

Policy Committee Agenda
March 3, 2020 – 7:00 p.m.
Room 200, T/E Administration Offices

- 1. Approval of Minutes of the February 4, 2020 Policy Committee Meeting**
- 2. Public Comment**
- 3. Review of Policies for 2nd Reading**
 - Policy and Regulation 6151: Staffing the Educational Program (Class Size)
- 4. Information**
 - None
- 5. Follow Up from Previous Policy Committee Meeting**
 - Policy and Regulation 5401: Student Discipline
 - Policy and Regulation 5001: Enrollment and Registration Requirements and Verification of Student Residency
- 6. Policies and Regulations for Review and Discussion**
 - Policy and Regulation 9313: Recordings of School Board Meetings by the District
 - Regulation 5405: Student Substance Abuse
- 7. Future Meetings**

Policy meetings for the remainder of the 2019-2020 school year will be on April 1 and May 5. Unless advertised otherwise, all meetings are held at the Tredyffrin/Easttown Administration Offices, 940 West Valley Road, Suite 1700, in Room 200 at 7:00 p.m.

2020 Policy Committee Goals:

1. To identify and examine critical issues facing the District from a Policy and Regulation perspective.
2. To review existing and develop new Policies and Regulations in response to legal requirements, administrative recommendations, Board priorities, community input and external issues.
3. To communicate Policy and Regulation revisions to stakeholders via webpage postings, email messages, and oral reports at Board meetings.
4. To continue with a cyclical review of Board Policies and Regulations in determining if they should be revised, updated or repealed.

Draft Pending Committee Approval
Policy Committee Meeting
Tuesday, February 4, 2020
T/E Administrative Offices, Room 200
7:00 p.m.

Board Committee Members: Kyle Boyer, Chair; Todd Kantorczyk, Sue Tiede, Tina Whitlow
Other Board Members: Michele Burger, Scott Dorsey, Stacy Stone

T/E School District Representatives: Rich Gusick, Ken Roos, Mark Cataldi, Ellen Turk, Chris Groppe, Jeanne Pocalyko, Mike Szymendera, Oscar Torres, Kate Parker, Nicole Roy, Lisa Snyder, Jeanne Braun

Attendees:

Wendy Brooks, Christine Johnson, Deborah Livingston, Jean Trippe, Natalie Saenz, Heather Guerin, Jean Cook, Peg Layden, Pattye Benson, Kara Frech, Heather McConnell, Simmer Marcelli, Sabrina Payonk, Seraphina Payonk, Dennis Dong, Felix Annan, Lillian Min, Cheryl Lowery, Maggie Gaines, Lea Quinn, Jenna Glahn, Carter Glahn, Kate Mayer, Nancy Dever, Lara Cresinski, Marti Feiner, Karen Cox, Karin Fox, Ankur Kashyap, Sharon Humble, Kim Doan, Ed Sweeney, Christina Arnault, Heidi Allen, Kate Murphy, Michele Lynch, Judi DiFonzo, Jamie Lynch, Mark Gaines, Shonila Dilawari, Abhijit Jawale, Barb Jackson

Approval of Minutes

The minutes of the January 21, 2020 meeting were approved.

Public Comment

The following attendees commented on Policy and Regulation 5401 Student Discipline: Maggie Gaines, Elizabeth De Marco, Kate Mayer. Wendy Brooks, Sabrina Payonk, Seraphina Payonk, Sharon Humble, Simmer Marcelli, Mark Gaines, Heather Guerin, Ed Sweeney, Judi DiFonzo, Dennis Dong, Jamie Lynch, Michele Lynch, Christine Johnson, Shonila Dilawari, Barb Jackson, Cheryl Lowery, Karen Cox.

Follow Up from Previous Policy Committee Meeting
Policy and Regulation 5401: Student Discipline

The threat assessment procedures were presented and discussed, with a focus on information regarding consultation with law enforcement. The Policy and Regulation will be brought back to the Committee at the next meeting with proposed enhancements, including a definition of consultation, a consultation form, and a decision tree to reflect the protocol for assessment of threatening behaviors delineated in the Regulation.

Review of Policies for 2nd Reading

Policy and Regulation 1120: Communications with the School Board

In November 2011 the Public Information Committee recommended not listing correspondence on regular Board meeting agendas in order to reduce the size of the printed materials, but the Policy and Regulation were not revised to reflect the practice in place. At the May 2019 Policy Committee meeting it was recommended that the Public Information Committee discuss this topic again. At the October 2019 Public Information Committee meeting it was recommended the District pilot listing correspondence on regular Board meeting agendas for 2-3 months with the following parameters: an 8:00 am deadline the Friday before the meeting, no anonymous messages, no solicitation messages,

and the listing of sender's name and topic of the email. In addition, correspondence must comply with Policy and Regulation regarding civility. The Policy will be sent to the Board of School Directors for a second reading at their meeting on February 24, 2020. The Regulation was approved and will go into effect upon the adoption of the Policy.

Policy 4350: Health and Safety in the Workplace

This Policy is recommended to be repealed and incorporated into revised Policy 8040.

The Policy will be sent to the Board of School Directors for a second reading at their meeting on February 24, 2020.

Policy 5223: Promotion

Revisions to the Policy include the new title "Promotion, Acceleration and Retention of Students."

The revisions establish that an individualized evaluation of the student is a crucial element in the decision to promote, accelerate or retain. In cases of possible retention, parents/guardians shall be informed of the possibility as early in the school year as possible. The Policy will be sent to the Board of School Directors for a second reading at their meeting on February 24, 2020.

Policy and Regulation 5405: Student Substance Abuse

The Policy defines "controlled substance" and "distribution" as well as delineating prohibited conduct, reporting and prevention. The Regulation was reorganized for better readability, largely regarding the investigation process and school-based discipline. Students in violation of the Policy will still receive support through the Student Assistance Program. The Policy will be sent to the Board of School Directors for a second reading at their meeting on February 24, 2020. The Regulation was approved and will go into effect upon the adoption of the Policy.

Policy and Regulation 8040: Emergency Preparedness

Revisions to the Policy and Regulation include the new title of "Safety and Security." A comprehensive District-wide safety program is delineated including the designation of the District's Safety and Security Coordinator; building level emergency plans; safety committees; school Threat Assessment Teams; security guards; safety-related student programming and services; building access and guest/visitor management procedures; and partnerships with police, fire and EMS. The Policy will be sent to the Board of School Directors for a second reading at their meeting on February 24, 2020. The Regulation was approved and will go into effect upon the adoption of the Policy.

Information

None

Follow Up from Previous Policy Committee Meeting

Policy and Regulation 6151: Staffing the Educational Program (Class Size)

As part of an approved budget strategy, the Policy and Regulation were previously suspended as of June 30, 2018 and remain in effect until June 30, 2020 unless extended by the Board after a review by the Board. Revisions were made to reflect the approved practice since the 2018-2019 school year of the following upper target class sizes for core academic subjects: 23 for Grades K-1; 24 for Grade 2; 26 for Grades 3-4; 28 for Grades 5-12. The Policy will be sent to the Board of School Directors for a first reading at their meeting on February 24, 2020. The Regulation is recommended to be rescinded.

Policies and Regulations for Review and Discussion

The following Regulations were revised to reflect updated bid thresholds and mileage reimbursement for 2020 and were approved for posting:

Regulation 3233: Federal Fiscal Compliance – Procurement

Regulation 3323: Procurement

Regulation 3380: Travel Reimbursement

Policy and Regulation 5001: Enrollment and Registration Requirements and Verification of Student Residency

The Policy and Regulation were discussed and will be brought back to the Committee at the next meeting with proposed revisions to remove the 4-year cyclical District-wide re-enrollment.

2020 Policy Committee Goals

The Committee decided to maintain the 2019 goals.

Future Meetings

Policy meetings for the remainder of the 2019-2020 school year will be on March 3, April 1, and May 5. Unless advertised otherwise, all meetings are held at the Tredyffrin/Easttown Administration Offices, 940 West Valley Road, Suite 1700, in Room 200 at 7:00 p.m.

Adjournment

The meeting adjourned at 10:18 PM.

*Staffing the Educational Program (Class Size)**Definition*

“Upper Target” means the number which, if exceeded, would, in the absence of countervailing considerations, cause the District to increase the number of sections for a grade or course at a particular school.

Class sizes may be expected to vary depending on enrollments, instructional considerations, administrative constraints, and economic impact.

The Upper Target for each class size shall serve as a guideline in allocating staff prior to the start of the school year. Although exceptions below or above these ranges may occur due to specific circumstances, the administration will generally allot staff based on the following:

<u>Grade Level</u>	<u>Upper Target</u>
K – 1	22 <u>23</u>
2	23 <u>24</u>
3 - 4	25 <u>26</u>
5 - 12	27 <u>28</u>

Increasing the number of sections after the start of the school year shall only occur in unusual circumstances and upon the recommendation of the Superintendent and building principal.

The nature of the instructional program and the organizational patterns of the District provide for various types of flexible grouping which are possible under the above Upper Target designations. Therefore, the size of the instructional groups will vary according to the need and purpose of specific learning activities.

Flexibility in group size is a major factor in the elementary and middle school team teaching organization. Assigning students to various sized groups (small groups of 5 or 10 students, average size groups of 25 students and large groups of 50 or more students) according to the purpose of the instruction and the needs of the students is essential to conducting meaningful instruction within the framework of the team program.

Regrouping of students by achievement level occasionally creates specific classes which may exceed the Upper Target designations. This may also occur as a result of team scheduling at the middle school or to provide for the inclusion of students with disabilities who are eligible for specially designed instruction in regular classes.

The administration will identify these classes and recommend support or staffing as may be needed to provide for the instructional needs of the students on a case-by-case basis so that the appropriate placement of students is not compromised.

In grades K-6, the Upper Target shall be used as a staffing guideline for language arts classes. In grades 7-12, the Upper Target shall be used as a staffing guideline for all core academic subjects. Variations above and below the Upper Target are permitted based on student academic needs, budgeted staffing allocations, facilities limitations, and the number of student course requests for specific courses.

This Policy does not apply to non-core academic subjects.

SUSPENDED

Adopted: September 11, 1978
Revised: November 24, 1992
Revised: December 5, 1994
Revised: January 26, 1998
Revised: November 15, 2004
Suspended: May 30, 2012
Revised: June 15, 2015
Suspended: June 11, 2018

Staffing the Educational Program (Class Size)

The district philosophy commits the Tredyffrin/Easttown School District to challenge and assist students in becoming constructive members of society with the focus of the educational program on the growth of the individual student in order to permit the development of his/her maximum potential, the acquisition of skills in a way that stimulates curiosity and fosters creativity and the development of self-discipline.

In implementing this philosophy, the district's curriculum and related instructional program is dedicated to differentiated teaching with a strong emphasis on diagnosing the learning achievement and needs of each student.

Regular Classroom Instruction

The average student:teacher target ratio for regular classroom instruction is 20 students per classroom teacher in kindergarten and first grade, 23 students per classroom teacher in grades two and three, and 25 students per classroom teacher at all other levels in the elementary schools, middle schools and senior high school. The actual average student:teacher ratio and actual class sizes may be expected to vary from the stated target ratio depending on enrollments, instructional considerations, administrative constraints, and economic impact.

Ranges for each target ratio shall serve as a guideline in allocating staff. Although exceptions below or above these ranges may occur due to specific circumstances, the administration will generally allot staff as follows:

<u>Grade Level</u>	<u>Class Size Range</u>	<u>Target Student:Teacher Ratio</u>
K - 1	18 - 22	20:1
2 - 4	21 - 25	23:1
5 - 12	23 - 27	25:1

As decisions are made about staff allocations for regular classroom instruction on a school-by-school and grade-level or department basis, the administration will attempt to assure that staffing ratios do not fall too far below or above the stated ranges. Although exceptions will exist, fifteen students will normally be considered a lower class size limit and 30 students will be considered an upper class size limit.

Assuring Instructional Flexibility

The nature of the instructional program and the organizational patterns of the district provide for various types of flexible grouping. Therefore, the size of the instructional groups will vary according to the need and purpose of specific learning activities. Classes of 60 or more students may be scheduled for lecture type courses. Laboratory type classes in science, industrial arts and home economics courses may require a class size of 24 or fewer students.

~~Flexibility in group size is a major factor in the elementary and middle school team teaching organization. Assigning students to various sized groups (small groups of 5 or 10 students, average size groups of 25 students and large groups of 50 or more students) according to the purpose of the instruction and the needs of the students is essential to conducting meaningful instruction within the framework of the team program.~~

RESCIND

SUSPENDED

Adopted: September 11, 1978
Revised: September 1995
Revised: December 1998
Suspended: June 11, 2018

*Student Discipline**Definitions*

For purposes of this Policy and the accompanying Administrative Regulation, the following definitions shall apply:

Bullying shall mean an intentional electronic, written, verbal or physical act, or a series of acts which meet the following criteria:

1. directed at another student or students;
2. occurs in a school setting;
3. is severe, persistent or pervasive; and
4. has the effect of doing any of the following:
 - a. substantially interfering with a student's education;
 - b. creating a threatening environment; or
 - c. substantially disrupting the orderly operation of the school.

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

Hazing occurs any time a person intentionally, knowingly or recklessly, for the purpose of initiating, admitting or affiliating a student into or with an organization, or for the purpose of continuing or enhancing a student's membership or status in an organization, causes, coerces or forces a student to do any of the following:

1. Violate Federal or State criminal law.
2. Consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm.
3. Endure brutality of a physical nature, including whipping, beating, branding, calisthenics or exposure to the elements.
4. Endure brutality of a mental nature, including activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact or conduct that could result in extreme embarrassment.
5. Endure brutality of a sexual nature.
6. Endure any other activity that creates a reasonable likelihood of bodily injury to the student.

Aggravated hazing occurs when a person commits an act of hazing that results in serious bodily injury or death to the student and:

1. The person acts with reckless indifference to the health and safety of the student; or
2. The person causes, coerces or forces the consumption of an alcoholic liquid or drug by the student.

Organizational hazing occurs when an organization intentionally, knowingly or recklessly promotes or facilitates hazing.

Any activity, as described above, shall be deemed a violation of this Policy and the accompanying Administrative Regulation, regardless of whether the consent of the student was sought or obtained or whether the conduct was sanctioned or approved by the student organization.

Student activity or organization means any activity, society, corps, team, club or service, social or similar group, operating under the sanction of or recognized as an organization by the District, whose members are primarily students or alumni of the District.

Bodily injury shall mean impairment of physical condition or substantial pain.

Serious bodily injury shall mean bodily injury which creates a substantial risk of death or which causes serious, permanent disfigurement, or protracted loss or impairment of the function of any bodily member or organ.

Harassment means verbal, written, electronic, graphic or physical conduct relating to an individual's race, color, national origin/ethnicity, gender, age, disability, sexual orientation, gender identity, gender expression or religion when such conduct:

1. Is sufficiently severe, persistent or pervasive that it affects a student's educational performance or creates an intimidating, threatening or abusive educational environment; and/or
2. Has the purpose or effect of unreasonably interfering with a student's educational performance; and/or
3. Adversely affects a student's educational opportunities.

Harassment includes, but is not limited to, slurs, jokes, bullying, hazing or other verbal, written, electronic, graphic or physical conduct relating to an individual's race, color, national origin/ethnicity, gender, age, disability, sexual orientation, gender identity, gender expression or religion. Harassment also includes sexual harassment, as defined below.

Sexual harassment is a specific form of harassment which means unwelcome sexual advances, requests for sexual favors, inappropriate verbal or physical conduct of a sexual nature, gestures of a sexual nature, or display of materials which evoke responses not in keeping with the atmosphere intended for the classroom or the school environment.

Threat means a communication of intent to harm another individual or property or behavior suggesting intent to harm an individual or property.

Threatening behavior shall mean a physical, verbal or written threat to (1) commit violence with intent to terrorize, injure or damage another or others, (2) cause evacuation of a building, place of assembly or facility of transportation, or (3) otherwise cause serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience.

Transient threat ~~means there is no intent to harm. is a broad category including all threats that do not reflect a genuine intent to harm others.~~

Substantive threat means the intent of the threat is present (or not clear) and therefore requires protective action. ~~behaviors or statements that represent a serious risk of harm to others.~~

Behaviors targeting others means bullying, hazing, harassment, ~~and~~ threatening behaviors, and threats collectively.

General Discipline Guidelines

The principal or designee of each school in the District shall have the authority to discipline students for sufficient reason in accordance with the specific building Code of Conduct, Pennsylvania Public School Code of 1949, as amended, and other applicable Federal and State laws and/or regulations.

Discipline measures may include warning, detention, suspension, expulsion or other appropriate responses to the circumstances as determined by the principal or designee. The severity of any consequence should be proportional to the severity of the offense and take into account, among other considerations, the age of the student, the student's prior disciplinary record, special circumstances about the incident, as well as any applicable laws or regulations. Violations of this Policy and the accompanying Administrative Regulation shall be reported to local law enforcement in accordance with the Memorandum of Understanding in effect between the District and the local law enforcement agency.

School personnel shall promptly notify the disciplined student's parent or guardian of such disciplinary action.

Offenses committed on school grounds, in school vehicles or while participating in school-sponsored activities on or off school premises or that have some other legally-recognized nexus to the school that are considered to be of an extremely serious nature and may result in either suspension or expulsion, include but are not limited to the following:

1. Inappropriate physical contact, attack, fighting, bullying, hazing, harassment ~~or~~ threatening behavior or threats.
2. The use of, distribution of, or possession of, any substance subject to Policy 5405 (Student Substance Abuse) or 5411 (Tobacco, ~~Smoking Products and Electronic Smoking Products: Possession and Use (Students)~~). Aiding or abetting any of the above actions regarding substances subject to Policy 5405 or 5411 shall be treated in the same way.

3. The use, possession, or transfer of any item which could be considered a weapon or which is dangerous in nature, as outlined in Policy 5410 or in accordance with applicable law.
- ~~5~~4. Destruction or defacing of school property.
- ~~6~~5. Infraction of school rules that carries the consequence of suspension or expulsion, as outlined in the applicable Student Handbook, Code of Conduct or otherwise in Board Policy or an accompanying Administrative Regulation.
- ~~7~~6. Conduct adversely affecting the school routine or otherwise endangering the safety, morals, health or welfare of others.
- ~~8~~7. Inappropriate physical contact, attack, threatening behavior, threat or other retaliatory conduct directed at school staff members, their property, or their families.

School personnel shall also promptly notify the parent or guardian of any student determined to be a target or recipient of behaviors targeting others in violation of this Policy. The Superintendent or designee will establish guidelines in the accompanying Regulation for further communication of situations involving threatening behaviors and threats.

Suspension

When a suspendable offense occurs, the principal or designee shall meet with the student, at which time the student shall have the opportunity to offer an explanation of the infraction. After that meeting, the principal or designee may suspend a student, either in-school or out-of-school. Parents/guardians will be notified.

When a suspension exceeding three school days is under consideration, the principal or designee shall offer the student and student's parents/guardians an informal hearing, as required by law. After such hearing the principal or designee may extend the suspension for a period of up to ten total school days. Parents/guardians will be notified.

The principal shall promptly report all suspension actions to the Superintendent or designee.

Expulsion

The Board may either expel for a period exceeding ten (10) consecutive school days or may permanently expel any student whose misconduct and disobedience is such as to warrant this sanction. Expulsion proceedings shall be in accordance with applicable state law and regulations.

Supports

The Superintendent or designee will coordinate with the schools to promote reasonable uniformity of available supports among the schools with consideration for elementary, middle school and high school levels.

Special Considerations - Discipline of Students with Disabilities

The discipline of students with disabilities shall be in accordance with federal and state law, their Individualized Education Program, a behavioral intervention plan and Board Policy.

Special Considerations – Bullying, Hazing, Harassment, ~~and~~ Threatening Behavior and Threats

It is the Policy of the Board to maintain a safe, positive and respectful environment for students and staff that is free from bullying, hazing, harassment, ~~and~~ threatening behavior and threats. Any form of bullying, hazing, harassment, ~~or~~ threatening behavior or threats that is a part of a school sponsored or student activity or organization is prohibited. No student, coach, activity sponsor, volunteer, District employee, administrator, representative, agent, or contractor shall plan, direct, encourage, assist, engage in, tolerate, condone, ignore or fail to properly report any known instances of bullying, hazing, harassment, ~~or~~ threatening behavior or threats.

Students who believe they or others have been subjected to bullying, hazing, harassment, ~~or~~ threatening behavior or threats are encouraged to promptly report such incidents to a building administrator, teacher and/or school counselor.

Students, administrators, coaches, activity sponsors, volunteers, District employees, representatives, agents, and contractors shall be alert to incidents of bullying, hazing, harassment, ~~and~~ threatening behavior and threats and shall promptly report such conduct to their supervisor or the building principal.

The Board directs that the District promptly investigate all complaints of bullying, hazing, harassment, ~~and~~ threatening behavior and threats, and administer appropriate discipline to any individual who violates this Policy or the accompanying Administrative Regulation, in accordance with applicable Board Policies, Administrative Regulations, and any applicable Code of Conduct. Appropriate corrective and preventative action shall be taken when allegations are substantiated.

Reports of alleged bullying or hazing that could be interpreted to also constitute discrimination and/or unlawful harassment shall be handled in coordination with the appropriate Title IX coordinator. Complaints of bullying, hazing, harassment, ~~and~~ threatening behavior and threats may also be referred to the appropriate law enforcement agency for investigation, as required by law or ~~as determined by the Superintendent or designee~~ in accordance with Board Policies and Administrative Regulations.

No reprisals nor retaliation shall occur as a result of good faith charges of bullying, hazing, harassment, ~~or~~ threatening behavior or threats. Confidentiality of all parties shall be maintained, consistent with the District's legal and investigative obligations.

The District shall inform students, staff, parents, independent contractors and volunteers that bullying, hazing, harassment, ~~and~~ threatening behavior and threats of students will not be tolerated, by a variety of methods which may include publication in handbooks, on the District's website, and presentations to students and staff when appropriate.

Threat Assessment Team

Each District school will establish a Threat Assessment Team comprised of school and District personnel to oversee the threat assessment process. ~~and consult with law enforcement.~~ Based upon the available information, the Threat Assessment Team will categorize a threat as transient or substantive. If the Threat Assessment Team determines the threat to be transient, they may consult with police for students in grades 9-12. -In this context, “consult with” serves two purposes. Consultation allows law enforcement to participate in the threat assessment process, as contemplated by the Public School Code, to assist with the determination as to whether a threat constitutes a transient or a substantive threat. Consultation also provides the opportunity for communication between school officials and law enforcement to share information known by one agency with the other in order to best plan protective supports as appropriate. Due to the serious nature of a substantive threat, a police report will be made for substantive threats made by students in all grades. The Superintendent or designee will issue regulations to implement and train the Threat Assessment Team.

Reporting Disciplinary Incidents to the Board

The Board shall receive an annual summary of disciplinary incidents, consistent with state and federal reporting.

Delegation of Responsibility

The Superintendent or designee shall develop and promulgate an Administrative Regulation implementing this Policy.

The Superintendent or designee, in cooperation with other appropriate administrators, shall ensure the review of this Policy and the accompanying Administrative Regulation no less than every two (2) years, and recommend any necessary revisions.

Legal Reference:

18 Pa. C.S.A. 2801 et seq (Timothy J. Piazza Antihazing Law)

{02047688 } Adopted: April 12, 1976
 Revised: February 26, 1990
 Revised: September 26, 1994
 Revised: October 25, 1999
 Revised: October 24, 2005
 Revised: November 21, 2011
 Revised: October 24, 2016
 Revised: May 21, 2018
 Revised: October 22, 2018
 Revised: June 10, 2019

Student Discipline

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Guidelines for Developing Self-Discipline

1. The development and maintenance of self-discipline is an integral aspect of learning.
2. Each professional staff member, as a part of the normal teacher-learning process, shall develop and emphasize self-disciplinary procedures with students.
3. Each staff member is responsible for contributing to the maintenance of these standards of behavior which are conducive to learning in the school setting, as defined in the Policy.

Disciplinary Action

Building Level

1. Under these District-wide guidelines, basic standards of behavior shall be developed and then reviewed annually within each building of the District.
2. Appropriate and consistent action shall be taken in the school setting. Punishment or consequences will be proportional to the severity and frequency of the infraction with consideration of academic consequences associated with discipline.
3. Building administrators and their designees shall be responsible for implementing and maintaining consistent building-wide standards.
4. The individuality of each student and each incident shall be taken into consideration in any disciplinary action.
5. If a student is suspended from school, a building administrator shall contact the parent(s) or guardian(s) by telephone or face-to-face prior to re-admittance of the student.

District Level: Expulsion

1. When a building principal or designee is recommending that a student be considered for potential expulsion, they shall submit to the Superintendent the following information:
 - a. A chronology of the incident(s).
 - b. Statement(s) by those involved in the incident(s).
 - c. Statement(s) from educators currently familiar with the student's situation.
 - d. A review and recommendation by the principal.

2. The Superintendent or designee may review the student's file in determining the appropriate action. In the event that the Superintendent recommends that expulsion proceedings be brought against a student, a formal hearing shall be offered to the student and their parent(s)/guardian(s) in accordance with Board Policy and applicable law.

Protocol for Assessment of Threatening Behaviors and Threats

See Attachment A for the decision tree that guides the following protocol:

1. Building administrator or designee conducts initial investigation to verify the incident and the probability of student involvement.
2. If the building administrator or designee cannot verify the incident, then the parent/guardian of all known students associated with the reported incident should be contacted. No further action is required.
3. If it is determined that a threat has been made, then the Bbuilding administrator or designee ~~notifies-convenes~~ the Threat Assessment Team and serves as the designated leader. The Threat Assessment Team shall include, whenever practical, the District ~~s~~Safety and Security eCoordinator, building administrators, a District mental health specialist, school counselor, school psychologist and, on an ad hoc basis, other District staff with relevant knowledge of the student involved with the threatening behavior or threat. If the student who made the threatening behavior or threat has an Individualized Education Program (IEP), then at least one school staff member of the student's IEP team will serve on the Threat Assessment Team.
4. The Threat Assessment Team will take into consideration the developmental age and disability of the students involved when determining discipline measures and supports.
5. Building administrator or designee contacts parent(s)/guardian(s) of the student who engaged in threatening behaviors or threats to review these steps in the protocol, which do not necessarily need to be taken in the order listed below:
 - a. The student will be removed from class to a safe location and/or additional supervision will be assigned.
 - b. Parent(s)/guardian(s) is/are notified by the building administrator and an initial investigation is conducted by the building administrator or designee.
 - c. A clinical interview may be completed by a District mental health specialist and the results of the clinical interview will be discussed with the Threat Assessment Team and parent(s)/guardian(s).
 - d. Based upon the available information, the Threat Assessment Team will categorize the threat as transient or substantive. If the Threat Assessment Team determines the threat to be transient, they may consult with police for students in grades 9-12. Due to the serious nature of a substantive threat, a police report will be made for substantive threats made by students in all grades.
 - e. The building administrator, with input from the Threat Assessment Team, will determine any disciplinary action on a case-by-case basis while considering the

severity of the threatening behavior or threat and prior relevant disciplinary history of the student.

- f. A designated member of the Threat Assessment Team will maintain contact with the family of the suspended student during the suspension.
- g. Whether determined to be a transient or substantive threat, the student may be required to attend school-based counseling session(s).
- h. If the Threat Assessment Team determines the threat is transient, the student may return to school pending the outcome of any disciplinary action.
- i. If the Threat Assessment Team determines the threat is substantive, a mental health risk assessment (“the mental health risk assessment”) shall be required.
- j. If the mental health risk assessment is required, it will be completed by a District-selected or District-approved certified child and adolescent psychiatrist or other District-selected or District-approved qualified mental health professional.
- k. The Office of Individualized Student Services will schedule the mental health risk assessment, and the school administrator or designee will contact the parent(s)/guardian(s) to discuss arrangements for the mental health risk assessment.
- l. Signed parent/guardian consent is required for the mental health risk assessment to commence. If signed consent is not forthcoming and the family has not made arrangements with a District-approved psychiatrist or other mental health professional, then the student will be suspended, pending the development of a District-approved written plan to ensure the safety of the student and others in school.
- m. If there is a delay in the completion of the mental health risk assessment beyond the length of the assigned suspension, then a District-approved written safety plan will be developed to ensure the safety of the student and others before the student is scheduled to return to school.
- n. If suspension exceeds three (3) school days, the family has the right to an informal hearing. If suspension exceeds ten (10) school days, the student has the right to a formal hearing.
- o. The building administrator or designee will hold a conference with a suspended student and their parent/guardian prior to readmission to school.
- p. A student who is suspended or expelled for threatening behavior or making a threat is subject to random searches in accordance with Policy 5412 and applicable law.

- q. Police must be notified by the building administrator in the event of a weapons ~~or drug~~-offense, as defined in Policy 5410.
 - r. During non-school hours, such as through the state's required anonymous reporting system (Safe2Say Something), Ppolice will may be notified by the a building or District administrator in situations involving possible criminal conduct such as threatening statements or actions towards others, or an intentional infliction or attempted infliction of bodily injury, where the health, safety or welfare of students, staff or District property are thought to be in jeopardy as determined by the building or District administrator.
6. Office of Individualized Student Services or designee prepares appropriate parent/guardian permissions for assessment and release of information for building administrator to secure parent/guardian signature.
 7. Upon receipt of permission and information release from the parent(s)/guardian(s), building administrator or designee contacts the District-approved mental health professional to provide student records and information about the incident.
 8. The administrator or designee makes arrangements with the mental health professional to contact the building administrator or designee immediately following the mental health risk assessment as to whether the student is safe to return to school and to make recommendations for support. Following the mental health risk assessment, the mental health professional contacts the building administrator or designee as per previous agreement. The administrator or designee contacts the parent(s)/guardian(s).
 9. If the mental health risk assessment determines that the student is not considered a threat to self or others, then the student may return to school as determined by the building administrator pursuant to District disciplinary procedures.
 10. Supports and services are guided by assessment data and determined by the appropriate ~~building-based~~building-based team. Building and District personnel work with the parent(s)/guardian(s) and student to discuss and implement recommendations.
 11. A report from the mental health risk assessment is sent to the Office of Individualized Student Services which, in turn, will disseminate it to the building administrator and the parent(s)/guardian(s).

Communication of Situations Involving Bullying, Hazing, Harassment, ~~and~~ Threatening Behaviors and Threats (“Behaviors Targeting Others”)

School personnel shall promptly notify the parent or guardian of any student determined to be a target or recipient of behaviors targeting others. School personnel shall also promptly notify the parent or guardian of the student who displays threatening behavior or makes a threat. The Superintendent or designee shall, in their discretion, authorize school or community-wide communications in accordance with Board Policy, the Family Educational Rights and Privacy Act (FERPA) and other applicable law based on relevant conditions, which may include but is not limited to the following:

- (1) the nature or severity of the threat;
- (2) the number of individuals targeted by a threat;
- (3) the degree to which there has been an expression of schoolwide or community concern or potential schoolwide or community exposure;
- (4) recommendation of law enforcement; and
- (5) consultation with District Solicitor or other legal counsel

Not all five conditions need to exist in order for notification to be given.

Supports

The principal or designee will review the supports available at school for any student determined to be a target or recipient of behaviors targeting others, as well as for their family. The principal or designee will review supports available at school for the student in violation of the Policy, as well as for their family.

Suspensions of Students with Disabilities

Typically, students with disabilities and students determined to be handicapped under Chapter 15, may not be suspended beyond ten (10) consecutive school days and fifteen (15) cumulative school days ("the 10/15 day limits") allowed by State Board of Education regulations, 22 Pa. Code §14.143. The exception to this general rule is where the IEP team determines that the student's conduct was not a manifestation of the student's disability. No later than the day on which the decision to take disciplinary action is made, the District shall notify the parent(s)/guardian(s) of the decision and of all procedural safeguards under the IDEA.

When discipline is to be imposed upon a student with disabilities, school personnel have the authority to (1) remove the child from his or her current placement to an appropriate interim alternative educational setting or suspension for a period of not more than the 10/15 day limits to the extent such discipline would be applied to students without disabilities; (2) assign the student to an alternative educational setting for the same period as such discipline would be imposed upon children without disabilities if there has been a determination that the conduct at issue was not a manifestation of the child's disability or (3) assign the student to an interim alternative educational setting for not more than forty-

five (45) school days without regard to whether the conduct at issue was a manifestation of the child's disability if the special circumstances for emergency placement described in this Administrative Regulation apply.

When a student with a disability has committed an act that would result in a suspension from school all regular disciplinary procedures must be followed. If the proposed suspension is longer than the 10/15 day limits or involves the exclusion of a student with Intellectual Disability, it is considered a change of educational placement as defined in 22 Pa. Code §14.143. Any recurring, part-day removals may constitute a change of placement just as recurring full day removals of the student from the class constitute a change in placement.

If proposed discipline would result in a change in placement, then in addition to other applicable procedures, within ten school days of any decision to change the placement of a student with a disability, the relevant members of the IEP team must conduct a manifestation determination as set forth below.

Emergency Exclusions for Students with Intellectual Disability

The protection afforded students with intellectual disability in the Commonwealth concerning suspension is greater than the protection afforded other students with disabilities. For students with intellectual disability, any suspension is a change in placement; however, the regulations provide a mechanism for emergency exclusions of students with intellectual disability, where necessary.

If a discipline problem with a student with intellectual disability is so immediate or severe as to warrant immediate action, the District, via the Director of Individualized Student Services, with the approval of the Secretary of Education or a designee, may implement an interim change in educational placement, including exclusion from school, as long as notice is provided to the parent(s)/guardian(s) and a due process hearing is scheduled as soon as possible. The Secretary approval process is available only for an exclusion of a student with intellectual disability for ten (10) school days or less. A school district proposing to exclude a student with intellectual disability must first notify the student's parent(s)/guardian(s) in writing requesting approval. If the approval is not given, the parent(s)/guardian(s) and/or the District has/have the right to a due process hearing to determine whether a change in placement is appropriate.

In the event of a weapons incident, the appropriate procedures are followed including police notification, documentation for state reporting and recommendation to the Superintendent by administration for discretionary action if warranted.

IEP/Multidisciplinary Team Consideration

Within ten (10) school days after the decision to change the placement, the relevant members of the IEP team as determined by the parent(s)/guardian(s) and the Administration, must consider whether the student's behavior is attributable to the

student's disability. In making this determination (hereafter called the manifestation determination), the IEP team must review all relevant information in the student's file, including the IEP, any teacher observations and any relevant information provided by the parent(s)/guardian(s) to determine: (a) whether the conduct in question was caused by or had a direct and substantial relationship to the student's disability; and (b) whether the conduct in question was the direct result of the District's failure to implement the IEP. If the team determines that the answer to either of these questions is "yes", then the conduct shall be deemed a manifestation of the student's disability.

Conduct Deemed a Manifestation of Disability

If the conduct is deemed a manifestation, then the IEP team must (a) conduct a functional behavioral assessment of the student unless such an assessment was previously conducted and develop and implement a behavior intervention plan, unless such a plan has already been developed; or (b) if a behavior intervention plan was previously developed, then the IEP team must review the plan and modify it as necessary to address the behavior.

The behavioral intervention plan will provide the vehicle in the determination of what constitutes a change in educational placement for each student's program. If the IEP team has included certain school responses to student behavior in the behavior intervention plan, the application of the agreed upon procedures will not constitute a change in educational placement.

Additionally, if the conduct is deemed a manifestation of the student's disability, then the student must be returned to the placement from which the student was removed unless (a) the parent(s)/guardian(s) and the District agree to a change in placement as part of a behavioral intervention plan; or (b) the special circumstances for emergency placements set forth in this Administrative Regulation apply. If the conduct in question involved any of these special circumstances, then the District may assign the student to an alternative educational setting for not more than forty-five (45) school days, regardless of whether the conduct was a manifestation of the student's disability.

If the conduct is deemed a manifestation, but the District believes that maintaining the current placement is substantially likely to result in injury to the child or others, then the District may request an expedited due process hearing which must be scheduled within twenty (20) school days of the request. The student must remain in the current placement pending the hearing officer's decision, unless the District and the parent(s)/guardian(s) agree to an alternative placement.

Conduct Not a Manifestation of Disability

If the conduct is not deemed a manifestation of the student's disability, then the District may proceed with the disciplinary measures applicable to students without disabilities in the same manner and for the same duration as they would apply to students without disabilities. The District is still required to provide a free appropriate public education to the student, but it may provide the education in an alternative setting. If a hearing before

the Board is necessary, then the Board must receive the complete special education and disciplinary record of the child.

If the parent(s)/guardian(s) disagree(s) with determination that the behavior was not a manifestation of the student's disability, then the parent(s)/guardian(s) has/have the right to an expedited hearing to challenge the determination. During the appeal, the student must remain in the interim alternative educational setting until the disposition of the appeal or until the expiration of the period of exclusion, whichever occurs first, unless the District and the parent(s)/guardian(s) agree otherwise.

If the conduct is not deemed a manifestation, then the District must, as appropriate, provide a functional behavioral assessment, behavior intervention services and modifications that are designed to address the behavior violation so that it does not recur.

Special Circumstances for Emergency Placements

The Administration can remove a student with disabilities to an interim alternative educational setting for a period of forty-five (45) school days regardless of whether the conduct in question was a manifestation of the student's disability under the following circumstances:

Weapons

A student with a disability who carries or possesses a dangerous weapon to or at school, on school premises, on a school vehicle, or to or at a school function can be placed in an interim alternative educational setting for a maximum of forty-five (45) school days (the IEP team determines the setting and the student returns to regular education on the 46th school day unless a mutually agreed upon new placement has been identified). Procedures described above related to the manifestation determination and development of a functional behavioral assessment and implementation or modification of a behavioral intervention plan still apply.

Controlled Substances

A student with a disability who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, on a school vehicle, or at a school function can be placed in an interim alternative educational setting for a maximum of forty-five (45) school days (the IEP team determines the setting and the student returns to regular education on the 46th school day unless a mutually agreed upon new placement has been identified). The term "illegal drug" means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional. This does not include a legally-prescribed drug. A "controlled substance" is a substance as defined in the Controlled Substances Act (21 U.S.C. § 812(c).) Procedures described above related to the manifestation determination and development of a functional behavioral assessment and implementation or modification of a behavioral intervention plan still apply.

Serious Bodily Injury

A student with a disability who has inflicted serious bodily injury upon another person while at school, on school premises, on a school vehicle, or at a school function can be placed in an interim alternative educational setting for a maximum of forty-five (45) school days (the IEP team determines the setting and the student returns to regular education on the 46th school day unless a mutually agreed upon new placement has been identified). Serious bodily injury is defined as “bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.” Procedures described above related to the manifestation determination and development of a functional behavioral assessment and implementation or modification of a behavioral intervention plan still apply.

For any of these special circumstances for emergency placements, if a student’s conduct is deemed not to be a manifestation of the student’s disability, then the District can impose discipline beyond the forty-five (45) school days to the extent and for the duration that it would impose such discipline on students without disabilities. If the District proposes such a placement beyond the forty-five (45) school day alternative placement, then the District must offer a formal hearing as it would for students without disabilities, in accordance with Board Policy and applicable law.

Procedures for Suspensions of Students with Disabilities

For suspensions of one to three school days and four to ten school days for all students with disabilities, except those who have intellectual disability, follow procedures used for regular education students. In addition, the principal should notify the appropriate special education supervisor of the suspension and the readmission date.

For special education students who are being suspended for periods of time longer than the 10/15 school day limits:

1. Prior to the student actually serving any suspension in excess of the 10/15 school day limits, the relevant members of the IEP team must conduct a manifestation determination.
2. If the IEP team determines the conduct was a manifestation of the student's disability, then the IEP team must conduct a functional behavioral assessment, unless one was already conducted and develop/modify a behavior intervention plan. Additionally, the student may not be suspended in excess of the 10/15 school day limits unless the special circumstances for emergency placement set forth above apply (dangerous weapon, illegal drugs/controlled substance, inflicted serious bodily injury on another). If special circumstances do not apply and the District believes that maintaining the current placement is substantially likely to result in injury to the student or others, then the District can request an expedited due process hearing.
3. If the IEP team determines the conduct was not a manifestation of the student's disability, then the student may be suspended in excess of the 10/15 school day

limits. The decision of the IEP team need not be unanimous and can be made over a parent/guardian objection, subject to the parent(s)/guardian(s) having a right to contest the determination.

4. If the conduct is deemed not a manifestation, then the District issues a Notice of Recommended Educational Placement (NOREP) with a copy of the Parents' Rights letter indicating the alternative educational placement as the placement and (under "Reasons for the Recommendations") indicating that the IEP team determined that the conduct was not a manifestation of the student's disability.
5. If the student's parent(s)/guardian(s) do/does not reject the NOREP or otherwise request a hearing, the suspension or expulsion and alternative placement may be implemented as if the student were a regular education student. If the suspension is in excess of ten (10) consecutive school days, the District must offer a formal hearing in the same manner as it would for any regular education student. This hearing may be waived by parental consent. If the conduct involved special circumstances for emergency placement, then a formal hearing would only be necessary if and to the extent that the alternative placement would exceed forty-five (45) school days.
6. If the parent(s)/guardian(s) reject(s) the NOREP, then the student can be assigned to the interim alternative educational placement and an expedited due process hearing on the manifestation determination must take place within twenty (20) school days of the date of the request and must result in a determination within ten (10) school days after the hearing. If the removal exceeds ten (10) school days, and the conduct involved does not involve the special circumstances for emergency placements, then a formal hearing must be offered as it would be for students without disabilities. If the conduct involved the special circumstances for emergency placement, then a formal hearing would only be necessary if and to the extent that the alternative placement would exceed forty-five (45) school days.
7. If the District prevails in the due process proceedings, then it can continue to implement the alternative placement for the duration of the exclusion as if the student were in regular education (subject to the formal hearing requirement, if applicable).

Suspension of a Student Who Has NOT Been Determined to be Eligible for Special Education

1. The District may expel the child for more than ten (10) school days to the same extent that it would expel a nondisabled child for the same offense, provided, however, that
 - a. the District did not have knowledge that the child was a child with a disability before the violation occurred; and
 - b. if an evaluation is requested after the violation occurs, the District conducts the evaluation in an "expedited manner."

2. The District will be deemed to have knowledge of a disability if, prior to the violation,
 - a. the parent(s)/guardian(s) expressed a concern, in writing, to supervisory or administrative personnel or a teacher of the child, that the child requires special education and related services; or
 - b. the teacher of a child has expressed specific concerns about a pattern of behavior demonstrated by the child directly to the Director of Individualized Student Services or other supervisory personnel; or
 - c. the parent(s)/guardian(s) has/have requested an evaluation.
3. The District will not be deemed to have knowledge of a disability if:
 - a. the parent(s)/guardian(s) of the child has/have not allowed an evaluation; or
 - b. the parent(s)/guardian(s) of the child has/have refused services; or
 - c. the child has been evaluated and it was determined that the child was not a child with a disability under the IDEA.

Reporting & Investigation Procedures – Bullying, Hazing, Harassment

1. Students who believe they or others have been subjected to bullying, hazing or harassment are encouraged to promptly report such incidents to a building administrator, teacher and/or school counselor.
2. Each building administrator or designee shall be responsible for reviewing and investigating any reports received alleging bullying, hazing or harassment. Reports of alleged bullying or hazing that could be interpreted to also constitute discrimination and/or unlawful harassment shall be handled in coordination with the Director of State and Federal Programs as the District's Title IX Coordinator under this Policy and Administrative Regulation.
3. The building administrator or designee responsible for reviewing and investigating such reports shall conduct a prompt and thorough investigation. The building administrator or designee shall determine what, if any, interim measures should be put in place to protect students from further hazing, bullying, harassing or discriminatory conduct related to the alleged incident and report. Such interim measures may include, but need not be limited to, the separation of alleged victims and perpetrators. Records shall be maintained documenting the investigation performed, the outcome, any discipline imposed, and any preventative or corrective action taken and notification to parents/guardians of the alleged victims and perpetrators of such corrective action to the extent permitted by student privacy considerations as judged by the Superintendent or designee.
4. Violations of this Administrative Regulation and the accompanying Board Policy shall be reported to local law enforcement in accordance with the Memorandum of Understanding in effect between the District and the local law enforcement agency.

Annually, the building administrator or designee shall assist the Superintendent or designee with the compilation of all incidents required to be incorporated into the District's annual report to the Pennsylvania Department of Education, Office for Safe Schools.

Special Provisions – Hazing

If a student organization is found to have engaged in organizational hazing, it shall be subject to appropriate penalties, which could include rescission of permission for that organization to operate on school property.

Any person or organization that causes or participates in hazing may be subject to criminal prosecution. An individual needing medical attention or seeking medical attention for another shall not be subject to criminal prosecution if they comply with the requirements of law relating to Safe Harbor.

Special Provisions – Student Bullying Policy

As required by Pennsylvania law, the District shall make its bullying policy available on its publicly accessible website.

Building administrators or designees will also ensure that notification of the bullying policy is posted in each classroom and in a prominent location within the school building. An age-appropriate summary shall be included as part of this posting. (See Attachments A-B and BC).

Once each school year, each building administrator or designee will review the District's bullying policy with its students.

Revised: August 1995

Revised; November 2003

Revised: April 15, 2004

Revised: October 2005

Revised: January 2007

Revised: October 27, 2008

Revised: January 15, 2015

Revised: January 21, 2016

Revised: October 20, 2016

Revised: October 18, 2017

Revised: May 3, 2018

Revised: October 4, 2018

Revised: June 10, 2019

THREAT ASSESSMENT AND RESPONSE PROTOCOL®

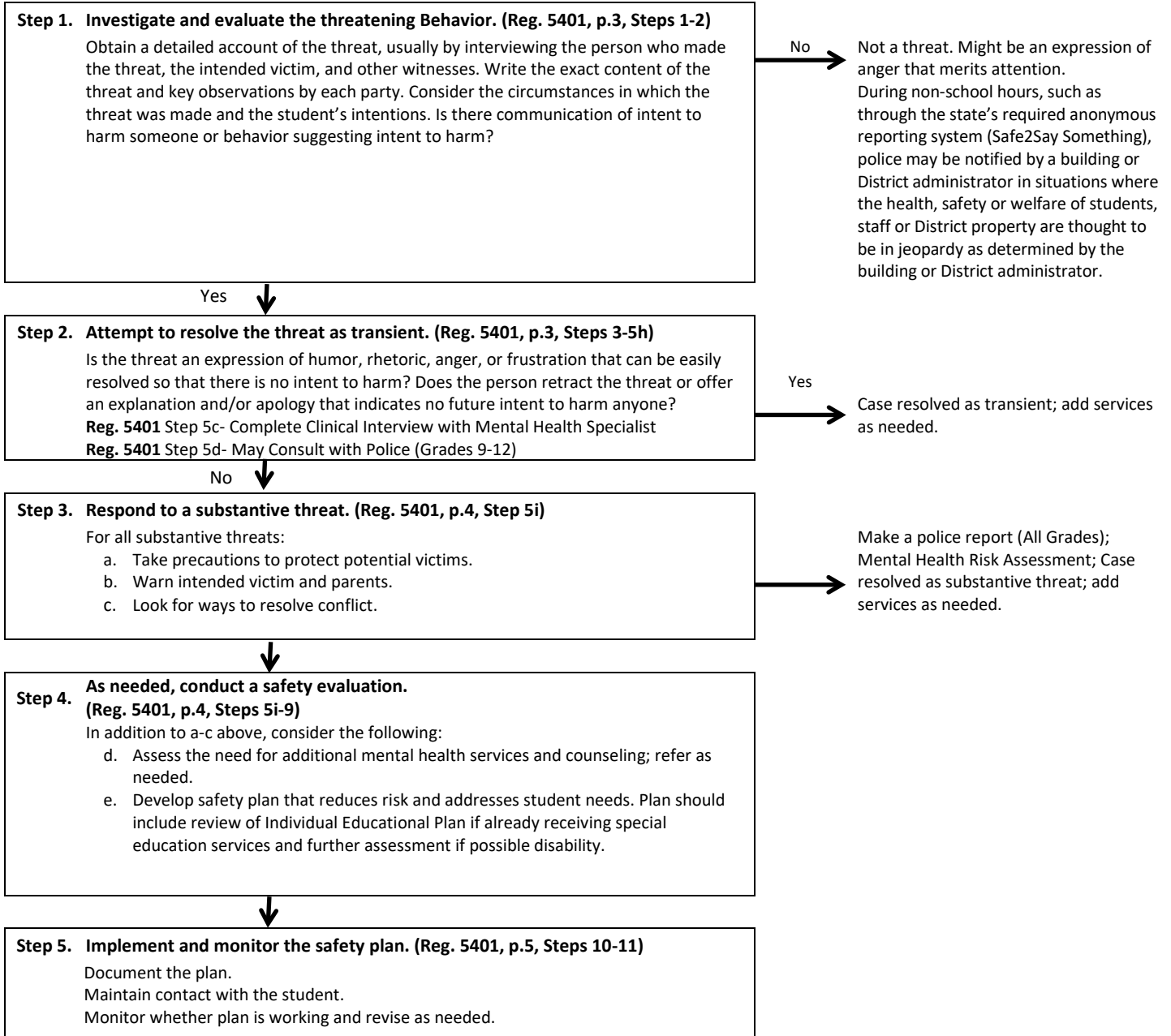
Comprehensive School Threat Assessment Guidelines

OVERVIEW

A threat is defined as a communication of intent to harm another person or persons or behavior suggesting intent to harm another person or persons. A threat may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act. When in doubt, treat the communication or behavior as a threat and conduct a threat assessment. Threats that are not easily recognized as harmless (e.g., an obvious joke that worries no one) should be reported to the school administrator or other team members. The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A *transient* threat means there is no intent to harm. A *substantive* threat means the intent of the threat is present (or not clear) and therefore requires protective action. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification.

A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.

School Threat Assessment Decision Tree*



*This 5-step decision tree is an adaption of the original 7-step decision tree for the Virginia Student Threat Assessment Guidelines customized by the District for its own circumstances, The original can be found at: <https://curry.virginia.edu/sites/default/files/images/YVP/Comprehensive%20School%20Threat%20Assessment%20Guidelines%20overview%20paper%206-7-19.pdf>.

BULLYING

What is Bullying?

A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself.

Specific forms of bullying behaviors may include:

- Says hurtful, demeaning things to you or calls you names.
- Says scary things to you a lot because they want to make you feel frightened.
- Tells you they are going to hurt you or threatens you.
- Teases or taunts you a lot, especially if you asked the student to stop.
- Tells other people bad things about you.
- Tells other students not to play with you, talk to you, be around you, or include you.
- Writes you a lot of mean, threatening, demeaning letters, text messages or email messages.
- Makes cruel faces at you on purpose.
- Hits, kicks, slaps, punches, or pinches you on purpose.
- Tries to hurt your body in any way.
- Forces you or somehow gets you to do something that you do not want to do.
- Tells you lies a lot that make you feel upset.
- Makes you feel like you do not want to come to school or like you cannot concentrate in school.

What Should You Do if You are Being Bullied?

- If you think that someone is bullying you, you should tell your teacher or an adult at school immediately.
-

What Will the School Do?

- Sometimes the school will decide to have a meeting with the bully's parents.
- Sometimes the school will take privileges away from the bully including school activities.
- Sometimes the bully will be suspended from school.
- Sometimes the police will need to talk to the bully, especially if the bully threatened someone or tried to hurt someone.

What are Our School's Anti-Bullying Rules?

1. We will not bully others.
2. We will try to help students who are bullied.
3. We will try to include students who are left out.
4. If we know that someone is being bullied, we will tell an adult at school and an adult at home.

Information taken from the Olweus Bullying Prevention Program, ©2007

BULLYING

Definition of Bullying

Bullying is when a student or a group of students intentionally and repeatedly uses hurtful or intimidating words, actions or other behaviors against another student.

A student is bullying you if he or she does any of the following things **intentionally** and **repeatedly**:
Says unkind, harsh, demeaning, or abusive things to you or calls you names.

Threatens or intimidates you in writing, email, notes, messages, to you in person, or by any electronic means.

Teases, taunts, or harasses you.

Makes negative comments, slurs, or innuendos towards you.

Tells other people offensive or insulting things about you.

Ostracizes you, isolates you or tells other students not to talk to you, involve you, or be around you.

Writes threatening, demeaning, or intimidating letters or email messages to you.

Makes cruel faces or physical gestures at you.

Physically hits, kicks, slaps, punches, pinches or purposely assaults you in any way.

Forces, coerces, influences or manipulates you do something that you do not want to do.

Frequently tells you lies that make you feel upset or that affect you in a negative manner.

Makes you feel like uncomfortable to attend school or disrupts your concentration at school.

What Should You Do if You are Being Bullied?

If you think that someone is bullying you during the school day, on school property, on a school bus, or at a school-sponsored activity, you should tell your teacher or an adult at school immediately.

What Happens if You Report a Bully?

The school will investigate the situation.

The school may decide to have a conference with the bully's parents.

The school may take privileges away from the bully, including participation in extracurricular activities.

The bully may be suspended from school.

The police and law enforcement may need to be contacted, especially if the bully threatened someone or tried to hurt someone.

Enrollment and Registration Requirements and Verification of Student Residency

Purpose

The Board recognizes its obligation to enroll school age students eligible to attend District schools, in accordance with applicable law.

Definitions

School age shall be defined as the period from the earliest admission age for the District's kindergarten program until graduation from high school or the end of the school term in which a student reaches the age of twenty-one (21) years, whichever occurs first.

District of residence shall be defined as the school district in which a student's parents/guardians reside.

Residency Eligibility

A school age child is entitled to attend the public schools of the child's district of residence. Unless specifically permitted by Board Policy or federal or state law, only those students who are residents of the District may attend District schools. All other persons ("non-resident students") are prohibited from attending District schools.

When a child's parents reside in different school districts due to separation, divorce or other reason, the child may attend school in the district of residence of the parent with whom the child lives for a majority of the time, unless a court order or court approved custody agreement specifies otherwise. If a parent enrolling a student is relying on a court order or custody agreement as the basis for enrollment, school staff will require the parent to provide a copy of the order or agreement.

If the parents have joint custody and time is evenly divided, the parents may choose which of the two school districts the child will enroll for the school year.

If the child is an emancipated minor, the district of residence is the one in which the child is then living.

Enrollment Procedures

School age resident students and eligible non-resident students, as outlined in Board Policy and Administrative Regulation 5116, shall be entitled to attend District schools.

The District shall not enroll a student until the parent/guardian has submitted acceptable proof of the student's age, residence, immunizations and a completed Parent Registration Statement, as required by law and regulations.

The District shall administer a Home Language Survey to all students enrolling in District schools for the first time.

The District shall normally enroll a school age, eligible student the next business day, but no later than five (5) business days after application. The District has no obligation to enroll a child until the parent, guardian or other person having control or charge of the student making the application has supplied the District with the documents required as a prerequisite to enrollment.

The District shall immediately enroll identified homeless students as required by law, even if the student or parent/guardian is unable to produce the required documents.

The District shall not inquire about the immigration status of a student as part of the enrollment process.

Consequences of Attendance in Violation of Policy

Parents/guardians of students who become non-resident students after having formerly been residents must disenroll their children or risk being held liable for tuition and other consequences unless the student otherwise qualifies to attend District schools under another Board Policy or applicable law.

The Board may remove from school attendance a non-resident student in accordance with the due process requirements of applicable law. Parents, guardians and others who facilitate violation of this Policy or the accompanying Administrative Regulation may also be reported to law enforcement and assessed tuition.

Prior to accepting a student for enrollment, the Administration will require proof of residency and other information as set forth in the accompanying Administrative Regulation.

The Board authorizes the Administration, at any time, to require verification of continued residency from parents, guardians or other adults with whom District students are residing. ~~The process of verifying continued residency may be performed (1) on either a District wide basis or by an entire elementary, middle or high school level; or (2) where the District reasonably suspects that a student may not be legally residing in the District.~~

Cross reference: Policy No. 5116 Non-resident Students – Enrollment Eligibility
Policy No. 5455 Homeless Students

Adopted: February 28, 2005
Revised: August 24, 2009
Revised: May 27, 2015
Revised: May 21, 2018

Enrollment and Registration Requirements and Verification of Residency

Registration Requirements:

Except for a homeless student, when a student of school age is presented to any District school for enrollment, school staff will require the following documentation before enrolling the student and permitting him/her to attend school:

1. Proof of the student's age - acceptable documentation includes one (1) of the following:
 - a. Birth certificate.
 - b. Notarized copy of birth certificate.
 - c. Baptismal certificate.
 - d. Copy of the record of baptism, notarized or duly certified and showing date of birth.
 - e. Notarized statement from the parents/guardians or relative indicating date of birth.
 - f. Valid passport.
 - g. Prior school record indicating date of birth.

2. Immunizations required by law - acceptable documentation includes:
 - a. Student's immunization record.

 - b. Written statement from prior school district or a medical office that the required immunizations have been administered, or that a required series is being administered.

Verbal assurances from prior school district or a medical office that required immunizations have been completed, with records to follow.

3. Proof of residency - acceptable documentation includes one (1) of the following from List A and one (1) of the following from List B, provided the address is clearly indicated in or on the document and provided that the document is validly issued and genuine as to the resident presenting the document:

List A

- a. Deed
- b. Lease
- c. Property tax bill
- d. Notarized multiple occupancy form

List B

- a. Current utility bill
 - b. Current credit card bill
 - c. Bank statement
 - d. PENNDOT identification or driver's license
 - e. PENNDOT vehicle registration
 - f. Copy of a state/federal program enrollment
 - g. Copy of paycheck stub with name and address of employer as well as employee
 - h. Residency affidavits
4. Parent Registration Statement - a sworn statement attesting to whether the student has been or is suspended or expelled for offenses involving drugs or alcohol, weapons, or infliction of injury or violence on school property, as required by law.
 5. Home Language Survey - for all students enrolling in a school for the first time.

Documents That May Be Requested but Not as A Condition of Enrollment

School staff may ask for any of the following information, in addition to the required documentation, but will not require it as a condition of enrollment and will not delay a student's enrollment or attendance until the document(s) is provided:

1. Picture identification.
2. Health or physical examination records.
3. Academic records.
4. Attendance records.
5. Individualized Education Program.
6. Special education records.
7. Completed physical examination.
8. Completed Registration Form.

Documents That May Not Be Requested

School staff may not request any of the following information to verify enrollment or residency:

1. Social security number.
2. Reason for a student's placement if not living with natural parent.

3. Visa of student or parent.
4. Agency records.
5. Court order or records relating to a dependency proceeding, except in limited circumstances that occur when a custody order, agreement or dependency is being relied upon as the basis for enrollment.
6. Student's immigration status

Special Enrollment Considerations

District staff will consider what residency verification is reasonable in light of a family's situation and should be flexible.

Twins and higher order multiple siblings will be enrolled in the same manner as other students. Classroom placement of twins and higher order siblings will include parental input to the extent required by law.

The District cannot deny or delay a student's enrollment based on the information contained in a disciplinary record or sworn statement. However, the District can provide alternative education services during the period of expulsion for a student currently expelled for a weapons offense. If a student has been expelled from the previous district for reasons other than a weapons offense, the District will review the student's prior performance and school record to determine the services and supports that will be provided upon enrollment in the District.

Students and families with limited English proficiency will be provided translation and interpretation services to the extent needed for them to understand the enrollment process and promptly enroll the student.

Requests for Student Records

Upon enrollment of a student, school staff will contact the student's prior school for a copy of the student's educational records. The prior district, if within Pennsylvania, is required by law to forward the records within ten (10) business days of the date of request.

When a student transfers from a Pennsylvania school entity, school staff will contact the sending school for a certified copy of the student's disciplinary record. The prior district is required by law to forward the certified copy within ten (10) days from receipt of the request.

When a student enrolls in any school, public or private, who previously attended school in another district in Pennsylvania, the district or school wherein the child is newly enrolled shall request and the district or school where the child previously attended shall surrender the health record of the child.

School staff will enroll a student no later than five (5) business days, regardless of receipt of student records from the prior school entity.

Students Enrolling Without Prior School Records

If a student is presented for enrollment without prior school records or if a private school withholds an enrolling student's records, the building principal may seek and accept information for a student placement that appears reliable as proof of successfully completed coursework, such as report cards and sworn affidavits of previous school teachers.

If reliable information cannot be obtained, the building principal, in consultation with the appropriate teacher(s), will promptly evaluate the student and determine the appropriate grade and/or courses for that student. The evaluation will consist of an interview and demonstration of the degree to which the student has achieved the academic standards established by the Board for District students.

Change of Address

When a student or parent/guardian notifies the District of a change of address within the District's boundaries, the parent/guardian will be required to provide new proof of residency within the District, as outlined above, and may need to complete other enrollment/registration requirements.

Students Living with Resident Adult Other Than Parent

When a student lives with a District resident who is supporting the student without personal compensation (gratis), the student can enroll in a District school if the resident makes application and provides the required documentation.

In addition to the required documents, school staff will require the resident to provide one (1) of the following:

1. Legal documentation to show dependency or guardianship which may include a custody or dependency order; or
2. Sworn and notarized statement indicating that the signer is a District resident and is supporting the student without receiving personal compensation, the student is living with him/her continuously and not just for the school year, and the resident accepts all personal obligations relative to school requirements.

School staff may also require additional information to substantiate the sworn statement under (2) above before enrolling the student in District schools. Notwithstanding any procedure to the contrary outlined in other Board Policy or Administrative Regulations, if it is found that the information contained in the sworn statement is false, the child may be removed from school after notice of an opportunity to appeal the removal in accordance with the following procedure:

1. The appeal must be submitted to the Superintendent within five (5) school days of the notice of removal from school
2. The Superintendent or designee shall provide a written report including a statement of the basis for the removal.
3. The Superintendent or designee shall prepare a similar written report if Board involvement becomes necessary to resolve the issue.

A resident's receipt of payments, such as Supplemental Security Income (SSI), Transitional Assistance for Needy Families (TANF), pre-adoptive support, child support, maintenance on public or private health insurance, support from the military or military personnel or other payments for or on account of the student will not be considered personal compensation or gain.

School staff will not require the natural parent(s) or former guardian(s) to provide information.

The District reserves the right to periodically confirm the status of students attending District schools based on being supported gratis by a resident adult. This confirmation may include periodic visits to the home where the student is residing when conflicting information is provided or discovered regarding the eligibility status of a student.

Foster Students

Non-resident students placed in foster care in the District are entitled to the same educational privileges as students residing in the District and all protections outlined under applicable law. Non-resident exceptional students placed in foster care are entitled to receive an appropriate program of special education. When a student is placed in foster care, or when a foster care student's placement changes, and the District is determined to be the student's school or origin, the District shall provide transportation to the foster care student in accordance with the Memorandum of Understanding and Transportation Plan in effect between the District and the Chester County Office of Children, Youth and Families, unless a court order or applicable law dictates otherwise.

In addition to the required documents, school staff may request a letter from the appropriate agency verifying that the student is residing with a foster parent or is in a pre-adoptive or adoptive home. School staff cannot request a court order or agency records.

Students Living in Institutions

If the District hosts a children's detention home, drug and alcohol treatment center or similar facility, the District is required to provide an education, and special education when appropriate, to non-resident students placed in the institution.

Students placed in a children's institution have the right to attend District schools if appropriate for the student, upon submission of required documents

Children of Military Personnel

When a student is a child of a Pennsylvania resident who is deployed by the military and the student is living for that time with relatives or family friends residing in the District, the student is entitled to attend District schools, upon submission of required documents pursuant to Section 13-1302 of the Public School Code.

School staff will presume the District resident is supporting the student gratis, without personal compensation or gain.

Students Returning from Delinquency Placements

When a student returns to the District from a delinquency placement, school staff cannot automatically place the student in an alternative education program just because they had been adjudicated delinquent.

A student returning from a delinquency placement is entitled to an informal hearing prior to being placed in an alternative education program in accordance with 22 Pa. Code §12.8 (c).

The purpose of the hearing is to determine if the student is currently fit to return to the regular classroom or if s/he meets the definition of a disruptive student. Factors the District will consider include: (1) if the incident causing the adjudication occurred at school or a school-sponsored event; (2) student's behavior in the placement; (3) recommendations of teachers and adults, such as the juvenile probation officers, who have worked with the student.

While the District shall offer to hold the informal hearing prior to placement in the program, if the student's presence in the regular classroom poses a danger to persons or property or provides a disruption of the academic process, immediate placement in the alternative program may occur with the informal hearing to follow as soon as practicable.

Address Confidentiality Program (ACP)

A family can enroll a student using an Address Confidentiality Program (ACP) that lists a post office box as their address.

School staff will accept this post office box as the legal address and will not require additional information about the residence. All other required documents must be submitted for enrollment.

School records from the former school will be forwarded through the Address Confidentiality Program (ACP).

The ACP can be contacted at 1-800-563-6399 regarding questions about the family's eligibility for enrollment.

Enrollment Complaints

When a dispute arises regarding enrollment of a student, the individual attempting to enroll the student may file a complaint by mail, e-mail or telephone with the Superintendent or designee. The individual or the District may send written follow-up to the Department of Education, School Services Office

~~Periodic~~ Verification of Continued Residency

The District ~~will conduct a cyclical, District-wide re-enrollment, every four (4) years. may require~~ During the re-enrollment process, parents/guardians or other adults with whom District students are residing ~~will be required~~ to submit renewed proof of residency ~~within the District where the District reasonably suspects that a student may not be~~ legally residing in the District. Removal proceedings may be brought against any student for whom the District does not receive continued proof of residency in the District. Any removal proceedings will take place in accordance with the procedures outlined in Board Policy and Administrative Regulation 5116.

~~Nothing in this section shall preclude the District from requiring verification of continued residency from parents, guardians or other adults with whom District students are residing on a more frequent basis where the District reasonably suspects that a student may not be legally residing in the District.~~

~~The Superintendent or designee will review the requirements of this section of the Administrative Regulation following each cyclical, District-wide re-enrollment and make any appropriate revisions based upon the outcome and effectiveness of the most recent cyclical, District-wide re-enrollment process.~~

Adopted: February 28, 2005
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Revised: August 2010
Revised: April 27, 2011
Reviewed: May 21, 2015
Revised: May 3, 2018

Recordings of School Board Meetings by the District

Video recording of School Board Meetings by the District

The Board recognizes the usefulness of recording by video the proceedings during publicly convened Board legislative meetings (“Public legislative meetings”) and, from time-to-time, other public meetings of the Board and its committees. Therefore, the Board, at its sole discretion, may video record all or any portion of Public legislative meetings or, at the Board’s sole discretion, other public meetings of the Board or committees of the Board, subject to the following limitations:

1. The video recording of any Public legislative meeting or other video recorded Board meeting produced by the District is the exclusive property of the District to be used at the Board’s discretion.
2. The Board-approved written minutes will continue to be the official record of the meeting. Any video recording of public meetings made by the District will be destroyed as soon as it has completed its planned programming run unless there is an open public records request for a copy of such videotapes. Also, video recordings of District meetings will be preserved in the event that there is a legal hold instituted, meaning that the District believes a matter is likely to lead to litigation by or against the District therefore and all relevant materials are being retained until such time as the legal hold is lifted.
3. While it is the Board’s intent to broadcast video recorded Board meetings in their entirety, the Board, at its discretion, may:
 - a) discontinue the video recording of that meeting at any time by majority vote of the quorum in attendance at a particular public meeting if video recording becomes impractical due to equipment malfunction, operator unavailability or if the video recording is creating any impediment to conducting the meeting in an orderly fashion; and
 - b) edit the video recording of a meeting prior to broadcast in order to avoid possible legal liability to the Board, the District and District employees.
 1. The Board President, acting upon advice of the Solicitor or other appropriate legal counsel, will determine in her or his sole discretion (although the President will seek input and advice from the Board where practical), which portions, if any, of its video recordings of public Board meetings will not be broadcast over television or other media. Examples of the type of statements that would be subject to editing are abusive, obscene and potentially defamatory statements by those in attendance at the meeting.

2. Any Board member, District employee or any other person who believes they have been defamed at a Board meeting should notify the Board President or Superintendent immediately to provide the Board President the opportunity to edit the video recording from that meeting.
4. The agenda for the meeting will contain a notification that all or a portion of the meeting is being video recorded for purpose of public broadcast.
5. At the discretion of the Board, the broadcast of a particular meeting may contain a notification disclaiming responsibility for statements made by those in attendance at the meeting.

Audio recording of School Board Meetings by the District

Any audio recording of public meetings made by the District for use in connection with preparation of minutes will be destroyed as soon as written minutes of the meeting are approved unless there is an open public records request for a copy of such audio recordings. Also, audio recordings of District meetings will be preserved in the event that there is a legal hold instituted, meaning that the District believes a matter is likely to lead to litigation by or against the District therefore and all relevant materials are being retained until such time as the legal hold is lifted.

Establishment of Procedures

An Administrative Regulation shall accompany this regulation which shall provide for the following:

1. Procedures and standards for consistent application of methods of editing the video recording of a meeting prior to broadcast pursuant to this Policy; and
2. Procedures for prompt and uniform notification to individuals whose statements at Board meetings have been edited pursuant to this Policy;

Recordings of School Board Meetings by the District

Editing Procedures

The following steps shall be followed in regard to editing of recordings of School Board meetings, including standing School Board Committee meetings, by the District prior to broadcast of the recording:

1. Any Board member or the District's Superintendent may request to review a recording of a School Board meeting if he/she believes a portion of the recording may require editing. Additionally, any Board member, District employee or any other person who believes they have been defamed at a Board meeting may also request such a review.
2. All requests for editing should be sent to the Superintendent.
3. The Superintendent shall send the request to the Solicitor (or other appropriate legal counsel) for preliminary review as to the legal implications of the editing request.
4. The Superintendent shall then present the request to the Board President and provide any information deemed pertinent by the President.
5. The Board President shall do the following:
 - a. Review the recording of the School Board meeting with particular focus on the portion recommended for editing;
 - b. Seek input and advice from the Board if practical; and
 - c. Determine whether or not editing of the recording should occur;

Editing Standards

The following standards shall be used in regard to editing of recordings of School Board meetings by the District prior to broadcast of the recording:

1. The types of statements that may be subject to editing include but are not limited to those that are clearly and/or legally considered to be:
 - a. Personally abusive and likely to incite, or did incite immediate physical retaliation;
 - b. Obscene;
 - c. Defamatory;

- d. Sexually suggestive and inappropriate for particular age groups;
 - e. Directed to producing or inciting imminent lawless action, and likely to produce or incite such action; or
 - f. Meant to communicate an intent to place an individual or group in fear of bodily harm.
2. Other portions of recordings may be edited if determined as being in the best interests of the District and viewers to do so, such as inappropriate and/or personal conduct incidentally recorded but not pertinent to the activities of the Board meeting.

Notification

The Board Secretary shall notify the original requester of the final outcome and/or determination. In the event that the recording is edited, the Board Secretary shall also notify the speaker or speakers whose comments were edited of the final outcome and/or determination

The notification shall include:

1. The statement that was edited;
2. The reasons the statement was edited;
3. The person to contact in the event of questions or concerns including the person's name, title, and contact information.

*Student Substance Abuse*STUDENT ASSISTANCE PROGRAM (SAP)

The District, recognizing the need to address the problem of substance abuse on a District-wide basis, supports the maintenance of a Student Assistance Program. The purpose of the Student Assistance Program is three-fold: (1) to identify students who are having problems because of substance abuse or due to mental health problems, (2) to intervene when appropriate either by personal contact or through support groups, and (3) with the involvement and approval of parents/guardians, to refer those students for appropriate help.

The Student Assistance Program is not a treatment program. Instead, the program's goal is to identify students who exhibit "at risk" behavior, such as suicidal intent, depression and substance abuse, and to offer a means of intervention by alerting parents or guardians to behavioral changes or related school problems and by making referrals to outside agencies or school support services.

STUDENTS SEEKING HELP

Any student who is self-referred or referred by anyone else and who seeks or accepts help with a drug, alcohol, or substance abuse problem, and who is not under the influence; not presently facing school-based disciplinary consequences; and not otherwise in violation of Policy 5405 at the time of referral is not subject to the disciplinary provisions outlined in this Administrative Regulation, so long as the student completes the required steps of their intervention plan. In such instances, an intervention plan will be developed and implemented at the principal's direction in conjunction with the Student Assistance Program.

- A. School personnel to whom a student reports a drug, alcohol, or substance abuse problem and from whom the student seeks or accepts help should consult with the student and make an appropriate referral to the Student Assistance Program, school counselor or building administrator.
- B. The Student Assistance Program will make an appropriate assessment and referral for psychological, medical or other types of help, as may be appropriate. If assessment or treatment appears necessary, the consent of the parent or legal guardian of the student shall not be necessary to refer the student for treatment (71 P.S. §1690.112), although the District will notify the parent or legal guardian of any such referral.
- C. Follow-up will be conducted by a member of the Student Assistance Team and the agency to which the student was referred.
- D. In accord with the Pennsylvania Drug and Alcohol Abuse Control Act, a student in the District who suffers from the effects of substance abuse and who is at least

fourteen (14) years of age may consent to counseling or medical care related to its diagnosis and treatment.

INVESTIGATION AND SCHOOL-BASED DISCIPLINE

Responsibilities of District Employees

- a. An employee who suspects a student of being in violation of Policy 5405 while on school property has a duty to ensure that the student is taken immediately to the building principal or designee. Suspicion may be based on smelling alcohol or marijuana or other circumstances leading the employee to reasonably suspect a violation of Policy 5405.
- b. An employee who suspects a student of being in violation of Policy 5405 while involved in any school-related activity on or off school property has a duty to ensure that the student is taken immediately to the staff member supervising the activity. After confirming the suspicion of violation of Policy 5405, the activity supervisor will immediately notify the building principal or responsible school personnel.
- c. District personnel are advised that knowledge of the investigation, diagnosis or treatment of a student's substance abuse is to be held in strict confidence.

Responsibilities of Principal or Designee

- a. A conference will be held between the student and appropriate school personnel to explore the reasons for the exhibited symptoms and to afford the student an opportunity for explanation regarding the exhibited symptoms.
- b. If reasonable suspicion of a violation of Policy 5405 exists, the parent/guardian will be contacted, apprised of the situation, and invited, where feasible, to offer possible explanations for the child's exhibited behavior. The building principal or designee shall also notify the Superintendent or designee.
- c. The principal or designee may also arrange for an examination by police or medical personnel to determine whether the student is under the influence of illegal drugs, alcohol, or other substances, or whether the student requires medical attention.
- d. Upon admission from the student or confirmation from the investigation and/or examination that the student has violated Policy 5405, the student will be subject to disciplinary action as detailed below.

School-Based Discipline

The following disciplinary procedures will be implemented in connection with any violation of Policy 5405.

1. The building principal or designee will contact the student's parent(s) or guardian(s) and may request that they come to the principal's office immediately.
2. The principal or designee will notify the proper local authorities for appropriate investigation and disposition, if applicable.
3. The student will be referred to the Student Assistance Program or its grade-level equivalent.
4. The student will be suspended from school in accordance with the following guidelines:
 - A student who is found to be in violation of Policy 5405 for the first time (except for distribution) shall be suspended out of school for five (5) school days and will not be permitted to participate in school-sponsored activities for fifteen (15) school days following the infraction. Following an informal hearing, additional school-based discipline may be imposed. A student's agreement to attend, without undue delay, a counseling and/or treatment program, as determined by an assessment conducted by the liaison to the Student Assistance Program or a licensed substance abuse treatment facility, will be considered as a mitigating factor in determining whether additional school-based discipline will be imposed.
 - A student who is found to be in violation of Policy 5405 who has previously been suspended for a violation of Policy 5405 shall be suspended from school for ten (10) school days and will not be permitted to participate in school-sponsored activities for ninety (90) school days following the infraction. Following an informal hearing, the matter shall also be referred to the Superintendent to determine whether expulsion charges will be brought against the student.
 - Any student who is found to be in violation of Policy 5405 for distributing a controlled substance shall be suspended from school for ten (10) school days and will not be permitted to participate in school-sponsored activities for ninety (90) school days following the infraction. Following an informal hearing, the matter shall be referred to the Superintendent to determine whether expulsion charges will be brought against the student.

5. In the case of a student who is recommended for expulsion, the Superintendent or designee may, at the Superintendent or designee's sole discretion, hold such expulsion proceedings in abeyance, and may permit a student to return to school after a ten (10) school day suspension, if the student agrees to undergo a substance abuse assessment conducted by a licensed substance abuse treatment provider, at the parents'/guardian's expense, and to comply with the recommendations cited in the assessment and/or treatment plan without undue delay, as determined by the Superintendent or designee. Expulsion proceedings will be held in abeyance in order to provide the student with a reasonable amount of time to undergo the agreed upon substance abuse assessment and to complete a treatment plan based on the recommendations cited in the assessment. Written verification, provided by the treatment facility, indicating compliance with the recommendations cited in the assessment and/or treatment plan must be provided to the District. Upon receipt of written verification that the student has complied with the recommendations cited in the assessment and/or treatment plan, expulsion proceedings will be withdrawn against the student. Expulsion proceedings will immediately be re-instated against a student who does not undergo the required assessment and/or comply with the recommendations cited in the assessment and/or treatment plan within a reasonable amount of time, as determined by the Superintendent or designee.
6. Additional penalties for prohibited use of anabolic steroids are as follows:
 - a) First violation – suspension from school athletics for the remainder of the season or thirty (30) school days, whichever is longer.
 - b) Second violation – suspension from school athletics for the remainder of the season and for the following season.
 - c) Third violation – permanent suspension from school athletics.

No student shall be eligible to resume participation in school athletics unless satisfactory evidence is provided to the building principal or designee indicating that no residual steroid or performance enhancement exists.

Participation in School-Sponsored Activities

For purposes of this Administrative Regulation, "participation in school-sponsored activities" means attendance at (including representation of the school or District in) athletic events or other school activities such as club or academic

activities. The student may still participate in graduation ceremonies but may not represent the school as an individual, such as a speaker or other program participant. Exclusions from participation in school-sponsored activities under this Administrative Regulation carry over from year-to-year except in the case of graduating seniors.

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