to, transportation, free and reduced lunch programs, vocational and technical (CTC) programs, preschool programs, programs for students with limited English proficiency, and educational services for which students meet eligibility criteria.

c. Transportation: The district shall provide transportation for homeless students to their school of origin or the school they choose to attend within the school district. If the school of origin is outside district boundaries or homeless students live in another district but will attend their school of origin in this district, the districts shall agree upon a method to apportion the responsibility and costs of transportation.

d. Point of Contact: Conestoga Valley School District has appointed individuals as the point of contact for students experiencing educational instability. This point of contact shall ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents/guardians of homeless child and youths, and unaccompanied youths, including schools, shelters, public libraries and soup kitchens. Such notices shall be provided in a manner and form understandable to the parents/guardians of homeless child and youths, and unaccompanied youths.

The district's point of contact shall provide reliable, valid and comprehensive data to the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homeless (ECYEH) Program in accordance with federal and state laws and regulations.

The point of contacts by levels include:

Elementary: Katie Reiff

Katharine_Reiff@conestogavalley.org

717-656-2068 x6840

Middle School: Jena Mable

Jena_Mable@conestogavalley.org

717-397-1294 x2011

High School: Carla DiClemente

Carla_Diclemente@conestogavalley.org

717-397-5231 x1020

For more information and policy, please visit

[Basic Education Circular \(BEC\) on the Education for Homeless Youth](#)

RELATED SCHOOL BOARD POLICY

- [School Board Policy 203 – Immunizations and Communicable Diseases](#)
- [School Board Policy 251 - Students Experiencing Homelessness, Foster Care and Other Educational Instability](#)

PUPIL SERVICES

Pupil Services are programs that support the overall mission of the district by ensuring that students have or attain competencies necessary to benefit from the instructional program. Pupil Service staff can identify and remove barriers in order for a student to benefit from instruction. Examples of pupil service staff are school psychologists, school counselors, school nurses, and home-school visitors.

FRAMEWORK FOR PUPIL SERVICES

- **Developmental Services:** Counseling, psychological, health that support students in addressing academic, behavioral, health, personal, and social developmental issues.
- **Diagnostic, Intervention, Referral Services:** Identify barriers that limit a student's success in school, engage in activities to limit/eliminate those barriers, refer to school-based professionals or community-based assistance.
- **Consultation and Coordination Services:** Partnerships with parents, families, staff, community resources to address barriers to educational objectives.

Care Team: Threat assessment is the primary role of the Care Team. It is a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student, other students, school employees, school facilities, the community, or others. See action code 41 "Care Team Screening" in Appendix A: Discipline Decision-Making Guide where applicable.

Threat assessment is a prevention strategy.

- School communities work together to identify student threats before they become acts of violence
- Schools have systems in place to process information
- Students receive assistance through early identification

Group & Individual Counseling: In addition to the developmental aspect of pupil services, there are a range of other services available. Group discussion opportunities are provided at all levels. Topics include information on changing family structures, general growth and development, and special focus groups. Individual counseling is provided to students who need more extensive support than can be provided in a group or classroom setting. School counselors will not become involved in extended therapy sessions. They will, however, work to assist the students and the parents to secure the needed assistance in the community.

Agency and Community Referrals: Many obstacles to a child's learning are not school oriented and they require specialized treatment. Counselors work with parents in seeking appropriate services in the community. They are also available to coordinate the services of the agency/private practitioner with that of the school.

Home School Visitor: A home school visitor is available to students and their parents at times when individual or family problems rise. The home school visitor maintains close contacts with other pupil service workers and coordinates those services to the family. In addition, the home school visitor is familiar with all local community agencies and can assist a family or student in obtaining needed services.

Child Abuse Reporting: The Pennsylvania Child Protective Services Law requires school personnel and school volunteers to report suspected child abuse to ChildLine at (800) 932-0313 or electronically to the [PA Child Welfare Information Solution \(CWIS\)](#). The school's role is limited to reporting the incident-not investigating it. The law does, however, require the schools to cooperate with the agency investigation.

Parental Involvement: The district places a strong emphasis on parental involvement. No one single factor is more effective in working with a child than cooperation and involvement of his/her parents. Parents and the school form a partnership in providing a network of support for the child during both normal life experiences and in times of difficulty. If that partnership fails to develop, the school's options in serving the child are greatly limited.

FREE AND REDUCED PRICE MEALS

Conestoga Valley School District participates in the National School Lunch Program under USDA sponsorship. Thus, qualifying households may be eligible for Free or Reduced Price breakfast and lunch. One application may be used

for all children in a household. Applications are distributed to students at the beginning of the school year. You may apply at any time during the school year. All information is strictly confidential. If you have not received an application, parents can obtain one from any school office or apply online at <http://www.compass.state.pa.us>.

Each building offers a variety of breakfast and lunch choices daily, as well as a la carte snacks and beverages. All meals served adhere to the USDA Meal Pattern and provide students with a minimum of 1/3 of the USDA's recommended daily allowances.

ONLINE LUNCH PAYMENTS

Conestoga Valley Food Services partners with SchoolCafe to provide parents a secure, easy, and convenient way to apply funds directly to student meal accounts online. Parents can check account balances and review student purchases. Parents will also receive notification when student meal balances run low. Registration requires a student's seven-digit ID number and can be done at www.schoolcafe.com/conestogavalley.

RELATED SCHOOL BOARD POLICIES:

- [School Board Policy 146 – Student Services](#)
- [School Board Policy 808 – Food Services](#)

PUPIL SERVICES DIRECTORY

Pupil services include those services specifically designed to support the student throughout the educational process. Services include counseling, career education, health, psychological, and substance abuse. The staff of the department of pupil services falls under the direction of **Sarah E. Schaefer, Ed.S.**, Assistant to the Superintendent for Pupil Services.

COUNSELORS

Connor Kime, Brownstown Elementary
Ashley Gilgore, Leola Elementary
Ashley McDonough, Fritz Elementary
Frank Violante, Smoketown Elementary
Riley Freeman, Gerald G. Huesken Middle School
Bob Capolupo, Gerald G. Huesken Middle School
Mary McGarvey, Gerald G. Huesken Middle School
Taylor Lantz, CV High School
Morgan Myers, CV High School
Douglas Helsel, CV High School
Jill Stauffer, CV High School

PSYCHOLOGISTS

Judy Avellan, Leola & Fritz Elementary
Jessica Molinaro, Brownstown & Smoketown Elementary
Karen Webster, Gerald G. Huesken Middle School
Abdaliz Garcia, CV High School

HOME SCHOOL VISITORS/SCHOOL SOCIAL WORKERS

Katie Reiff, MSW, LSW, HSV
Elementary Home School Visitor/School Social Worker
Conestoga Valley School District
Grades K-6
500 Mt. Sidney Road
Lancaster, PA 17602
717-394-0555 ext. 6840
katharine_reiff@conestogavalley.org

Jena Mable, LSW, HSV
Middle School Home Visitor
Conestoga Valley School District
Grades 6-8
2114 Horseshoe Rd.
Lancaster, PA 17601
Phone: 717-397-1294 ext. 2011
Jena_Mable@conestogavalley.org

Carla DiClemente, LSW, HSV
Bilingual Home and School Visitor/School Social Worker
Grades 7-12
Conestoga Valley SD
2110 Horseshoe Rd
Lancaster, Pa 17601
717-397-5231 ext1020
Carla_DiClemente@conestogavalley.org

Administrative Asst. for Federal Programs

Laurie Groff, District Office

Administrative Asst. for Pupil Services

Erika Molina, District Office

Nurses

High School

Nancy Lopez, CSN, RN – Certified School Nurse,
Nursing Department Chair
Karen Musser, RN – Health Room Nurse
Melissa Rossos, LPN – Health Room Nurse

Middle School

Keith Dieterle, MEd, RN – Certified School Nurse
Elizabeth Messner, LPN – Health Room Nurse
Suzanne Kennedy, RN – Health Room Nurse

Brownstown Elementary School

Carla Andrews, BSN, RN, CSN – Certified School Nurse
Janelle Martin, LPN – Health Room Nurse

Fritz Elementary School

Ashlee Wagner, CSN, RN – Certified School Nurse
Jennifer Schnapf, BSN, RN- Health Room Nurse

Leola Elementary School

Susan Miller, MSN, RN – Certified School Nurse
Katrina Krasinski, BSN, RN – Health Room Nurse
Nicole Reynolds, BSN, RN, Health Room Nurse

Smoketown Elementary School

Susan Miller, MSN, RN – Certified School Nurse
Jennifer Schnapf, BSN, RN – Health Room Nurse

RULES AND REGULATIONS

EXPLANATIONS OF TERMS

Alternative Education: Alternative education students (placed for disciplinary reasons) may not participate in or attend any school sponsored event on CV school grounds. Administration should refer to Appendix A: Discipline Decision-Making guide when assigning action code #44: Suspension from School Athletics.

Bodily Injury: Impairment of physical condition or inflicting substantial pain.

Counseling/Therapy: Referral for counseling does not make the child immune to disciplinary action by the school.

Hearings: See article on page 18.

Internet Use: Behavior on the Internet is monitored at school and governed by board policy which can be accessed on the [CV website](#) at or by calling the district office at 717-397-2421.

Physical Injury: Resulting in physical damage/change to the body (ex: bruise, scrape, abrasion) that does not result in impairment of physical condition or inflict substantial pain.

Removal from the Scene: When it is in the interest of the student and/or the school, a student may be removed from a disruptive situation. Parents may be contacted to come for their child until a full investigation of the matter may be completed.

Violations Occurring Outside School: The district has no responsibility to take disciplinary action against a student for infractions committed outside school unless that action presents a threat to the health/safety of the student body or if there is a direct nexus that causes a substantial disruption to the educational process. In these cases, appropriate action within school policy shall be taken. Students who commit violations outside the school may be subject to the district's extracurricular/social code (pages 59-63).

ADDITIONAL REGULATIONS

Driving Privileges: The operation and parking of vehicles on school district property is regulated by the Pennsylvania Vehicle Code and policies of the school board. In addition to disciplinary action under the Student Code of Conduct and School Board Policy, violators of regulations pertaining to the operation and parking of vehicles may be subject to prosecution.

RIGHT TO AN EQUAL EDUCATION

Process to File a Complaint Regarding School District Action

It is the policy of Conestoga Valley to provide an equal educational opportunity for all students through the programs offered in our schools. This opportunity is offered regardless of race, color, creed, religion, sex, age, ancestry, national origin, or disability.

The administration recognizes that students have the right to request redress of complaints when this policy is thought to be violated. Accordingly, individuals and groups who feel that their access to an equal educational program has been violated may use the grievance process to address their concern. Parties are encouraged to discuss their differences before deciding that an official grievance is the appropriate procedure.

A grievance is a written complaint arising out of any actions on the part of the district and/or its employees which directly affects the student's participation in an approved educational program.

The grievance should be filed with the building administration within 90 days of the alleged violation. The administration will appoint a hearing officer within five (5) workdays. The hearing officer has 10 workdays to complete the investigation and file a report.

There shall be no reprisals against any students or their representatives because of participation in a grievance process. Under no circumstances will the procedure constitute a reflection on the student's record.

SAFE2Say SOMETHING

All K-12 schools in Pennsylvania are required by state law to participate in the [Safe2Say Something](#) program. Safe2Say Something is a youth violence prevention program run by the Pennsylvania Office of Attorney General. The program teaches youth and adults how to recognize 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.

The program requires our school district to train students in our middle and high schools how to utilize a 24/7 anonymous tip line, app, and website to submit anonymous tips regarding student and school safety.

Tips are triaged by Analysts in the Office of the Attorney General Crisis Center. They triage each tip to ensure there is enough information to act upon, determine if the tip is life safety or non-life safety, as well as conduct on-going two-way dialog with the tipster when needed. The crisis center sends all submissions to school administration and/or law enforcement for intervention. If needed, the crisis center may contact the tipster anonymously through the app.

Trained administrators serve on our school district’s Safe2Say Team. Training and information is provided to middle and high school students. Students in our elementary schools will not be trained, but any student, parent, or community member is able to submit a tip using the Safe2Say Something reporting system.

Information is made publicly available on the Conestoga Valley website’s [School Safety page](#).

STUDENT EXPRESSION, RIGHTS, AND RESPONSIBILITIES

The administration respects the right of students to express themselves in word or symbol and to distribute and/or display materials as a part of that expression. That right is limited, however, by the need to maintain an orderly school environment and to protect the rights of all members of the school community.

All forms of student dress/apparel are forms of expression and are covered by this policy. Prohibited forms of expression (words, phrases or graphics) are those that:

- contain profanity, obscenity, or the promotion of any illegal activity;
- may lead to a libelous action;
- may incite violence or urge the violation of school regulations;
- solicit funds for non-school organizations unless approved by the administration.

See classroom-managed infraction code 101.0 “Dress Code Violation- Minor” and office-managed infraction code 202.0 “Dress Code Violation- Major” in the [Code of Student Conduct](#).

APPROVAL OF SCHOOL-RELATED MATERIALS

All materials/publications of school-related organizations and the methods of their distribution/display are subject to review by the faculty adviser and/or the administration. Obscene or libelous materials may be edited and/or removed according to this policy. Official publications are not open public forums for unrestricted student expression. Each administrator will determine regulations for students’ use of school equipment to publish approved student communications. Students may be charged for materials used.

APPROVAL OF NON-SCHOOL-RELATED MATERIALS

The administration will determine the conditions for displaying/distributing materials of non-school-related organizations. Requests by community organizations or unauthorized student organizations will be submitted to the Superintendent’s office. All such materials must bear the name of the sponsoring organization and the name of at least one local representative. The school name may not be used on any publication without the approval of the Superintendent’s office. The principal will approve or disapprove the request based on this policy and First Amendment rights. Judgment will be made by the Superintendent’s office within five (5) school days. That decision may be appealed to the superintendent.

PLEDGE TO THE FLAG AND MEDITATION

Opening exercises will consist of a pledge to the United States flag and a moment of silent meditation. Students who choose to refrain from such participation will respect the rights and interests of classmates who do wish to participate.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

The Protection of Pupil Rights Amendment (PPRA) Notice and Consent/Opt-Out for Specific Activities

The Protection of Pupil Rights Amendment (PPRA) requires that the school notify you to obtain consent or allow you to opt out of the following school activities: a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or

8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings.

STUDENT ACTIVITIES

Building principals will approve all student activities with the assistance of delegated members of the faculty. Any group of students that has an approved faculty sponsor should be permitted to establish an organization that may make use of school facilities.

Excuse from Activities: Parents or guardians may submit a written request that their child be excused from certain types of student activities for religious or physical reasons.

STUDENT DRESS CODE

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

Allowable Dress & Grooming:

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent and shoes.
- Clothing must cover undergarments, waistbands and bra straps excluded.
- Fabric covering all private parts must not be see-through.
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoodies must allow the student face and ears to be visible to staff.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Non-Allowable Dress & Grooming:

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not depict pornography, nudity or sexual acts.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Clothing, including gang identifiers, must not threaten the health or safety of any other student or staff.
- If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations.

School Board Policy #221: Student engages in the one or more of the following dress code conditions:

- Presents a hazard to the health or safety of the student himself/herself or to others in the school.
- Materially interferes with schoolwork, creates disorder, or disrupts the educational program.
- Causes excessive wear or damage to school property.
- Prevents the student from achieving his/her own educational objectives because of blocked vision or restricted movement.

RELATED POLICIES

- [School Board Policy 220 – Student Expression/Dissemination of Materials](#)
- [School Board Policy 221 - Dress and Grooming](#)

STUDENT RECORDS (FERPA)

Family Educational Rights and Privacy Act (FERPA) guarantees parents/eligible students certain rights concerning student records.

POLICY

The school has the right and responsibility to collect and maintain educational records on all students. Procedures for collection and maintenance are found in the district records policy (Board Policy 216). That policy is based on the federal Family Educational Rights and Privacy Act (FERPA), which protects the confidentiality of student records by limiting their disclosure. No information may be collected without the informed written consent of the parent or the representational consent of the school board.

FERPA guarantees parents/eligible students (18 years of age or older) certain rights described below. For a copy of the complete policy, contact the building principal.

ACCESS TO RECORDS

Parents or eligible students have the right to inspect their child's or their own educational records within 45 days of the day the school receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

Records are purged at the end of Grades 5, 8, and 12. Parents have a right to see that information before it is purged. If interested, contact your building principal by May 1.

When a child's parents do not live together, both parents have the right of access to all information relating to their child's education unless there is a court document on file in the school, which specifically prohibits it. Report cards, progress reports, and other educational information routinely provided to the custodial parent by the school may also be sent to the non-custodial parent upon request. Non-custodial parents should make this request yearly.

CHALLENGE TO RECORDS

Parents or eligible students may ask the school to amend a record they believe is inaccurate. They should write to the principal, clearly identify the part of the record they want changed and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify him or her of the decision and advise that person of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

DISCLOSURE

FERPA provides that educational records, except Directory Information, not be released without the written consent of the parent or eligible student except: to other educational institutions; at the order of the court or school board; or the health or safety of the student.

This information can be disclosed to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a School Board member; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Directory Information is excluded from FERPA's protection from release and can be released without parental or student consent. Directory information includes: student name; address; phone number; participation in school clubs, activities and sports; height and weight for athletic participation; attendance; degrees/awards; major field of study; and similar information. Federal law requires schools to provide Directory Information to military recruiters. The district may also release Directory Information to the press if deemed in the best interest of the student.

If you do not want some or all of this information about your child released, you may prevent its disclosure by sending a written request to the building principal prior to October 1 of each school year.

RECORDS TRANSFERRED WHEN MOVING TO ANOTHER DISTRICT

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Discipline records are part of your child's educational record and will be released along with all other records, including students transferring to or from nonpublic schools.

ACCESS TO PUPIL RECORDS IN CUSTODY SITUATION

When a child's parents do not live together, both parents have the right of access to all information relating to their child's education unless there is a current court order on file in the school which specifically prohibits it.

There are many types of child custody arrangements. Specific policies to cover every situation are impractical. The following guidelines and policies will be practiced:

- Non-custodial parents shall have access to all educational information on their child unless prohibited by a court order specifically denying such access. The access is for information only. Educational decisions are made by the custodial parent.
- All educational decision-making and decision-approving signatures shall be done by the custodial parent. Non-custodial parents may participate in teacher conferences concerning their child/children but not in a decision-making capacity. Both custodial and non-custodial parents are urged to attend the conference together.
- Stepparents, grandparents, or friends of the parent do not have access to any educational information. Stepparents may have access only if a release is signed by the parent. Stepparent signatures on school documents are not permitted unless written permission is granted by the parent. Stepparents may attend parent-teacher conferences with their spouse. They may not attend without their spouse.
- Non-custodial parents may request the school to send copies of the school's communication, report cards, and any other information relating to their child. Each year requests should be made in writing to the principal.

COMPLAINTS

If you believe that the School District is not complying with Family Educational Rights and Privacy Act (FERPA) or not guaranteeing you the rights outlined above, you may file a letter of complaint with the federal office in charge of enforcing the Act at the address below:

Family Police Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

RELATED SCHOOL BOARD POLICIES:

- [School Board Policy 216 – Student Records](#)
- [School Board Policy 216.1 - Supplemental Discipline Records](#)

TECHNOLOGY ACCESS

Technology is an important educational tool that we use to support teaching and learning. A team of 10 full-time employees maintain a robust network and wireless infrastructure that provides reliable connectivity with access to tools and resources for our nearly 5,000 students and staff. Each classroom is equipped with a digital projector or interactive display panel. Every student receives an iPad and protective case in grades K-12. An integrated keyboard case is provided in grades 1-12. Students also have access to desktop or laptop computers based on the courses they select. A robust wireless network supports connectivity throughout the district. The district invests in technology to support programs so our teachers can provide students with access to multiple software suites and online educational experiences.

ELECTRONIC LEARNING TOOLS:

The district utilizes a variety of educational applications, software, and online services to support student learning. Devices are pre-loaded with district approved programs and software. No other programs may be installed on student devices. A list of educational resources is maintained on the district's [technology department webpage](#). Parents are encouraged to review this evolving list and may contact their building's school principal with any questions they may have.

TECHNOLOGY USE

The district maintains a variety of policies that govern the use of technology. We recommend that families take time to review policies with their students to better understand these expectations. All School Board Policies are available via [BoardDocs](#).

Acceptable Use of Internet, Computers and Network Resources

The school district provides access to technology hardware, software, services, and the Internet to support learning and operations. This access is a privilege and must be used responsibly. This policy ensures a safe and productive digital environment for all users.

KEY POINTS FOR FAMILIES

- **Purpose:** To enhance learning and daily operations.
- **Access:** Available to students, staff, and authorized individuals.
- **Privacy:** No expectation of privacy; usage may be monitored.
- **Prohibited Activities:** Includes illegal activities, commercial use, bullying, hate speech, and accessing inappropriate content.
- **Consequences:** Misuse can lead to loss of access, disciplinary action, and legal consequences.

Electronic Devices

The school district supports the use of electronic devices (including "smart" devices (phones, watches, etc.) for educational purposes while ensuring a safe and orderly environment. Students are provided with a dedicated device for educational needs as such, the use of personal technology for educational needs is strictly at the discretion of the district.

KEY POINTS FOR FAMILIES

- **Purpose:** Support educational use while maintaining safety.
- **Definition:** Devices that can take photos, record/play audio or video, store/transmit data, or connect to the Internet.
- **Authorized Use:** Building principals, in consultation with the Superintendent, determine the rules for electronic device use within their buildings and programs. Usage rules may vary by school level and program.
- **Liability:** The district is not responsible for loss or misuse.

- **Prohibited:** Use of personal devices at school is a privilege. No obscene or illegal images; violations may lead to discipline and confiscation.

Electronic Device Misuse Discipline Process

[At the end of the handbook](#), see classroom-managed code 109.0 “Misuse of Electronic Device/Network – Minor” and office-managed code 211.0 “Misuse of Electronic Device/Network – Major,” in the Code of Student Conduct.

Appendix A: Discipline Decision-Making Guide provides details for the application of disciplinary action for these specific infraction codes.

- 1st Offense is a Level I Offense -- The cell phone and all its contents are confiscated; to be returned to student at the end of the school day.
- 2nd Offense is a Level II Offense -- The cell phone and all its contents are confiscated; only returned to the parents with the appropriate disciplinary action taken.
- Subsequent offenses are considered a Level III Offense and may result in suspension and will result in confiscation of the cell phone and all its contents; returned only to the parent.

DEVICE DAMAGE

Appropriate use and care for all district property, including technology, is expected of all stakeholders. The district takes steps to protect equipment and recognizes that accidents can occur, intentional or repeated damage/misuse of district property will not be tolerated.

Key points for families:

- **Policy 224:** It is the policy of the Board that students who willfully cause damage to school property shall be subject to disciplinary measures. Students and others who damage or deface school property may be prosecuted and punished under law. Parents/Guardians shall be held accountable for the actions of their child.
- **Policy 237:** The district shall not be liable for the loss, damage or misuse of any electronic device.
- **Policy 815:** Users of district computers and network resources shall be responsible for damage to the equipment, systems, platforms and software resulting from deliberate or willful acts.

Accidental Damage:

Generally, the district provides coverage for up to two (2) **accidental** incidents with their district issued iPad per school year. Subsequent incidents in the same school year will result in financial obligation to the student and their family. Families will be responsible for the full cost of repair or replacement for damages due to negligence or if the device and/or power adapter/charger is lost or stolen. Lost, damaged, or stolen devices and/or accessories should be reported to your Building Principal immediately. Replacement charging cords/bricks are available for \$10 (K-5 front office and 6-12 in the library). A full list of associated costs for lost/damaged devices are detailed on the district's [technology department webpage](#).

Device Care Expectations:

Student devices are to be used for school related purposes both during and after school. Students are responsible for maintaining their district-issued device, power adapter/charger, and protective case. Students are responsible to bring their iPad to school fully charged and ready to be used in class each day. District iPads are not permitted to travel outside the district's geographic area (i.e. vacation, travel, etc.) without prior approval by the Building Principal. Devices must be properly transported, stored, and secured at all times.

Use of Generative Artificial Intelligence in Education (Policy 815.1):

We believe Artificial Intelligence education is imperative for our students and staff, and we will work to provide our stakeholders with foundational AI Literacy throughout the district. Under School Board Policy 815.1 the district provides guidelines and expectations for the use of Generative Artificial Intelligence (AI) to support student education. The policy emphasizes Responsible Use of AI, Privacy and Security of data, and maintaining Academic integrity.

COMMUNITY ACCESS

PowerSchool Family Account

The district utilizes the PowerSchool Student Information System (SIS) to maintain a variety of student academic and behavioral records. Parents can gain valuable insights and receive crucial communications from the district by creating a free PowerSchool Family account. Families can create their free parent account following the directions on the district's [technology department webpage](#).

Instructional Learning Hub

The district provides two primary learning resources for our students. These platforms serve as a digital classroom to complement in person learning in our schools.

- **Elementary:** Seesaw is the primary learning hub for our elementary students. Beginning in grade 4, students also have access to the Schoology Learning Management System.
- **Secondary:** Schoology is the primary learning hub for all secondary students. No other learning platform should be used by district staff with students, except for students attending CVVA or others who have specific accommodation.

Student Device Monitoring Tools for Parents

We strongly encourage parents to support their students by actively monitoring students' use and activity on their district issued devices. Frequent conversations about respect, responsibility, in person and digitally can make a big difference in choices students make. Each student device includes the Securly website filtering service.

RELATED POLICIES

- [School Board Policy 224 – Care of School Property](#)
- [School Board Policy 237 – Electronic Devices](#)
- [School Board Policy 815 – Acceptable Use of Internet, Computers and Network Resources](#)
- [School Board Policy 815.1 – Use of Generative Artificial Intelligence in Education](#)

TOBACCO USE/NICOTINE/VAPING

TOBACCO USE & POSSESSION POLICY

Tobacco use and/or possession by all persons, students or adults is prohibited in all school buildings, school vehicles, and on school property owned by, leased by, or under the control of the school district, including off-campus school-sponsored activities. The following are understood with respect to this policy:

Enforcement & Disciplinary Options

Reasonable Suspicion by witness of a student using or possessing tobacco products or smoking/vaping equipment, which may include lighters, matches, electronic cigarettes, nicotine products or vaping devices, will justify disciplinary action under this policy. Direct observation of smoking/vaping is not always required.

Direct Observation of Smoking: Direct observation of a student or adult in possession of a lighted tobacco product will result in a summary citation being filed before the District Justice, with a fine up to \$50.00, as per Act 128 of 2000.

Mandatory Prosecution and Consequences: Any student who violates this smoking policy will be liable for prosecution and/or disciplinary consequences. School discipline for “direct observation” of smoking, as well as other smoking/vaping policy violations, will be as follows:

Other Smoking/Vaping Policy Violations for Students

- 1st Offense: 1 day OSS/3 days ISS; parent contact
- 2nd Offense: 3 days OSS/5 days ISS; counselor referral; parent conference
- 3rd Offense: 5 days OSS/10 days ISS; parent conference; administrative review

RELATED POLICIES

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

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APPENDIX A: K-12 OPERATIONAL DEFINITIONS

Appendix A provides staff and administration with the specific definitions of common behaviors observed in K-12 school settings. Developmental appropriateness must be considered within the context of determining intent as well as assigning appropriate actions, consequences, and interventions.

CLASSROOM-MANAGED BEHAVIORS (MINORS) DEFINITIONS

100.0 – Academic Dishonesty – Minor: A student's intentional act of misrepresenting their academic work.

Examples of academic dishonesty (minor) include:

- Cheating – Using or attempting to use unauthorized assistance, information or study aids in any academic work
 - Copying answers from or looking at another student's work
 - Accessing or possessing any material NOT expressly permitted during an exam, such as cheat sheets, notes, books, etc.
 - Using digital media such as smartphones, digital cameras, tablets, data storage devices, computers, internet, apps or other electronic devices unless expressly permitted by the teacher
- Fabrication – Submitting false or altered information in any academic work
 - Changing answers after an exam has been returned
 - Falsifying/omitting data and/or sources, otherwise violating the ethical principles of research
- Facilitating Academic Dishonesty – Knowingly helping or attempting to help another student violate any provision of this policy
 - Allowing another student to copy one's work
- Plagiarism – Representing the words, research findings or ideas of another person as your own
 - Copying published work without citation

101.0 – Dress Code Violation – Minor: Student engages in the one or more of the following dress code conditions (as outlined in School Board Policy #221):

- Presents a hazard to the health or safety of the student himself/herself or to others in the school.
- Materially interferes with schoolwork, creates disorder, or disrupts the educational program.
- Causes excessive wear or damage to school property.
- Prevents the student from achieving his/her own educational objectives because of blocked vision or restricted movement.

Allowable Dress & Grooming:

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent and shoes.
- Clothing must cover undergarments, waistbands and bra straps excluded.
- Fabric covering all private parts must not be see-through.
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoodies must allow the student face and ears to be visible to staff.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Non-Allowable Dress & Grooming:

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not depict pornography, nudity or sexual acts.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Clothing, including gang identifiers, must not threaten the health or safety of any other student or staff.
- If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations.

102.0 – Failure to Follow Directives: Student refuses to comply with directives or procedures. Examples include but are NOT limited to:

- “You cannot tell me what to do.”
- Taking an item from another without permission.

103.0 – Food or Drink Violation – Minor: Food/drink out in the classroom without permission.

104.0 – Hall Pass Violation: Possession of hall pass without reporting to designated destination.

105.0 – Horseplay: Rough or boisterous play without malicious intent that does NOT result in physical injury. Examples include but are NOT limited to:

- throwing items
- chasing another student in the classroom or non-classroom areas

106.0 – Late to Class: A student is considered late if they arrive within the first five minutes of class. If more than five (5) minutes following missing student procedure.

107.0 – Leaving Assigned Area: Knowingly leaving a specified area/location without the permission of an adult.

108.0 – Misrepresentation: Delivering false information or messages that are misleading. Examples include but are NOT limited to:

- Spreading rumors
- Gossiping
- Lying

109.0 – Misuse of Electronic Device/Network – Minor: Personal or school-issued/provided electronic devices used without permission or at an inappropriate time(s) that do NOT meet criteria for “major” disciplinary action. Examples include but are NOT limited to: texting, phone calls, browsing the internet, capturing video or photos that are appropriate in nature but at an inappropriate time(s), etc.

110.0 – Not Attend Teacher Detention: Not showing up or being present for detention as assigned by the teacher (AM, PM or Lunch)

111.0 – Pestering, Teasing, Peer/Peer Conflict: Verbal, electronic, or physical contact or communication with another student made for non-educational purposes that is disruptive to the educational process, environment and/or purposeful order of a classroom/school (does NOT result in injury and/or does NOT meet criteria for bullying/cyber-bullying). Examples include but are NOT limited to:

- name calling (NOT including profanity, racial ethnic intimidation and/or all other forms of harassment)
- persistent messaging that is a nuisance (NOT classified as all other forms of harassment)
- unauthorized possession of insects, animals or pets with the intent to cause a disruption
- kicking, pushing/shoving, slapping, etc.

112.0 – Profanity – Minor: Gestures, cursing, or verbal insults, that may be directed or may NOT be directed toward a particular person or group – managed by the classroom teacher. However, does NOT include the use of profanity for the purposes of threatening or intimidation. See PIMS Code 15 – Racial/Ethnic Intimidation OR 22 – Threatening School Staff/Student

113.0 – Property Damage – Minor: Defacing property belonging to a student, teacher/staff, or the school, without the need for replacement or repair. Examples include but are NOT limited to: writing on school property but can be cleaned, tearing a paper off the wall but can be re-adhered, making a mess of an area which requires clean-up, etc.

114.0 – Public Display of Affection (PDA): Acts of physical intimacy in the view of others. Examples include, but are NOT limited to, consensual acts of intimate touching, fondling, cuddling, and kissing.

115.0 – Verbal/Noise Disruption: Student engages in low intensity, repeated patterns of disruptive verbal behavior. Examples include but are NOT limited to: calling out, persistent noises, jokes, yelling over an adult. Does NOT include profanity.

NON-PIMS REPORTABLE / OFFICE-MANAGED BEHAVIORS (MAJORS) DEFINITIONS

200.0 – Academic Dishonesty – Major: A student's intentional act of misrepresenting their academic work.

Examples of academic dishonesty (major) include:

- Cheating – Using or attempting to use unauthorized assistance, information or study aids in any academic exercise
 - Continuing to write after a timed exam has ended
 - Taking the exam from the room and later claiming the teacher lost it
 - Fraudulent possession of a test prior to exam date, or possession of a similar test (e.g. from a different section of a class) that has NOT been distributed back to students
 - Submission of the same term paper or other work to more than one teacher where no prior approval has been given
 - Submission of purchased term papers or projects done by others
- Facilitating Academic Dishonesty – Knowingly helping or attempting to help another to violate any provision of this policy
 - Having another person take an exam or complete an assignment
 - Taking an exam or completing an assignment for another student
- Plagiarism – Representing the words, research findings or ideas of another person as your own
 - Paraphrasing without proper attribution.
 - Using phrases from another source embedded into original material without proper attribution
- Misrepresentation of Academic Records – Misrepresenting, tampering with or attempting to tamper with any school document
 - Creating or altering a transcript, diploma, verification of enrollment or any other document
 - Forgery, alteration or misuse of official district documents
- Unfair advantage – Attempting to gain an unauthorized advantage over fellow students in academic work
 - Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
 - Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
 - Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam
 - Intentionally obstructing or interfering with another student's work

201.0 – Cutting Class: When a student has entered the building and accumulates more than five minutes of unexcused absence from an assigned class/regularly scheduled activity, including lunch, study hall or meeting with student services. Class cutting also includes leaving the classroom without permission or without returning to class.

202.0 – Dress Code Violation – Major: Student engages in the one or more of the following dress code conditions that requires the involvement of school personnel outside of the classroom (as outlined in School Board Policy #221):

- Presents a hazard to the health or safety of the student himself/herself or to others in the school.
- Materially interferes with schoolwork, creates disorder, or disrupts the educational program.
- Causes excessive wear or damage to school property.
- Prevents the student from achieving his/her own educational objectives because of blocked vision or restricted movement.
- Present as a significant disruption to the educational environment, vulgar language/profanity, messages that reference drugs, weapons, violence, oppression toward a certain group, etc.

203.0 – Extortion: Obtain money, property or services from another student and/or school community member by expressed or implied force

204.0 – Fire Alarm/Equipment Abuse: Giving aid or abet anyone in giving:

- a false alarm of fire
- break the glass key protector – except in case of fire
- pull the slide, arm, or lever of any station or signal box of any fire-alarm system – except in case of fire
- willfully misuse or damage a portable fire extinguisher
- willfully interfere with, damage, deface, molest, or injure any part or portion of any fire-alarm, fire-detection, smoke-detection or fire-extinguishing system.

205.0 – Food or Drink Violation – Major: Food/drink out in non-classroom locations without permission. Examples include but are NOT limited to: throwing food at people or at objects/surfaces.

206.0 – Forgery (Non-Academic): Making, altering, using, or possession of false writing to commit fraud. Examples include but are NOT limited to: an action where someone signs the name of an administrator, staff member, or parent; or alters the information on a pass or excuse.

207.0 – Hazing: Regardless of consent, when a person recklessly or intentionally endangers the mental health, physical health, or safety of a student or which willfully destroys or removes public or private property for the purpose of initiation, or membership in or affiliation with any organization under the sanction of or recognized by the Board. , admitting or affiliating a student with an organization, or for the purpose of continuing or enhancing membership or status in an organization, causes, coerces or forces a student to do any of the following:

1. **Endanger the mental health** shall include any activity that would subject an individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which is intended to or could result in humiliation, extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.
2. **Endanger the physical health** shall include but not be limited to any brutality of a physical nature, such as whipping; beating; branding; forced calisthenics; exposure to the elements; forced consumption of any food, alcoholic beverage, drug, or controlled substance; or other forced physical activity that could adversely affect the physical health or safety of the individual; or any willful destruction or removal of public or private property.
3. Any hazing activity, whether by an individual or a group, shall be presumed to be a forced activity, even if a student willingly participates.

**** As part of the investigation of the hazing incident, the administrative team must rule out that hazing did not result in any conduct that aligns with a PIMS/State Reportable infraction code 1-54. If so, consider including a referral to Law Enforcement - PIMS Action Code 43 AND an appropriate PIMS/State Reportable Infraction Code(s) 1-54****

208.0 – Inappropriate Behavior Resulting in Unintentional Physical Injury: Engaging in rowdy, rough behavior that interferes with the safe and/or purposeful order of a school and results in unintentional injury to either the participant or someone else.

209.0 – Inappropriate Touching: Any form of touch that makes one feel uncomfortable or is non-consensual. Does NOT include touching intimate areas of another's body. NOT included in Pestering, Teasing, Peer/Peer Conflict due to required involvement of school personnel outside of the classroom. See alternate PIMS codes for definitions which may be a more appropriate description of the incident.

210.0 – Leaving Building Grounds Without Permission: Knowingly leaving the school building grounds and property without permission from a staff member or administrator.

211.0 – Misuse of Electronic Device/Network – Major: Personal or school issued/provided electronic devices are NOT to be used during the school day by students without prior authorization and in compliance with Policy 239. Devices should never be used in a way that violates local, state, or federal law. Such use may include, but is NOT limited to items outlined in School Board Policy 239 and the following:

- Use a school device to access social media networking websites/apps while on school property
- Possess social media content that would disrupt the educational environment
- Access photography through websites/apps from district technology, unless such access is approved by the student's teacher as part of a course project.
- Create, display or transmit inappropriate content as defined by the Children's Internet Protection Act on their phones, PDAs or other similar devices while on district property.
- Use pagers unless serving in volunteer fire or ambulance companies, but should NOT interrupt classes, work or other district activities.
- Use personal electronic devices in locker rooms, lavatories or the nurse's office for any reason.
- Engage in the unauthorized audio or video recording of another person during the school day.
- Use personal electronic devices to bully, harass or threaten another person or entity in violation of school district policies and rules. **(must also be addressed through PIMS/State Reporting)*
- Access or possess material that is offensive, profane, or obscene, including digital pornography and hate literature. **(if includes obscene, digital pornography and/or hate literature, then must also be addressed through PIMS/State Reporting)*

212.0 – Not Attend Administrator Detention: Not showing up or being present for detention as assigned by the administrator (AM, PM or Lunch).

213.0 – Possession of Inappropriate Items: Possession of the following items include but are NOT limited to

- Firecracker(s)
- Smoke bomb(s)
- Lighters which shall be defined as a flame-producing product commonly used by consumers to ignite cigarettes, cigars, and pipes, although the lighter may be used to ignite other materials.
- Matches which shall be defined as a tool for starting a fire. Typically, matches are made of small wooden sticks or stiff paper. One end is coated with a material ignited by frictional heat generated by striking the match against a suitable surface.
- Items related to gambling – (*professional or amateur*) playing card games for money or prizes; possessing any card, book, or other device for registering bets; knowingly permitting the use of your cellular phone, computer or other electronic device for illegal gambling; offering, soliciting or accepting a bribe to influence the outcome of an event; involvement in unauthorized raffles or lotteries.

214.0 – Profanity – Major: Gestures, cursing, or verbal insults, directed toward a particular person or group – managed by school personnel outside of the classroom. If profanity is used with the intent to threaten or intimidate, See PIMS Code 15 – Racial/Ethnic Intimidation OR 22 – Threatening School Staff/Student.

215.0 – Property Damage – Major: Willfully defacing property belonging to a student, teacher/staff, or the school, resulting in the need for replacement or repair. Such behaviors may be punishable by law.

216.0 – Trespassing: Being in an *unauthorized* area of the building without permission. Any student on external suspension or expulsion shall be considered trespassing if the student is in any school district building, on any school property, or attending any school-sponsored event without the express consent and knowledge of the school administrator or giving aid or abet entry.

217.0 – Unprotected Expression: Use of speech classified as fraudulent misrepresentation, false accusations, advocacy of imminent lawless behavior, and defamation.

218.0 – Verbal Altercation: An incident that involves one or several offenders who engage in mutual verbal exchanges that are abusive, profane and/or obscene comments. Does NOT include physical contact.

219.0 – Willful and/or Wanton Misconduct: Consciously acting in disregard of or acting with reckless indifference to consequences. Examples include but are NOT limited to:

- Student is aware of their conduct and from their knowledge of existing circumstances, that their conduct could result in an injury.
- Student is repeatedly given directives and acts indifferently to the directives

PIMS REPORTABLE / SAFE SCHOOLS DEFINITIONS

1 – Simple Assault on Student: An unlawful attack by one student upon another. By definition there can be no attempted assaults, only completed assaults. The act should intentionally, knowingly, or recklessly cause bodily injury and/or serious bodily injury to a student(s).

2 – Aggravated Assault on a Student: An unlawful attack by one person upon a student in which the offender uses a weapon or displays it in a threatening manner, or the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe lacerations, or loss of consciousness. This also includes assault with disease (as in cases when the offender is aware that he/she is infected with a deadly disease) by biting, spitting, etc.

3 – Simple Assault on Staff: An unlawful attack by one person upon another. By definition there can be no attempted assaults, only completed assaults. The act should be intentionally, knowingly, or recklessly causing bodily injury or serious bodily injury to an employee(s).

4 – Aggravated Assault on Staff: An unlawful attack by one person upon a staff member in which the offender uses a weapon or displays it in a threatening manner, or the victim suffers obvious severe or aggravated bodily injury

involving apparent broken bones, loss of teeth, possible internal injury, severe lacerations, or loss of consciousness. This also includes assault with disease (as in cases when the offender is aware that he/she is infected with a deadly disease) by biting, spitting, etc.

5 – Rape: Rape may be statutory or forcible.

- Forcible Rape is oral, vaginal or anal intercourse committed by force and without the consent of the victim, regardless of age.
- Statutory Rape is oral, vaginal, or anal intercourse committed on a child under the age of 16 by a person who is at least 12 years old and at least 4 years older than the victim, regardless of whether the victim consented. Consensual intercourse between a 13, 14 or 15 year old girl or boy and a 16 year old girl or boy is NOT a crime; statutory rape requires at least four years between birthdays of the victim and perpetrator. Some examples of incidents which must be reported under this category are consensual intercourse between a 19-year old and a 15-year old; consensual intercourse with a person who is mentally handicapped or incapacitated, or physically helpless, regardless of whether the victim consented; or intercourse with an intoxicated or drugged victim who is too incapacitated to give consent.

6 – Involuntary Deviate Sexual Intercourse: A person commits a felony of the first degree when the person engages in deviate sexual intercourse with a complainant:

- a. By forcible compulsion
- b. By threat of forcible compulsion that would prevent resistance by a person of reasonable resolution
- c. Who is unconscious or where the person knows that the complainant is unaware that the sexual intercourse is occurring
- d. Where the person has substantially impaired the complainant's power to appraise or control his or her conduct by administering or employing – without the knowledge of the complainant – drugs, intoxicants, or other means for the purpose of preventing resistance
- e. Who suffers from mental disability which renders him or her incapable of consent
- f. Who is less than 16 years of age and the person is four or more years older than the complainant and the persons are NOT married to each other

7 – Statutory Sexual Assault: A person commits a felony of the second degree when that person engages in sexual intercourse with a complainant under the age of 16 years and that person is four or more years older than the complainant and the complainant and the person are NOT married to each other.

8 – Sexual Assault: An assault of a sexual nature. An unauthorized and unwanted, intentional, or forcible touching of a sex organ of a person of either sex. Sex organs are the breasts of females and genital areas of males and females. This category includes forcibly and intentionally grabbing the clothed or unclothed breast or genitals of a person, without the consent of the victim.

9 – Aggravated Indecent Assault: Except as provided in §§ 3121 (relating to rape), 3122.1 (relating to statutory sexual assault), 3123 (relating to involuntary deviate sexual intercourse) and 3124.1 (relating to sexual assault), a person who engages in penetration, however slight, of the genitals or anus of a complainant with a part of his person's body for any purpose other than good faith medical, hygienic or law enforcement procedures commits aggravated indecent assault if:

- a. The person does so without the complainant's consent
- b. The person does so by forcible compulsion
- c. The person does so by threat of forcible compulsion that would prevent resistance by a person of reasonable resolution
 - d. The complainant is unconscious or the person knows that the complainant is unaware that the penetration is occurring
- e. The person has substantially impaired the complainant's power to appraise or control his or her conduct by administering or employing – without the knowledge of the complainant – drugs, intoxicants, or other means for the purpose of preventing resistance
- f. The complainant suffers from mental disability which renders him or her incapable of consent
- g. The complainant is less than 13 years of age
- h. The complainant is less than 16 years of age and the person is four or more years older than the complainant and the persons are NOT married to each other

10 – Indecent Assault: A person who has indecent contact with the complainant or causes the complainant to have indecent contact with the person is guilty of indecent assault if:

- a. The person does so without the complainant's consent
- b. The person does so without the complainant's consent
- c. The person does so by forcible compulsion
- d. The person does so by threat of forcible compulsion that would prevent resistance by a person of reasonable resolution
- e. The complaint is unconscious or the person knows that the complainant is unaware that the indecent contact is occurring
- f. The person has substantially impaired the complainant's power to appraise or control his or her conduct by administering or employing, without the knowledge of the complainant, drugs, intoxicants or other means for the purpose of preventing resistance
- g. The complainant suffers from mental disability which renders him or her incapable of consent
- h. The complainant is less than 13 years of age
- i. The complainant is less than 16 years of age and the person is four or more years older than the complainant and the persons are NOT married to each other.

11 – Indecent Exposure: A person commits indecent exposure if that person exposes his or her genitals in any public place or in any place where there are present other persons under circumstances in which he or she knows or should know that this conduct is likely to offend, affront or alarm.

12 – Open Lewdness: Any open act that is inclined to, characterized by, or inciting to lust or lechery; lascivious, obscene, indecent or vulgar.

13 – Obscene and Other Sexual Materials: Obscene material means any writing, picture, film, or other recording (including sexting) that, given the local cultural attitude and community standards, the average person would find offensive, or lacks serious literary, artistic, political, educational or scientific value if taken as a whole. An obscene performance means a live exhibition before an audience which the average person under local community standards describes or shows sexual conduct in an offensive manner, lacks serious literary, artistic, political, educational or scientific value, or would offend if taken as a whole.

14 – Sexual Harassment: Is discrimination against a student based on the student's submission or rejection of sexual advances and/or requests or creating an atmosphere of harassment based on sexual issues/activity. The unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct or communication of a sexual nature, and any other gender-based/sexual orientation-based harassment which has the purpose or effect to interfere with the individual performance, work environment, or participation in school sponsored activities, or creates an intimidating, hostile, or offensive educational environment. This includes students and staff. Examples include behaviors such as leering, pinching, grabbing, suggestive comments, gestures, jokes or pressure to engage in sexual activity.

15 – Racial/Ethnic Intimidation: Malicious intent toward another's person or property based on race, color, religion or national origin is a hate crime.

16 – All Other Forms of Harassment/Intimidation: A person commits the crime of harassment when, with the intent to harass, annoy or alarm another, the person:

- a. Strikes, shoves, kicks or otherwise subjects the other person to physical contact, or attempts or threatens to do the same
- b. Follows the other person in or about a public place or places
- c. Engages in a course of conduct or repeatedly commits acts that serve no legitimate purpose.

17 – Fighting: a mutual physical altercation involving two or more students which results in one or more of the following:

- a. Physical injury
- b. Property damage
- c. Physical restraint

If the incident does NOT meet these criteria, see alternate possible codes:

- Pestering, Teasing, Peer/Peer Conflict

- Horseplay
- Inappropriate Behavior Resulting in Unintentional Physical Injury
- Willful and/or Wanton Misconduct
- Minor Altercation

Mutual physical altercation: implies no victim and at least two offenders. Law enforcement officers may refer to a fight as simple assault. Administrators need to consider age and developmentally appropriate behavior before using this category.

18 – Minor Altercation: An incident which involves a single offender who commits a minor violent physical act against another individual that may result in minor physical injury but does NOT result in retaliation (e.g., “Student A” strikes “Student B” resulting in little/minor injury and the “Student B” does not retaliate).

19 – Stalking: A person commits the crime of stalking when the person either:

1. Engages in a course of conduct or repeatedly commits acts towards another person, including following the person without proper authority, under circumstances which demonstrate either an intent to place such other person in reasonable fear of bodily injury or to cause substantial emotional distress to such other person
2. Engages in a course of conduct or repeatedly communicates to another person under circumstances which demonstrate or communicate either an intent to place such other person in reasonable fear of bodily injury or to cause substantial emotional distress to such other person.

Stalking by communication or address – A person commits the crime of stalking by communication or address when the person engages in a course of conduct or repeatedly communicates to another under circumstances which demonstrate or communicate either of the following:

1. An intent to place another person in reasonable fear of bodily injury.
2. An intent to cause substantial emotional distress to such another person.

20 – Kidnapping/Interference with Custody: The removal, restraining or confinement of an individual by another through force, threat, or deception or (if person is under 14 years) without consent of a parent, guardian or school. Kidnapping/abduction includes hostage taking. A parent taking a child in violation of a court order, although it may be a crime, is NOT kidnapping for this purpose.

21 – Unlawful Restraint: A person commits an offense if he knowingly:

1. Restrains another unlawfully in circumstances exposing him to risk of serious bodily injury
2. Holds another in a condition of involuntary servitude.

22 – Threatening School Staff/Student: Physical, verbal, written, or electronic threat (e.g., internet) or intimidation is to unlawfully place another person in fear of bodily harm through verbal threats without displaying a weapon or subjecting the person to actual physical attack; stalking (i.e., secretly or stealthily pursuing another, spying on or watching another person, with or without the intent to harm, frighten, or coerce) should be included.

23 – Reckless Endangering Another Person: Engaging in conduct that places or may place another person in danger of death or serious bodily injury.

24 – Robbery: Robbery (Crime against Person): The taking of, or attempting to take, anything of value under confrontational circumstances from the control, custody or care of another person by force or threat of force or violence and/or by putting the victim in fear of immediate harm. Because some types of assault may be an element of the crime of robbery, an assault should NOT be reported as an assault as long as it was performed in furtherance of the robbery. However, if the injury resulted in death, the incident must be reported as a homicide. A carjacking is a robbery offense where a motor vehicle is taken into force or threat of force.

- **Robbery with a Dangerous Weapon (Armed Robbery):** Theft or attempted theft of anything of value from the person of another, or from the area under the immediate bodily control of the other, by using a dangerous weapon or by an act threatening use of a dangerous weapon. A dangerous weapon is any article, instrument or substance that is likely to produce death or great bodily harm. Forcible theft or attempted theft from a person without the use of a dangerous weapon should be reported under Robbery without a Dangerous Weapon.
- **Robbery without a Dangerous Weapon:** The taking or attempting to take anything of value from another's person, by force, or by an act threatening force or violence, which puts a victim in fear, without the use of a weapon. The stealing of someone's property without the use of force or from a source other than the victim's

person is not included in this offense. If the taking from the person involves use of a dangerous weapon the incident is reported under Robbery With a Dangerous Weapon.

25 – Theft and Related Offenses: Theft by Unlawful Taking or Disposition:

1. Movable property – A person is guilty of theft if he unlawfully takes, or exercises unlawful control over, movable property of another with intent to deprive him thereof.
2. Immovable property – A person is guilty of theft if he unlawfully transfers, or exercises unlawful control over, immovable property of another or any interest therein with intent to benefit himself or another NOT entitled thereto
3. If amount is \$50 or more but less than \$200, it is a misdemeanor 2nd degree
4. If amount is less than \$50, it is a misdemeanor 3rd degree

26 – Crimes Related to Criminal Homicide: Occurs when a person intentionally, knowingly, recklessly, or negligently causes the death of a human being. Homicide is classified as murder, voluntary manslaughter, or involuntary manslaughter.

- Suicide is NOT considered homicide
- Attempted murder or assault with intent to murder should be reported as aggravated assault
- Justifiable homicide (e.g., legitimate self-defense) or the killing of a perpetrator of a serious criminal offense by a peace officer or by a private individual should be reported as other.

27 – Bullying: By law, “Bullying” shall mean an intentional electronic, written, verbal or physical act, or a series of acts:

1. Directed at another student or students
2. Which occurs in a school setting
3. That is severe, persistent or pervasive
4. That has the effect of doing any of the following:
 - a. Substantially interfering with a student's education
 - b. Creating a threatening environment
 - c. Substantially disrupting the orderly operation of the school
5. “School setting” shall mean 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
6. Both genders can engage in direct or indirect bullying
7. Bullying can be either physical and/or psychological in nature
8. Bullying can be carried out by a single individual or by a group
9. The target/victim of bullying can be a single individual or a group of students
10. The behavior can be either overt or covert in nature utilizing various methods of communication. For example, the term cyber bullying is being used to describe bullying behavior which occurs on the Internet.
11. The term bullying should NOT be used when there is a mutual confrontation between two students or groups of students.
12. Behavior is clearly bullying when:
 1. There is intent to harm – the perpetrator appears to find pleasure in taunting and continues even when the target's distress is obvious. Mutual “teasing” should NOT be confused with bullying behavior
 2. There is intensity and duration – the taunting continues over a period of time and is NOT welcomed by the target. School Board Policy 255

30 – Burglary: The unlawful entry into a building or other structure with the intent to commit a felony or theft. It is NOT necessary that force be used in gaining entry, neither is it necessary that property loss occur. Attempts to unlawfully enter a structure without expressed permission are also counted in this category.

31 – Arson and Related Offenses: The unlawful and intentional damage or attempt to damage any real or personal property by fire or incendiary device. Setting a fire (by match, lighter, fireworks, firecrackers, trash can fires, Molotov cocktails, or any other incendiary device) providing aid, counsel or pay toward the same. This category does NOT include a simple act of lighting a match.

32 – Institutional Vandalism: Is the unlawful desecration of a building or other structure with the intent to commit damage. Injury, defacement or destruction of school or another person's property

33 – Criminal Trespass: Entering or remaining on school property with criminal intent and giving aid or abet, without authorization with criminal intent; including, but NOT limited to, knowing or unknowing entry onto school property by a suspended student or student from another school who does NOT have a legitimate reason for being there or written permission from a school administrator.

34 – Rioting: Participation of two or more in a course of disorderly conduct:

1. With the intent to commit or facilitate the commission of a felony or misdemeanor
2. With intent to prevent or coerce official action
3. When the actor or any other participant to the knowledge of the actor uses or plans to use a firearm or other deadly weapon.

35 – Bomb Threat: A threat (verbal, written, or electronic) to detonate an explosive or incendiary device to cause property damage, death, or injuries, whether or NOT such a device exists. See Terrorist Threats.

36 – Terroristic Threats: A person commits the crime of terroristic threats if the person communicates, either directly or indirectly, a threat to:

1. Commit any crime of violence with intent to terrorize another
2. Cause evacuation of a building, place of assembly or facility of public transportation
3. Otherwise cause serious public inconvenience, or cause terror or serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience. The term “communicates” means, conveys in person or by written or electronic means, including telephone, electronic mail, Internet, facsimile, telex and similar transmissions.

37 – Failure to Disperse: Where three or more persons are participating in a course of disorderly conduct which causes or may reasonably be expected to cause substantial harm or serious inconvenience, annoyance or alarm, a peace officer or other public servant engaged in executing or enforcing the law may order the participants and others in the immediate vicinity to disperse. A person who refuses or knowingly fails to obey such an order commits a misdemeanor of the second degree.

38 – Disorderly Conduct: A person is guilty of disorderly conduct if, with intent to cause public inconvenience, annoyance or alarm, or recklessly creating a risk thereof, the person:

1. Engages in fighting or threatening, or in violent or tumultuous behavior
2. Makes unreasonable noise
3. Uses obscene language, or makes an obscene gesture
4. Creates a hazardous or physically offensive condition by any act which serves no legitimate purpose of the actor

47 – Possession/Use or Under the Influence of Controlled Substance: Possession or use of controlled substance as defined under the 13 act of April 14, 1972 (P.L. 233, No. 64) as well as drug paraphernalia as defined under the act of April 14, 1972 (P.L. 233, No. 64). In addition to use, unauthorized possession, purchase or sale of anabolic steroids by students.

- Anabolic steroids are classified as controlled substances, and that their use, unauthorized possession, purchase, or sale could subject students to suspension, expulsion, and/or criminal prosecution.

48 – Sale or Distribution of a Controlled Substance: The exchange of a commodity (a controlled substance) for money; or the action of sharing something (a controlled substance) out among a number of recipients. A controlled substance or “drug” shall mean:

- substances recognized in the official United States Pharmacopoeia, or official National Formulary or any supplement to either of them;
- and substances intended for use in the diagnosis, cure, mitigation, treatment, or prevention of disease in man or other animals;
- and substances (other than food) intended to affect the structure or any function of the human body or other animal body;
- and substances intended for use as a component of any article specified in clause (i), (ii), or (iii), but NOT including devices or their components, parts, or accessories.

49 – Possession, Use, Sale or Under the Influence of Alcohol: “*Possession*” shall mean when the article is found on the person of the student, in the student’s locker, under the student’s control while on school property, at any school function or activity, at any school event held away from the school or while the student is coming to or from school or on any public vehicle providing transportation to school or school-sponsored activity. In contrast, “*use*” shall mean to take or consume the article. The term “*sale*” shall mean exchanging the article for money or other forms of payment. The term “under the influence” (UI) shall mean any consumption or ingestion of alcohol.

50 – Possession, Use, Sale of Tobacco Materials: Furnishing cigarettes or cigarette papers; possesses, uses or sells tobacco in a school building, bus or on school property owned by, leased by or under the control of the school district.

51 – Cyber Harassment of a Child: A person commits the crime of cyber harassment of a child if, with intent to harass, annoy or alarm, the person engages in a continuing course of conduct of making any of the following by electronic means directly to a child or by publication through an electronic social media service:

1. Seriously disparaging statement or opinion about the child’s physical characteristics, sexuality, sexual activity or mental or physical health or condition
2. Threat to inflict harm

53 – Possession, Use, Sale of Vaping Materials: Use and/or possession of vaping products; and smokeless tobacco in any form; electronic cigarettes; and any oil or liquid/solid substance that produces the same physical manifestations that tobacco/smokeless tobacco/nicotine produces. School Board Policy 222 prohibits the possession or use of tobacco products or paraphernalia (lighters, matches, electronic cigarettes, or other incendiary devices) on all school grounds, school vehicles, or during all school-related activities.

54 – Possession of a Weapon: As defined by School Board Policy 240, the term weapon shall include but NOT limited to any knife, unauthorized cutting object, nunchaku, explosive device, firearm, shotgun, rifle, a replica of a weapon or any other tool/ look-alike, instrument or implement capable of inflicting serious bodily injury.

Possession of Handgun; §6110.1 Possession of firearm by minor, §908 Prohibited offensive weapons, §912 Possession of weapon on school property.

- Firearm – Any weapon which is designed to or may readily be converted to expel any projectile by the action of an explosive, or the frame or receiver of any such weapon

Offensive weapons – Any bomb, grenade, machine gun, sawed off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, or other implement for the infliction of serious bodily injury which serves no common lawful purpose

**Developmental appropriateness must be considered within the context of determining intent as well as assigning appropriate actions, consequences, and interventions.*

APPENDIX B: DISCIPLINE DECISION-MAKING GUIDE

Appendix B: Discipline Decision-Making Guide has been developed to provide staff and administrators with guidance on the application of discipline. It is organized by the type of behavior (classroom-managed, office-managed, or PIMS reportable). Within each section there is guidance on which actions are required and supplemental.

- Required – actions which are related to communication, reporting/documentation, and safety.
- Supplemental – an array of actions that may be used with discretion based on the context of the behavior(s).

K-12 ACTIONS, CONSEQUENCES, AND INTERVENTIONS

Classroom-Managed Actions, Consequences, and Interventions

1	Planned Ignoring	5	Praise Approximations	9	Change Seating
2	Physical Proximity	6	Re-Teach (ex: individual, whole, or small group)	10	Change Schedule (Classroom-based)
3	Signal/Non-Verbal Cue	7	Provide Choices	11	Peer Mediation
4	Praise the Appropriate Behavior of/in Others	8	Restorative Circle		

1. Planned Ignoring – To purposefully ignore (refrain from giving attention, but monitor for safety) student behavior errors when their motivation is attention seeking and task avoidance, and to continue instruction without stopping.
2. Physical Proximity – Using teacher nearness to communicate teacher awareness, caring, and concern.
3. Signal or Non-Verbal Cue – Teacher gestures to prompt the desired behavior, response, or adherence to a classroom procedure and routine.
4. Praise the Appropriate Behavior of/in Others – Use behavior-specific praise with a different student or group to remind all students of the expected rule/expectation. Example: pivoting attention to group of students/individual student who is demonstrating the appropriate behavior i.e., in seat, following directions, work completion.
5. Praise Approximations – Reinforcing one behavior and not another. For example, praise the positive behavior while ignoring the student's inappropriate behavior.
6. Re-Teach (ex: individual, whole or small-group) – State and demonstrate the behaviors captured in the behavior matrix. Have the student demonstrate. Provide immediate feedback.
7. Provide Choices – Give appropriate alternative choices to lead to the same target outcome. Examples: accomplish the task in another location, change the order of task completion, use alternate supplies to complete the task, or offer a different type of activity that accomplishes the same instructional objective.
8. Restorative Circle – Process or content circles used to prevent or discuss situations impacting learning and/or relationships.
9. Change Seating – Having a student change seats with another student, with an empty desk in the room, or another spot in the room to limit distractions, provide a break from another student, or a change or routine.
10. Change Schedule (Classroom-based) – Alteration to classroom schedule or timing of instruction to meet learner

needs.

11. Peer Mediation – A process where identified and trained students act as neutral mediators to assist peer students in resolving social conflicts

Both Classroom and Office-Managed Actions, Consequences, and Interventions

12	Redirect/ Restate Desired Behavior (Expectation)	19	Parent/Guardian Conference	26	Behavior Improvement Plan (BIP)
13	Specific Error Correction	20	Think-it-Through Sheet/ Written Reflection	27	Referral to MTSS Team or Advanced Tier Team
14	Verbal De-Escalation	21	Detention (AM or PM)	28	Referral to Student Assistance Program (SAP)
15	Restorative Conference/Questions with Student	22	Detention (Lunch)	29	Referral to Students IEP/504 Team
16	Individualized Reinforcement System	23	Behavior Contract	30	Restitution
17	Structured Break	24	Loss of Privilege		
18	Parent/Guardian Contact	25	Confiscation of Item		

12. Redirect/ Restate Desired Behavior (Expectation) – Restate the desired behavior as articulated on the school-wide or classroom behavior matrix.
13. Specific Error Correction – an informative statement provided by a teacher, administrator or other adult following the occurrence of undesired behavior. It is contingent (occurs immediately after the undesired behavior); specific (tells the learner exactly what they are doing incorrectly and what they should do differently in the future); and brief (after redirecting back to appropriate behavior, move on)
14. Verbal De-Escalation – Verbal strategies to build rapid rapport and a sense of connectedness with an agitated person in order to reduce the likelihood of continued escalation.
 - Be empathic and nonjudgmental
 - Respect personal space
 - Use non-threatening nonverbal
 - Avoid overreacting
 - Focus on feelings
 - Ignoring challenging questions
 - Set limits
 - Choose wisely what you insist upon
 - Allow silence for reflection
 - Allow time for decisions
15. Restorative Conference/Questions with Student – A meeting between the student and classroom teacher, building administrator, or other designee to discuss and find solutions regarding the student's behavior errors by asking the five restorative questions.

- What happened?
 - What were you thinking of at the time?
 - What have you thought about since?
 - Who has been affected by what you have done? In what way?
 - What do you think you need to do to make things right?
16. Individualized Reinforcement System – System in which a student is acknowledged and earns rewards for appropriate behaviors; less formal than a Behavior Improvement Plan (BIP). Examples include: incentivizing showing up for detention.
 17. Structured Break – Time away from the assigned task, with a given purpose, meant to reduce tension or provide fresh perspective/energy to complete the process.
 18. Parent/Guardian Contact - School district staff contacts the student's parent/guardian via phone, email, text, or other communication systems to inform the parent/guardian of the behavior error and the associated intervention/consequence(s). Communication with the parent/guardian implies that the initiator receives a reply to the communication or some assurance that the receiving party knows the information. The communicator documents the nature/details of the conversation in PowerSchool.
 19. Parent/Guardian Conference – A meeting between the student's parent(s)/guardian(s) and teacher and/or administrator to discuss and find solutions regarding the student's behavior errors. The meeting may take place in-person or via remote connection. The conference is documented in PowerSchool. Considerations should be given to include additional personnel from student services.
 20. Think-it-Through Sheet/Written Reflection – Students use a guided form to help them reflect on why they were engaging in a behavior error and how their behavior affected others.
 21. Detention (AM or PM) – Teacher/administrator assignment of a learner to an alternate learning environment with the provision of appropriate materials to continue learning in some fashion either independently or with guidance from an adult. Prosocial skill learning may be provided to enhance the outcomes. Detention could occur before or after school hours. School detentions at the secondary level will be held from 3 p.m. until 4 p.m. on Tuesdays and Thursdays only.
 22. Detention (Lunch) – Teacher/administrator assignment of a learner to an alternate learning environment during regularly scheduled lunchtime with the provision of appropriate materials to continue learning in some fashion either independently or with guidance from an adult. Prosocial skill learning may be provided to enhance the outcomes.
 23. Behavior Contract – An agreement between parties (student and school personnel) on the expected student behavior and school-provided learning environment for a specific learner. A behavior contract may serve as a supportive but less formally articulated agreement on behavior and learning conditions than a Behavior Improvement Plan (BIP).
 24. Loss of Privilege – Withholding or removing access to classroom-based (teacher) or school-based (admin) activity. Classroom-based examples include but are not limited to loss of recess. School-based examples include but are not limited to recess, attending/participating in extracurricular school activities, school-provided transportation, etc.
 25. Confiscation of Item – When a teacher takes away an item (related to a behavior error) from a student for the purposes of disrupting or mitigating a behavior error or classroom disruption. When an administrator, SRO, or their designee takes away an item from a student for security or legal reasons.
 26. Behavior Improvement Plan (BIP) – a team-based process that requires observation and data collection. The process results in the development of a plan that reduces challenging behavior, while also promoting prosocial replacement behaviors through formal teaching.
 27. Referral to MTSS Team or Advanced Tier Team – An advanced tier team supports students not succeeding in Tier 1. Includes case consultation, review of data and multi-tiered intervention planning (Academic and Behavioral).
 28. Referral to Student Assistance Program (SAP) – A systematic team process used to mobilize school resources to remove barriers to learning. SAP is designed to assist in identifying alcohol, tobacco, other drugs, and mental health issues that 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.

29. Referral to Students IEP/504 Team – Referral for the following purposes:

- a. manifestation determination(s)
- b. liaison for specific discipline actions
- c. general communication
- d. revision(s) to the IEP, PBSP, or 504 plan

30. Restitution – Actions and amends that provide non-monetary compensation and healing to the victim via the student who caused harm. The intended outcome is to help the student who caused harm to understand the impact of their actions, reclaim self-esteem through personal effort and decrease likelihood of repeat behavior. Examples include but are not limited to: work that would repair or restore environments they have damaged. This includes cleaning up graffiti or repairing acts of vandalism. The actions of restitution should always be logical, related to the behavior infraction, and on student terms.

Office-Managed Actions, Consequences, and Interventions

31	Change of Attire	38	Out-of-School Suspension (OSS)	45	Suspension from District-Provided Transportation
32	Change Schedule / Alternative Programming (School-based)	39	Crisis Prevention Intervention (CPI) Restraint	46	Expulsion (< 1 Cal year)
33	Mediation	40	Suicide Assessment	47	Expulsion (1 Cal year)
34	Parent/Guardian Involvement or Supervision	41	Care Team Screening	48	Expulsion (> 1 Cal year)
35	Home Visit	42	Threat Assessment	49	Home Study Instruction/ Cyber
36	Community Service	43	Referral to Law Enforcement	50	Spec. Ed. Student moved to an interim Alt. Ed. By school personnel
37	In-School Suspension (ISS) Instructive	44	Suspension from School Athletics	51	Spec. Ed. Student moved to an interim Alt. Ed. Due Process Hearing Officer

31. Change of Attire – To replace or change clothing in response to dress code violation.

32. Change Schedule/Alternative Programming (School-based) – Alteration to assigned learning environment(s), classroom, or timing of instruction to meet learner needs. Example: after three incidents of plagiarism while enrolled in CVVA, consider alternative programming.

33. Mediation – Facilitated or directed conversation between two parties used to identify mutually agreeable solutions. During mediation, consider using the following five restorative questions to help those harmed by others actions:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

34. Parent/Guardian Involvement or Supervision – A student's parent/guardian may accompany the student in order to provide supervision or prompt the student to follow a specific behavior support.

35. Home Visit – A meeting between a student's parent(s)/guardian(s) and school staff (administrator, social worker, SPO, etc.) held at the family's home, or other outside the school building location, for two-way communication with the student's family regarding a variety of issues.
36. Community Service – Unpaid work performed by a person or group of people for the benefit and betterment of their community without any form of compensation.
37. In-School Suspension (ISS) Instructive – A consequence that keeps students in school and doing work but removes them from their normal schedule. Typically, students are relocated to a room designated for ISS.
38. Out-of-School Suspension (OSS) – A temporary, complete exclusion from school and activities. In other words, a student is banned from being on school property. A student may be suspended by administration for three (3) days without a hearing or up to ten (10) days with an opportunity for an informal hearing. Students shall make up work missed during the suspension
39. Crisis Prevention Intervention (CPI) Restraint – used only as a last resort in behavioral emergencies (when an individual is a danger to self or others) to protect and maintain safety for the individual in distress and others who could be affected. Any use of physical restraints should be all-encompassing and part of a strong de-escalation plan. Physical restraints are aligned with school, district, state, and federal regulations and reporting.
40. Suicide Assessment – Suicide risk screening and/or assessment is a skill that requires training, and established methods for follow-up should be outlined in a school entity's policies and protocols. This process may be undertaken by school entity personnel who are suitably qualified to do so (e.g., school counselor, school psychologist), or it may be undertaken by a contracted external provider (e.g., community-based mental health service provider).
41. Care Team Screening – Initial screening of student behavior that indicates a potential threat to the safety of the student, other students, school employees, school facilities, the community or others.
42. Threat Assessment – The formal assessment of student behavior that has been deemed a threat through the screening process.
43. Referral to Law Enforcement – Providing information to law enforcement about a threat made by a student or an alleged crime committed by a student.
44. Suspension from School Athletics – Exclusion from participating in school athletics. Length of suspension will vary depending on infraction.
45. Suspension from District Provided Transportation – Eligibility or privilege of student to ride district provided transportation is suspended. Length of time suspended will vary depending on infraction.
46. Expulsion (less than one calendar year) – Students are afforded the opportunity for a formal expulsion hearing. Students may be completely removed or banned from school, school grounds, and associated school activities for the period of time equal to less than one calendar year after which the hearing has occurred.
47. Expulsion (one calendar year) – Students are afforded the opportunity for a formal expulsion hearing. Students may be completely removed or banned from school, school grounds, and associated school activities for the period of time equal to one calendar year after which the hearing has occurred.
48. Expulsion (more than one calendar year) – Students are afforded the opportunity for a formal expulsion hearing. Students may be completely removed or banned from school, school grounds, and associated school activities for the period of time equal to more than one calendar year after which the hearing has occurred.
49. Home Study Instruction/ Cyber – A form of instruction conducted in compliance with the law by the parent/guardian or person having legal custody of a child and precipitated by the need to remove or ban the student from school, school grounds, and associated school activities.
50. Special Education Student Removed to an Interim Alternative Educational setting by School Personnel
51. Special Education Student Removed to an Interim Alternative Educational setting by Due Process Hearing Officer

K-12 LEVELED BEHAVIORS – MINORS (CLASSROOM-MANAGED), AND MAJORS (OFFICE-MANAGED)

Instructions: for guidance on possible disciplinary actions, click on the leveled behavior and the document will navigate to that section.

Classroom-managed Behaviors (Minors)			
100.0	Academic Dishonesty - Minor	108.0	Misrepresentation
101.0	Dress Code Violation - Minor	109.0	Misuse of Electronic Device/ Network - Minor
102.0	Failure to Follow Directives	110.0	Not Attend Teacher Detention
103.0	Food or Drink Violation - Minor	111.0	Pestering, Teasing, Peer/Peer Conflict
104.0	Hall Pass Violation	112.0	Profanity - Minor
105.0	Horseplay	113.0	Property Damage - Minor
106.0	Late to Class	114.0	Public Display of Affection (PDA)
107.0	Leaving Assigned Area	115.0	Verbal/Noise Disruption

Non-State Reportable (PIMS) / Office-managed Behaviors (Majors)			
200.0	Academic Dishonesty - Major	210.0	Leaving Building Grounds Without Permission
201.0	Cutting Class	211.0	Misuse of Electronic Device/ Network - Major
202.0	Dress Code Violation - Major	212.0	Not Attend Administrator Detention
203.0	Extortion	213.0	Possession of Inappropriate Items
204.0	Fire Alarm/Equipment Abuse	214.0	Profanity - Major
205.0	Food or Drink Violation - Major	215.0	Property Damage - Major
206.0	Forgery (Non-Academic)	216.0	Trespassing
207.0	Hazing	217.0	Unprotected Expression
208.0	Inappropriate Behavior Resulting in Unintentional Physical Injury	218.0	Verbal Altercation
209.0	Inappropriate Touching	219.0	Willful and/or Wanton Misconduct

Safe Schools / State Reportable (PIMS) Reportable Behaviors					
1	Simple Assault on Student	17	Fighting	33	Criminal Trespass
2	Aggravated Assault on Student	18	Minor Altercation	34	Rioting
3	Simple Assault on Staff	19	Stalking	35	Bomb Threats
4	Aggravated Assault on Staff	20	Kidnapping/Interference with Custody of Child	36	Terroristic Threats (excl. bomb threats)
5	Rape	21	Unlawful Restraint	37	Failure of Disorderly Person to Disperse upon Official Order

6	Involuntary Sexual Deviate Intercourse	2 2	Threatening School Official/Student	3 8	Disorderly Conduct
7	Statutory Sexual Assault	2 3	Recklessly Endangering Another Person	4 7	Possession, Use, or Under the influence of a Controlled Substance
8	Sexual Assault	2 4	Robbery	4 8	Sale/Distribution of a Controlled Substance
9	Aggravated Indecent Assault	2 5	Theft and Related Offenses	4 9	Sale, Possession, Use, or Under the Influence of Alcohol
1 0	Indecent Assault	2 6	Crimes Related to Criminal Homicide	5 0	Possession, Use, or Sale of Tobacco
1 1	Indecent Exposure	2 7	Bullying	5 1	Cyber Harassment of a Child
1 2	Open Lewdness	2 8	Suicide - Attempted	5 2	Institutional Sexual Assault
1 3	Obscene & other sexual materials & performances	2 9	Suicide - Committed	5 3	Possession, Use, or Sale of Vaping Materials
1 4	Sexual Harassment	3 0	Burglary	5 4	Possession of Weapon
1 5	Racial/Ethnic Intimidation	3 1	Arson and Related Offenses		
1 6	All Other Forms of Harassment/Intimidation	3 2	Institutional Vandalism		

K-12 Classroom-managed Behaviors (Minors)		Actions, Consequences and Interventions		
		Required	Supplemental (optional)	Repeated Minor → Major
100.0	Academic Dishonesty - Minor > back to top	12- Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 18 - Parent/Guardian Contact	4 - Praise the Appropriate Behavior of/in Others 8 - Restorative Circle 9 - Change Seating 15 - Restorative Conference/Questions with Student 19 - Parent/Guardian Conference 20 - Think-it-Through Sheet/ Written Reflection 21 - Detention (AM or PM) 22 - Detention (Lunch) 23 - Behavior Contract 24 - Loss of Privilege 30 - Restitution	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 18 - Parent/Guardian Contact 15 - Restorative Conference/Questions with Student 19 - Parent/Guardian Conference 20 - Think-it-Through Sheet/ Written Reflection 21 - Detention (AM or PM) 22 - Detention (Lunch) 23 - Behavior Contract 24 - Loss of Privilege 26 - Behavior Improvement Plan (BIP) 27 - Referral to MTSS Team or Advanced Tier Team 29 - Referral to Student's IEP/504 Team 30 - Restitution
101.0	Dress Code Violation - Minor	12- Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 18 - Parent/Guardian Contact	3 - Signal/Non-Verbal Cue 7 - Provide Choices 8 - Restorative Circle 16 - Individualized Reinforcement System 19 - Parent/Guardian Conference	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 18 - Parent/Guardian Contact 16 - Individualized Reinforcement System 19 - Parent/Guardian Conference

			45 - Suspension from District Provided Transportation
212.0	Not Attend Administrator Detention > back to top	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 18 - Parent/Guardian Contact 29 - Referral to Student's IEP/504 Team	15 - Restorative Conference/Questions with Student 19 - Parent/Guardian Conference 20 - Think-it-Through Sheet/ Written Reflection 21 - Detention (AM or PM) 22 - Detention (Lunch) 23 - Behavior Contract 24 - Loss of Privilege 26 - Behavior Improvement Plan (BIP) 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 34 - Parent/Guardian Involvement or Supervision 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 44 - Suspension from School Athletics
213.0	Possession of Inappropriate Items > back to top	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 18 - Parent/Guardian Contact 29 - Referral to Student's IEP/504 Team	15 - Restorative Conference/Questions with Student 19 - Parent/Guardian Conference 20 - Think-it-Through Sheet/ Written Reflection 21 - Detention (AM or PM) 22 - Detention (Lunch) 23 - Behavior Contract 24 - Loss of Privilege 25 - Confiscation of Item 26 - Behavior Improvement Plan (BIP) 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 43 - Referral to Law Enforcement 44 - Suspension from School Athletics 45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel 51 - Spec Ed student moved to an interim Alt. Ed. Due Process Hearing Officer
214.0	Profanity - Major	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 18 - Parent/Guardian Contact 29 - Referral to Student's IEP/504 Team	14 - Verbal De-escalation 15 - Restorative Conference/Questions with Student 19 - Parent/Guardian Conference 20 - Think-it-Through Sheet/ Written Reflection 21 - Detention (AM or PM) 22 - Detention (Lunch) 23 - Behavior Contract 24 - Loss of Privilege 26 - Behavior Improvement Plan (BIP)

			23 - Behavior Contract 24 - Loss of Privilege 25 - Confiscation of Item 26 - Behavior Improvement Plan (BIP) 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 30 - Restitution 32 - Change Schedule / Alternative Programming (School-based) 33 - Mediation 34 - Parent/Guardian Involvement or Supervision 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 39 - Crisis Prevention Intervention (CPI) Restraint 43 - Referral to Law Enforcement 44 - Suspension from School Athletics 45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel 51 - Spec Ed student moved to an interim Alt. Ed. Due Process Hearing Officer
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Safe Schools / PIMS Reportable		Actions, Consequences and Interventions	
		Required	Supplemental
1	Simple Assault on Student	18 - Parent/Guardian Contact 19 - Parent/Guardian Conference 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 15 - Restorative Conference/Questions with Student 24 - Loss of Privilege 25 - Confiscation of Item 26 - Behavior Improvement Plan (BIP) 30 - Restitution 33 - Mediation 35 - Home Visit 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 39 - Crisis Prevention Intervention (CPI) Restraint 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 44 - Suspension from School Athletics 45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel

		19 - Parent/Guardian Conference 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	13 - Specific Error Correction 15 - Restorative Conference/Questions with Student 24 - Loss of Privilege 25 - Confiscation of Item 26 - Behavior Improvement Plan (BIP) 30 - Restitution 33 - Mediation 35 - Home Visit 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 39 - Crisis Prevention Intervention (CPI) Restraint 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 44 - Suspension from School Athletics 45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel 51 - Spec Ed student moved to an interim Alt. Ed. Due Process Hearing Officer
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5	Rape	18 - Parent/Guardian Contact 19 - Parent/Guardian Conference 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 15 - Restorative Conference/Questions with Student 24 - Loss of Privilege 26 - Behavior Improvement Plan (BIP) 30 - Restitution 33 - Mediation 35 - Home Visit 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 44 - Suspension from School Athletics 45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel 51 - Spec Ed student moved to an interim Alt. Ed. Due Process Hearing Officer
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6	Involuntary Sexual Deviate Intercourse	18 - Parent/Guardian Contact 19 - Parent/Guardian Conference 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 15 - Restorative Conference/Questions with Student 24 - Loss of Privilege 25 - Confiscation of Item 26 - Behavior Improvement Plan (BIP) 30 - Restitution

		43 - Referral to Law Enforcement	33 - Mediation 35 - Home Visit 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 44 - Suspension from School Athletics 45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel 51 - Spec Ed student moved to an interim Alt. Ed. Due Process Hearing Officer
7	Statutory Sexual Assault > back to top	18 - Parent/Guardian Contact 19 - Parent/Guardian Conference 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 15 - Restorative Conference/Questions with Student 24 - Loss of Privilege 25 - Confiscation of Item 26 - Behavior Improvement Plan (BIP) 30 - Restitution 33 - Mediation 35 - Home Visit 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 44 - Suspension from School Athletics 45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel 51 - Spec Ed student moved to an interim Alt. Ed. Due Process Hearing Officer
8	Sexual Assault > back to top	18 - Parent/Guardian Contact 19 - Parent/Guardian Conference 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 15 - Restorative Conference/Questions with Student 24 - Loss of Privilege 25 - Confiscation of Item 26 - Behavior Improvement Plan (BIP) 30 - Restitution 33 - Mediation 35 - Home Visit 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 44 - Suspension from School Athletics

			45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel 51 - Spec Ed student moved to an interim Alt. Ed. Due Process Hearing Officer
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9	Aggravated Indecent Assault	18 - Parent/Guardian Contact 19 - Parent/Guardian Conference 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 15 - Restorative Conference/Questions with Student 24 - Loss of Privilege 25 - Confiscation of Item 26 - Behavior Improvement Plan (BIP) 30 - Restitution 33 - Mediation 35 - Home Visit 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 44 - Suspension from School Athletics 45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel 51 - Spec Ed student moved to an interim Alt. Ed. Due Process Hearing Officer
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10	Indecent Assault	18 - Parent/Guardian Contact 19 - Parent/Guardian Conference 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 15 - Restorative Conference/Questions with Student 24 - Loss of Privilege 25 - Confiscation of Item 26 - Behavior Improvement Plan (BIP) 30 - Restitution 33 - Mediation 35 - Home Visit 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 44 - Suspension from School Athletics 45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel

		28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	25 - Confiscation of Item 26 - Behavior Improvement Plan (BIP) 30 - Restitution 33 - Mediation 35 - Home Visit 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 44 - Suspension from School Athletics 45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel 51 - Spec Ed student moved to an interim Alt. Ed. Due Process Hearing Officer
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1 4	Sexual Harassment	18 - Parent/Guardian Contact 19 - Parent/Guardian Conference 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 14 - Verbal De-escalation 15 - Restorative Conference/Questions with Student 24 - Loss of Privilege 25 - Confiscation of Item 26 - Behavior Improvement Plan (BIP) 30 - Restitution 33 - Mediation 35 - Home Visit 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 44 - Suspension from School Athletics 45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel 51 - Spec Ed student moved to an interim Alt. Ed. Due Process Hearing Officer
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1 5	Racial/Ethnic Intimidation	18 - Parent/Guardian Contact 19 - Parent/Guardian Conference 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 15 - Restorative Conference/Questions with Student 24 - Loss of Privilege 25 - Confiscation of Item 26 - Behavior Improvement Plan (BIP) 30 - Restitution 15 - Restorative Conference/Questions with Student 33 - Mediation 35 - Home Visit

			39 - Crisis Prevention Intervention (CPI) Restraint 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 44 - Suspension from School Athletics 45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel 51 - Spec Ed student moved to an interim Alt. Ed. Due Process Hearing Officer
1 8	Minor Altercation	18 - Parent/Guardian Contact 19 - Parent/Guardian Conference 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 15 - Restorative Conference/Questions with Student 24 - Loss of Privilege 25 - Confiscation of Item 26 - Behavior Improvement Plan (BIP) 30 - Restitution 33 - Mediation 35, 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 39 - Crisis Prevention Intervention (CPI) Restraint 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 44 - Suspension from School Athletics 45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel 51 - Spec Ed student moved to an interim Alt. Ed. Due Process Hearing Officer
1 9	Stalking	18 - Parent/Guardian Contact 19 - Parent/Guardian Conference 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 15 - Restorative Conference/Questions with Student 24 - Loss of Privilege 25 - Confiscation of Item 26 - Behavior Improvement Plan (BIP) 30 - Restitution 33 - Mediation 35 - Home Visit 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 44 - Suspension from School Athletics

			45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel 51 - Spec Ed student moved to an interim Alt. Ed. Due Process Hearing Officer
2 0	Kidnapping/Interference with Custody of Child	18 - Parent/Guardian Contact 19 - Parent/Guardian Conference 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 15 - Restorative Conference/Questions with Student 24 - Loss of Privilege 25 - Confiscation of Item 26 - Behavior Improvement Plan (BIP) 30 - Restitution 33 - Mediation 35 - Home Visit 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 44 - Suspension from School Athletics 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel 51 - Spec Ed student moved to an interim Alt. Ed. Due Process Hearing Officer
2 1	Unlawful Restraint	18 - Parent/Guardian Contact 19 - Parent/Guardian Conference 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 15 - Restorative Conference/Questions with Student 24 - Loss of Privilege 25 - Confiscation of Item 26 - Behavior Improvement Plan (BIP) 30 - Restitution 33 - Mediation 35 - Home Visit 36 - Community Service 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 44 - Suspension from School Athletics 45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel

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2 2	Threatening School Official/Student	18 - Parent/Guardian Contact 19 - Parent/Guardian Conference 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 14 - Verbal De-escalation 15 - Restorative Conference/Questions with Student 21 - Detention (AM or PM) 22 - Detention (Lunch) 24 - Loss of Privilege 25 - Confiscation of Item 26 - Behavior Improvement Plan (BIP) 30 - Restitution 33 - Mediation 35 - Home Visit 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 44 - Suspension from School Athletics 45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel 51 - Spec Ed student moved to an interim Alt. Ed. Due Process Hearing Officer
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2 3	Recklessly Endangering Another Person	18 - Parent/Guardian Contact 19 - Parent/Guardian Conference 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 15 - Restorative Conference/Questions with Student 24 - Loss of Privilege 25 - Confiscation of Item 26 - Behavior Improvement Plan (BIP) 30 - Restitution 33 - Mediation 35 - Home Visit 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 39 - Crisis Prevention Intervention (CPI) Restraint 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 44 - Suspension from School Athletics 45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel 51 - Spec Ed student moved to an interim Alt. Ed. Due Process Hearing Officer
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2 4	Robbery	18 - Parent/Guardian Contact 19 - Parent/Guardian Conference 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 15 - Restorative Conference/Questions with Student 24 - Loss of Privilege 25 - Confiscation of Item 26 - Behavior Improvement Plan (BIP) 30 - Restitution 33 - Mediation 35 - Home Visit 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 44 - Suspension from School Athletics 45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel 51 - Spec Ed student moved to an interim Alt. Ed. Due Process Hearing Officer
2 5	Theft and Related Offenses	18 - Parent/Guardian Contact 19 - Parent/Guardian Conference 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 15 - Restorative Conference/Questions with Student 21 - Detention (AM or PM) 22 - Detention (Lunch) 24 - Loss of Privilege 25 - Confiscation of Item 26 - Behavior Improvement Plan (BIP) 30 - Restitution 33 - Mediation 35 - Home Visit 36 - Community Service 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 44 - Suspension from School Athletics 45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel 51 - Spec Ed student moved to an interim Alt. Ed. Due Process Hearing Officer
2 6	Crimes Related to Criminal Homicide	18 - Parent/Guardian Contact 19 - Parent/Guardian Conference 27 - Referral to MTSS Team or Advanced Tier Team	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 15 - Restorative Conference/Questions with Student

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		28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	24 - Loss of Privilege 25 - Confiscation of Item 26 - Behavior Improvement Plan (BIP) 30 - Restitution 33 - Mediation 35 - Home Visit 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 44 - Suspension from School Athletics 45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel 51 - Spec Ed student moved to an interim Alt. Ed. Due Process Hearing Officer
2 7	Bullying	18 - Parent/Guardian Contact 19 - Parent/Guardian Conference 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 14 - Verbal De-escalation 15 - Restorative Conference/Questions with Student 21 - Detention (AM or PM) 22 - Detention (Lunch) 24 - Loss of Privilege 25 - Confiscation of Item 26 - Behavior Improvement Plan (BIP) 30 - Restitution 33 - Mediation 35 - Home Visit 36 - Community Service 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 44 - Suspension from School Athletics 45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel 51 - Spec Ed student moved to an interim Alt. Ed. Due Process Hearing Officer
2 8	Suicide - Attempted	18 - Parent/Guardian Contact 19 - Parent/Guardian Conference 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team	35 - Home Visit 39 - Crisis Prevention Intervention (CPI) Restraint 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel

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29	Suicide - Committed > back to top	18 - Parent/Guardian Contact 19 - Parent/Guardian Conference 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	35 - Home Visit
30	Burglary > back to top	18 - Parent/Guardian Contact 19 - Parent/Guardian Conference 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 15 - Restorative Conference/Questions with Student 24 - Loss of Privilege 25 - Confiscation of Item 26 - Behavior Improvement Plan (BIP) 30 - Restitution 33 - Mediation 35 - Home Visit 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 44 - Suspension from School Athletics 45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel 51 - Spec Ed student moved to an interim Alt. Ed. Due Process Hearing Officer
31	Arson and Related Offenses	18 - Parent/Guardian Contact 19 - Parent/Guardian Conference 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 15 - Restorative Conference/Questions with Student 24 - Loss of Privilege 25 - Confiscation of Item 26 - Behavior Improvement Plan (BIP) 30 - Restitution 33 - Mediation 35 - Home Visit 36 - Community Service 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 44 - Suspension from School Athletics 45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year)

			48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel 51 - Spec Ed student moved to an interim Alt. Ed. Due Process Hearing Officer
3 2	Institutional Vandalism	18 - Parent/Guardian Contact 19 - Parent/Guardian Conference 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 15 - Restorative Conference/Questions with Student 21 - Detention (AM or PM) 22 - Detention (Lunch) 24 - Loss of Privilege 25 - Confiscation of Item 26 - Behavior Improvement Plan (BIP) 30 - Restitution 33 - Mediation 35 - Home Visit 36 - Community Service 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 44 - Suspension from School Athletics 45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel 51 - Spec Ed student moved to an interim Alt. Ed. Due Process Hearing Officer
3 3	Criminal Trespass	18 - Parent/Guardian Contact 19 - Parent/Guardian Conference 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 15 - Restorative Conference/Questions with Student 24 - Loss of Privilege 25 - Confiscation of Item 26 - Behavior Improvement Plan (BIP) 30 - Restitution 33 - Mediation 35 - Home Visit 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 44 - Suspension from School Athletics 45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel

		28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	24 - Loss of Privilege 25 - Confiscation of Item 26 - Behavior Improvement Plan (BIP) 30 - Restitution 33 - Mediation 35 - Home Visit 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 44 - Suspension from School Athletics 45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel 51 - Spec Ed student moved to an interim Alt. Ed. Due Process Hearing Officer
3 7	Failure of Disorderly Person to Disperse upon Official Order	18 - Parent/Guardian Contact 19 - Parent/Guardian Conference 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 15 - Restorative Conference/Questions with Student 24 - Loss of Privilege 26 - Behavior Improvement Plan (BIP) 30 - Restitution 33 - Mediation 35 - Home Visit 36 - Community Service 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 44 - Suspension from School Athletics 45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel 51 - Spec Ed student moved to an interim Alt. Ed. Due Process Hearing Officer
3 8	Disorderly Conduct	18 - Parent/Guardian Contact 19 - Parent/Guardian Conference 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 15 - Restorative Conference/Questions with Student 21 - Detention (AM or PM) 22 - Detention (Lunch) 24 - Loss of Privilege 26 - Behavior Improvement Plan (BIP) 30 - Restitution 33 - Mediation 35 - Home Visit 37 - In-School Suspension (ISS) Instructive

		28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	24 - Loss of Privilege 25 - Confiscation of Item 26 - Behavior Improvement Plan (BIP) 30 - Restitution 33 - Mediation 35 - Home Visit 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel
5 3	Possession, Use, or Sale of Vaping Materials	18 - Parent/Guardian Contact 19 - Parent/Guardian Conference 25 - Confiscation of Item 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 15 - Restorative Conference/Questions with Student 21 - Detention (AM or PM) 22 - Detention (Lunch) 24 - Loss of Privilege 26 - Behavior Improvement Plan (BIP) 30 - Restitution 33 - Mediation 35 - Home Visit 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment 44 - Suspension from School Athletics 45 - Suspension from District Provided Transportation 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year) 49 - Home Study Instruction/ Cyber 50 - Spec Ed student moved to an interim Alt. Ed. by school personnel
5 4	Possession of Weapon	18 - Parent/Guardian Contact 19 - Parent/Guardian Conference 25 - Confiscation of Item 27 - Referral to MTSS Team or Advanced Tier Team 28 - Referral to Student Assistance Program (SAP) 29 - Referral to Student's IEP/504 Team 43 - Referral to Law Enforcement 46 - Expulsion (< 1 Cal year) 47 - Expulsion (1 Cal year) 48 - Expulsion (> 1 Cal year)	12 - Redirect/ Restate Desired Behavior (Expectation) 13 - Specific Error Correction 15 - Restorative Conference/Questions with Student 24 - Loss of Privilege 26 - Behavior Improvement Plan (BIP) 30 - Restitution 33 - Mediation 35 - Home Visit 37 - In-School Suspension (ISS) Instructive 38 - Out-of-School Suspension (OSS) 39 - Crisis Prevention Intervention (CPI) Restraint 40 - Suicide Assessment 41 - Care Team Screening 42 - Threat Assessment

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