



BETHLEHEM AREA SCHOOL DISTRICT
Bethlehem, Pennsylvania

K-12 STUDENT FRAMEWORK FOR CITIZENSHIP

INTRODUCTION

BASD Mission:

The Bethlehem Area School District, in partnership with the home and community, is committed to providing a safe and supportive environment in which each student will attain the knowledge, skills, and attitudes necessary to become a productive citizen and lifelong learner in our technologically demanding and culturally diverse society.

Office of Student Services & Minority Affairs (OSSMA) Mission:

In alignment with the Bethlehem Area School District's Roadmap to Educational Excellence, the Office of Student Services and Minority Affairs (OSSMA) partners with schools, families, and the community to support all students through their educational journey. Through various supports and services, the OSSMA works collaboratively with all stakeholders to give students the behavioral and academic services they need for success.

BASD Philosophy of Leadership and Character Development:

The Bethlehem Area School District (BASD) believes that all children have a desire to learn and grow. It is the responsibility of the BASD to foster that desire by providing a well rounded K-12 experience through positive learning opportunities that are not limited to academics, but also opportunities to grow in leadership and character. We expect that all schools will be environments that are conducive to that growth through physical, emotional, intellectual, and social experiences that directly impact their ability to become positive citizens in our communities.

Students will learn best by observing positive role models employed by our District, but more importantly by their own ability to model appropriate behaviors to build good leadership skills and character. Because the BASD believes in personalization for equitable outcomes in building the whole child, students and families can expect that their child will be given the tools they need to accomplish this task of leadership and character development as well.

Because leadership and character development are a process that can be modeled and learned, we believe in using tiered responses, strategies, and interventions to support our students and foster positive behaviors through a leadership and restorative model. Students will not only learn that they are all leaders, but also that when leaders make a mistake, they own up to their mistakes, make amends, and restore relationships broken by their misbehaviors. This development will be done through Leader In Me, Restorative Practices, and Positive Behavioral Interventions and Supports.

Appropriate responses to misconduct are expected and students should have clear understanding of these expectations. School consequences will be administered in a way that takes into consideration student needs in the same way academic programming takes into consideration their academic levels.

OUR FRAMEWORK FOR CITIZENSHIP

Our Framework for Citizenship: Building a safe, caring and respectful learning community is based upon four components- Universal Values, Excellence, Global Understanding, and Community Service. Together these four guiding principles promote the education of the whole child using an integrated approach. Our goal is to teach children that they must demonstrate certain behaviors, success skills, on a regular and ongoing basis and that traditional values need to be learned and become an integrated part of their daily lives.

UNIVERSAL VALUES

Classroom experiences in the Bethlehem Area School District will emphasize learning character development and universal values. The first component, *Universal Values*¹, provides the foundation of this school district's direction.

- Courage: mental or moral strength
- Empathy: understanding by putting oneself in another's place
- Friendship: mutual liking or attachment between friends.
- Honesty: speaking or seeking truth; sincerity.
- Integrity: incorruptibility; honor
- Kindness: being friendly or nice to others
- Loyalty: consistent devotion or allegiance; faithfulness
- Patience: endurance of hardship or trouble without complaint
- Patriotism: love for or devotion to one's country
- Persistence: continuing firmly and steadily in spite of opposition.
- Respect for Others and Self: holding in high regard; esteem
- Responsibility: moral, legal or mental accountability
- Self-Discipline: training that molds the moral character of oneself.
- Tolerance: acceptance of beliefs differing from one's own.
- Trust: reliance or faith
- Work Ethic: effort applied to produce a desired effect or result

EXCELLENCE

The second component, *Excellence*, is a natural consequence of a student's character development and of the universal values focus. Aiming for their very best becomes not an external push, but an internal desire of students. Students learn that they can make a positive contribution to their community and society by developing excellence in all things. An emphasis on the joy of learning creates a thirst for knowledge that brings lasting results in academic pursuits.

GLOBAL UNDERSTANDING

The third component, *Global Understanding*, is built on the first two. Students are helped to develop respect and appreciation for all peoples and beliefs. They learn to value the range of cultures, races, and individual characteristics.

COMMUNITY SERVICE

The last component, *Community Service*, encourages the students to become actively involved in activities of their choice which make the world a better place.¹ In addition to the formal curriculum, students learn from a hidden curriculum—all the personal and social instruction that they acquire from their day-to-day schooling. Many of education's most profound and positive teachings are conveyed in that *hidden curriculum*. The everyday behavior of the staff and students cannot fail to have an impact on a student.

SUCCESS SKILLS BASED ON THE UNIVERSAL VALUES:

As research has progressed in the area of value systems, the following social-emotional learning, which will be referred to as Success Skills (Hoerr, T., 2017), incorporate the Universal Values narrowed into 5 areas: Empathy, Self-Control, Integrity, Embracing Diversity, and Grit. Because students spend a considerable amount of time in school, we must support students in their journey to become productive citizens in society by teaching and modeling the 5 Success Skills.

Building on BASD's commitment to equity and the building of strong character and leadership in our students, Leader In Me and Restorative Practices, along with Positive Behavioral Interventions and Supports (PBIS) will be used as a basis for teaching and modeling the expected behaviors in all students. Our goal is to provide a safe educational and social environment by improving the culture and climate of our schools through these methods and philosophies.

LEADER IN ME:

The Leader In Me is based off of Franklin Covey's *7 Habits of Highly Effective People*. It is a transformation model through whole school change. The 7 Habits teaches universal principles such as "...responsibility, vision, integrity, teamwork, collaboration and renewal, which are secular in nature and common to all people and cultures." They also teach the expected academic skills of critical thinking, goal setting, listening and speaking, self-directed learning, presentation-making and the ability to work in groups."

The following 7 Habits will be taught to all elementary students and will begin to move up through our middle schools:

Habit 1 - Be Proactive: Teaches students that they choose and are responsible for their actions

Habit 2 - Begin with the End in Mind: Teaches students that they must plan and set their own goals and that everything they do has meaning, which is critical to the success of their classroom and school

Habit 3 - Put First Things First: Teaches students that they need to set priorities and their education is a priority. School first, then play

¹ Ideas adapted from *A Bold Experiment in Teaching Values* by C. Cottom: [Educational Leadership International](#), May, 1996.

Habit 4 - Think Win-Win: Teaches students to balance their wants and needs with those of others, and when there are conflicts to seek another alternative

Habit 5 - Seek First to Understand, Then to be Understood: Teaches students to listen and try to understand the viewpoints of others, and they can then voice their viewpoints

Habit 6 - Synergize: Teaches students to value the strengths of other people, seek their ideas, to work well in groups, because better solutions are created when working together

Habit 7 - Sharpen the Saw: Teaches students that taking care of self is important through eating well, exercising, getting sleep, spending time with family and friends, and helping others

The BASD will use the Leader In Me philosophy to build and develop leadership skills by creating a common language among school staff, students, and parents that will help build and develop leadership skills in our students. Through this concept students will gain the necessary skills expected of the post-secondary (business and colleges/universities) world.

RESTORATIVE PRACTICES/RESTORATIVE JUSTICE²:

Restorative Practices are processes that proactively create a sense of, and commitment to community in order to prevent and address conflict and wrongdoing as follows:

- Involve and empower the affected community; however, participation is always voluntary.
- Challenge the mindsets of all involved to examine their roles, attitudes, beliefs and behaviors specifically around wrongdoing.
- Utilize techniques to proactively build community, such as recognizing and celebrating desirable community actions and behaviors, and establishing community expectations.

Restorative Justice strategies challenge members of a school community to:

- Focus on the harms of wrongdoing more than on the rule or law that was broken.
- Encourage collaboration and reintegration, rather than punishment and isolation.
- Involve individuals who have harmed others in the decision making around consequences.
- Anticipate and address situations that may challenge a school community, such as physical conflict or re-entry of members into the community who have been apart for disciplinary reasons.

² Adapted from the 2016 Student Code of Conduct in Montgomery County Public Schools

Five practical applications of Restorative Practices (RP) that will be used³:

1. Social Discipline Window: Moving away from only punitive or permissive responses to negative behavior, the social discipline window illustrates the various responses to wrongdoing. RP suggests

that working WITH students and families provides more successful outcomes when responding to negative behavior and wrongdoing.

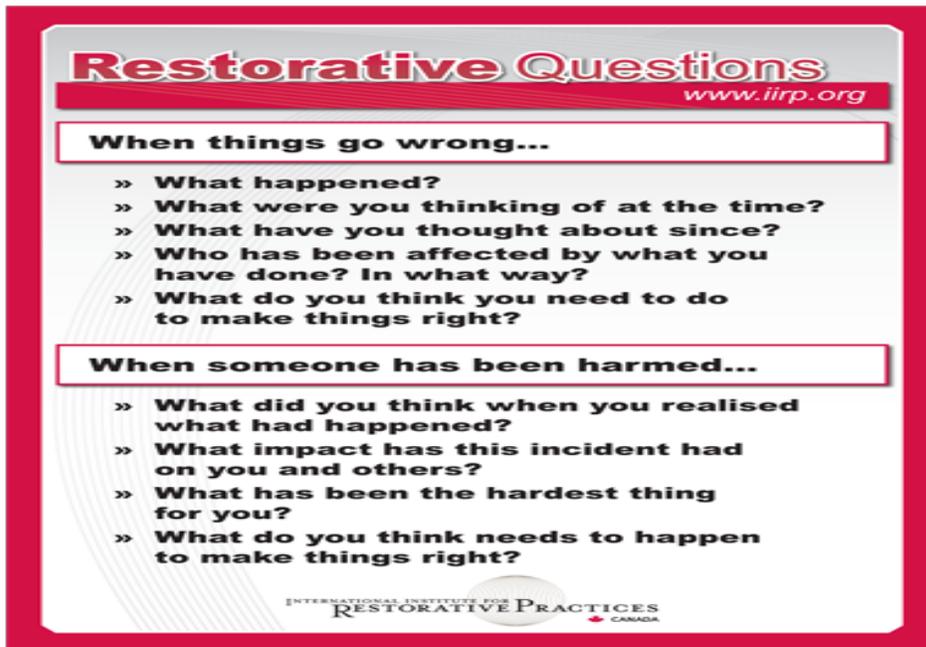
Although there will be some instances where a more direct TO approach is necessary (for example, responding to dangerous situations, such as fire, police activity (lockdowns) etc.), the BASD will aim for a WITH approach.



2. Affective Statements/Questions - Affective statements communicate how people feel. Affective questions require the reflection on how one's behavior affected others. Students are taught how to make affective statements and to ask affective/restorative questions.

We understand that conflicts and disagreements will occur; however, they do serve as opportunities to teach and model how to appropriately respond.

Below are the restorative questions that are used when dealing with conflict.



3. Fair Process - The concept of Fair Process has had productive and effective outcomes in business organizations. The idea is that when those in charge (Administration, teachers, etc.) work and do things WITH others (including others in the process of decision making), all parties involved are more accepting of the results, because they feel it was inclusive and fair. The three principles of Fair Process are:

- Engagement - involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account
- Explanation - explaining the reasoning behind a decision to everyone who has been involved or who is affected by it
- Expectation Clarity - making sure that everyone clearly understands a decision and what is expected of them in the future (Kim & Mauborgne, 2003)

As explained with the Social Discipline Window, there will be times where the adult in charge will need to make unilateral decisions without Fair Process, and students and families must respect that decision. However, the intention is that all members of the community have their thoughts and opinions heard and input respected and utilized when appropriate.

4. Circles - Circles are used to build community and foster relationships among those participating. They are used for conflict resolution, decision making (together with Fair Process), relationship building, academic content check ins/check outs, and in many other ways. It is an opportunity for all participants to share equally and without the typical hierarchy of classroom desks and rows with the teacher standing at the head.

5. Restorative Conference - This is a structured meeting, held in a

Circle, between the offender(s) and the victim(s) along with family and friends. The offense that occurred is dealt with during the conference. The idea is that all parties learn how the actions of the offender(s) impacted all those in the conference. It allows the victim(s) the opportunity to be supported when confronting the offender(s) and the offender(s) to understand their actions had a greater impact than just the victim(s).

In many cases, the offender and victim is not always clear. This style of conferencing still allows for the opportunity to discuss the issue while offering the opportunity for all parties to partake in the solution.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS):

PBIS is a school-wide approach through the teaching of behavioral expectations to students as we would teach any core curriculum. It is used in our schools in various ways. PBIS works together with Leader In Me and Restorative Practices, not in contrast, as the goal of all the programs is to help students learn and understand the behaviors that are not only expected in our schools, but also in our society.

Specific behaviors are targeted and taught to students while being modeled by the adults. When the expected behaviors are not met, RP and/or LIM are used as a means to address the concern. Both negative and positive behaviors are addressed, because we not only want students to refrain from what is viewed as negative behavior, but also to reinforce and praise the positive behaviors that are occurring much more frequently than negative ones.

The Bethlehem Area School District's philosophy will always be to support the building of strong citizens for the Bethlehem community. We will continue to expand RP to all schools at the secondary level by providing training and building capacity to support the implementation of its strategies. Every elementary school is at various levels of training in LIM, and we will also work towards expanding it to our middle schools over the next several years. As previously stated, PBIS has been incorporated at various levels of implementation to what works best in their schools. It is our belief, and research demonstrates, that these three frameworks work in conjunction with each other. When used with fidelity, school culture and climate improves and students and faculty thrive both personally and academically.

³ The information on RP, LIM, and PBIS were adapted from the following articles or websites: Wachtel, T. (2016). Defining Restorative. www.iirp.edu; What is Leader In Me? www.theleaderinme.org; SWPBIS for Beginners, <https://www.pbis.org/school/swpbis-for-beginners>

STUDENT RESPONSIBILITIES (Pennsylvania School Code)

1. Students have a responsibility to attend school regularly.
2. It is the responsibility of students to be aware of all rules and regulations for student behavior and conduct themselves in accord with them.
3. Students have a responsibility to express their ideas and opinions in a respectful manner so as not to offend or slander others.
4. Students have a responsibility to volunteer information in matters relating to the health, safety, and welfare of the school community and the protection of school property.
5. Students have a responsibility to dress and groom themselves so as to meet fair standards of safety and health and so as not to cause substantial disruption to the educational process.
6. Until a rule is waived, altered, or repealed, students are responsible for assuming the rule is in full effect.
7. Students are responsible for assisting the school staff in operating a safe school for all students enrolled in the school.
8. It is the responsibility of students to be aware of and comply with state and local laws.
9. Using public facilities and equipment with proper care is a student responsibility.
10. Submitting a proper excuse for absence from school is a student responsibility.
11. Students are responsible for being on time to all classes and other school functions.
12. Making all necessary arrangements for making up work when absent from school is a student responsibility.
13. It is a student responsibility to pursue and attempt to satisfactorily complete the courses of study prescribed by state and local authorities.
14. Students are responsible for avoiding inaccuracies in student newspapers or publications and indecent or obscene language.
15. No student has the right to interfere with the education of his fellow students. It is the responsibility of each student to respect the rights of teachers, administrators, and all others who are involved in the educational process.

Regulatory Requirement:

(a) All persons residing in this Commonwealth between the ages of 6 and 21 years are entitled to a free and full education in the Commonwealth's public schools;

(b) Parents or guardians of all children between the ages of eight and 17 are required by the compulsory attendance law to ensure that their children attend an approved educational institution, unless legally excused. Students who have not graduated may not be asked to leave school merely because they have reached 17 years of age, if they are fulfilling their responsibilities as students;

A student may not be excluded from the public schools or from extracurricular activities because:

- (1) the student is married;
- (2) the student is pregnant;
- (3) the student has a disability as identified by Chapter 15 (relating to protected handicapped students);
- (4) the student is an eligible student identified under Chapter 14 (relating to special education services and programs).

STUDENT RESPONSIBILITIES

Regulatory Requirement: Student responsibilities include:

(a) Regular school attendance, conscientious effort in classroom work and homework and conformance to school rules and regulations. Most of all, students are responsible to share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living;

(b) No student has the right to interfere with the education of fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators and all others who are involved in the educational process;

(c) Students should express their ideas and opinions in a respectful manner;

(d) It is the responsibility of the students to conform to the following:

(1) Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them. Students should assume that, until a rule is waived, altered or repealed in writing, it is in effect.

(2) Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.

(3) Dress and groom to meet standards of safety and health, and not to cause substantial disruption to the educational processes.

(4) Assist the school staff in operating a safe school for the students enrolled therein.

(5) Comply with Commonwealth and local laws.

(6) Exercise proper care when using public facilities and equipment.

(7) Attend school daily and be on time at all classes and other school functions.

(8) Make up work when absent from school.

(9) Pursue and attempt to complete satisfactorily the courses of study prescribed by local school authorities.

(10) Report accurately in student media.

(11) Do not use obscene language in student media or on school premises.

SCHOOL RULES

Regulatory Requirement:

(a) The governing board has the authority to make reasonable and necessary rules governing the conduct of students in school. The rulemaking power, however, is not unlimited; it must operate within statutory and constitutional restraints. A governing board has only those powers that are enumerated in the statutes of the Commonwealth, or that may reasonably be implied or necessary for the orderly operation of the school;

(b) Governing boards may not make rules that are arbitrary, capricious, discriminatory or outside their grant of authority from the General Assembly. A rule is generally considered reasonable if it uses a rational means of accomplishing some legitimate school purpose;

(c) Each governing board shall adopt a code of student conduct that includes policies governing student discipline and a listing of students' rights and responsibilities as outlined in this chapter. This conduct code shall be published and distributed to students and parents or guardians. Copies of the code shall also be available in each school library.

DISCRIMINATION

Regulatory Requirement: Consistent with the Pennsylvania Human Relations Act (43 P. S. §§ 951—963), a student may not be denied access to a free and full public education, nor may a student be subject to disciplinary action on account of race, sex, color, religion, sexual orientation, national origin or disability. District Policy 103 also adds gender identity, gender expression, ancestry, marital status, and pregnancy to the list of protected groups.

CORPORAL PUNISHMENT

Regulatory Requirement:

(a) Corporal punishment is defined as physically punishing a student for an infraction of the discipline policy. Use of corporal punishment is prohibited;

(b) Teachers and school authorities may use reasonable force under the following circumstances

- (1) To quell a disturbance.
- (2) To obtain possession of weapons or other dangerous objects.
- (3) For the purpose of self-defense.
- (4) For the protection of persons or property.

EXCLUSION FROM SCHOOL

Regulatory Requirement:

(a) The governing board shall define and publish the types of offenses that would lead to exclusion from school. Exclusions affecting certain students with disabilities shall be governed by § 14.143 (relating to disciplinary placements) and 34 CFR 300.519—300.529⁴ (relating to discipline procedures);

(b) Exclusion from school may take the form of suspension or expulsion;

(1) Suspension is exclusion from school for a period of from one to 10 consecutive school days.

- (i) Suspensions may be given by the principal or person in charge of the public school.
- (ii) A student may not be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened.
- (iii) The parents or guardians and the superintendent of the district shall be notified immediately in writing when the student is suspended.
- (iv) When the suspension exceeds three school days, the student and parent

⁴ Following the Reauthorization of the Individuals with Disabilities Education Improvement Act of 2004 and the promulgation of revised implementing regulations provisions relating to discipline procedures may now be found at 34 C.F.R. §§300.530-300.536

shall be given the opportunity for an informal hearing consistent with the requirements in § 12.8(c) (relating to hearings).

- (v) Suspensions may not be made to run consecutively beyond the 10 school day period.
 - (vi) Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the governing board.
- (2) Expulsion is exclusion from school by the governing board for a period exceeding 10 school days and may be permanent expulsion from the school rolls. Expulsions require a prior formal hearing under § 12.8.
- (c) During the period prior to the hearing and decision of the governing board in an expulsion case, the student shall be placed in his normal class except as set forth in subsection (d);
- (d) If it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days. A student may not be excluded from school for longer than 15 school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded shall be provided with alternative education, which may include home study;
- (e) Students who are under 17 years of age are still subject to the compulsory school attendance law even though expelled and shall be provided an education.
- (1) The initial responsibility for providing the required education rests with the student's parents or guardians, through placement in another school, tutorial or correspondence study or another educational program approved by the district's superintendent.
 - (2) Within 30 days of action by the governing board, the parents or guardians shall submit to the school district written evidence that the required education is being provided as described in paragraph (1) or that they are unable to do so. If the parents or guardians are unable to provide the required education, the school entity shall, within 10 days of receipt of the notification, make provision for the student's education. A student with a disability shall be provided educational services as required by the Individuals With Disabilities Education Act (20 U.S.C.A. §§ 1400—1482).
 - (3) If the approved educational program is not complied with, the school entity may take action in accordance with 42 Pa.C.S. Chapter 63 (relating to the Juvenile Act) to ensure that the child will receive a proper education. See § 12.1(b) (relating to free education and attendance).

EXCLUSION FROM CLASS – IN-SCHOOL SUSPENSION

Regulatory Requirement:

- (a) A student may not receive an in-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective;
- (b) Communication to the parents or guardian shall follow the suspension action taken by the school;
- (c) When the in-school suspension exceeds 10 consecutive school days, an informal hearing with the principal shall be offered to the student and the student's

- parent or guardian prior to the 11th school day in accordance with the procedures in § 12.8 (relating to hearings);
- (d) The student's school entity has the responsibility to make provision for the student's education during the period of the in-school suspension.

Department Expectations: LEAs will reflect the requirements set for in Section 12.7 for in-school suspensions in their annual notifications to students and parents. Local policies should be in compliance with the requirements.

HEARING

Regulatory Requirement:

- (a) *General.* Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing;
- (b) *Formal hearings.* A formal hearing is required in all expulsion actions. This hearing may be held before the governing board or an authorized committee of the board or a qualified hearing examiner appointed by the board. When a committee of the board or a hearing examiner conducts the hearing, a majority vote of the entire governing board is required to expel a student. The following due process requirements shall be observed with regard to the formal hearing:
- (1) Notification of the charges shall be sent to the student's parents or guardians by certified mail.
 - (2) At least three days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
 - (3) The hearing shall be held in private unless the student or parent requests a public hearing.
 - (4) The student may be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing.
 - (5) The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
 - (6) The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
 - (7) The student has the right to testify and present witnesses on his own behalf.
 - (8) A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
 - (9) The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
 - (i) Laboratory reports are needed from law enforcement agencies.
 - (ii) Evaluations or other court or administrative proceedings are pending due to a student invoking his rights under the Individuals With Disabilities Education Act (20 U.S.C.A. §§ 1400—1482).
 - (iii) In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests

of the victim.

(10) Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

- (c) *Informal hearings.* The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended;
- (1) The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians and school officials to discuss ways by which future offenses might be avoided.
 - (2) The following due process requirements shall be observed in regard to the informal hearing:
 - (i) Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.
 - (ii) Sufficient notice of the time and place of the informal hearing shall be given
 - (iii) A student has the right to question any witnesses present at the hearing.
 - (iv) A student has the right to speak and produce witnesses on his own behalf.
 - (v) The school entity shall offer to hold the informal hearing within the first five days of the suspension.

FREEDOM OF EXPRESSION

Regulatory Requirement:

- (a) The right of public school students to freedom of speech is guaranteed by the Constitution of the United States and the Constitution of the Commonwealth;
- (b) Students shall have the right to express themselves unless the expression materially and substantially interferes with the educational process, threatens serious harm to the school or community, encourages unlawful activity or interferes with another individual's rights;
- (c) Students may use publications, handbills, announcements, assemblies, group meetings, buttons, armbands and any other means of common communication, provided that the use of public school communications facilities shall be in accordance with the regulations of the authority in charge of those facilities:
 - (1) Students have the responsibility to obey laws governing libel and obscenity and to be aware of the full meaning of their expression.
 - (2) Students have the responsibility to be aware of the feelings and opinions of others and to give others a fair opportunity to express their views.
- (d) Identification of the individual student or at least one responsible person in a student group may be required on posted or distributed materials;
- (e) School officials may require students to submit for prior approval a copy of materials to be displayed, posted or distributed on school property;
- (f) Bulletin boards must conform to the following:
 - (1) School authorities may restrict the use of certain bulletin boards.
 - (2) Bulletin board space should be provided for the use of students and student organizations.
 - (3) School officials may require that notices or other communications be officially dated before posting, and that the materials be removed after a prescribed reasonable time to assure full access to the bulletin boards.
- (g) School newspapers and publications must conform to the following:
 - (1) Students have a right and are as free as editors of other newspapers to report the

- news and to editorialize within the provisions in paragraphs (4) and (5).
- (2) School officials shall supervise student newspapers published with school equipment, remove obscene or libelous material and edit other material that would cause a substantial disruption or interference with school activities.
 - (3) School officials may not censor or restrict material simply because it is critical of the school or its administration.
 - (4) Prior approval procedures regarding copy for school newspapers must identify the individual to whom the material is to be submitted and establish a limitation on the time required to make a decision. If the prescribed time for approval elapses without a decision, the material shall be considered authorized for distribution.
 - (5) Students who are not members of the newspaper staff shall have access to its pages. Written criteria for submission of material by non staff members shall be developed and distributed to all students.
- (h) The wearing of buttons, badges or armbands shall be permitted as another form of expression within the restrictions listed in Subsection (c);
- (i) School officials may set forth the time and place of distribution of materials so that distribution would not materially or substantially interfere with the requirements of appropriate discipline in the operation of the school:
 - (1) A proper time and place set for distribution is one that would give the students the opportunity to reach fellow students.
 - (2) The place of the activity may be restricted to permit the normal flow of traffic within the school and at exterior doors.

FLAGE SALUTE AND PLEDGE OF ALLEGIANCE

Regulatory Requirement: It is the responsibility of every citizen to show proper respect for his country and its flag:

- (1) Students may decline to recite the Pledge of Allegiance and may refrain from saluting the Flag on the basis of personal belief or religious convictions.
- (2) Students who choose to refrain from such participation shall respect the rights and interests of classmates who do wish to participate.

HAIR AND DRESS

Regulatory Requirement:

- (a) The governing board may establish dress codes or require that students wear school uniforms. Policies may apply to individual school buildings or to all school buildings;
- (b) Students have the right to govern the length or style of their hair, including facial hair. Any limitation of this right must include evidence that length or style of hair causes disruption of the educational process or constitutes a health or safety hazard. When length or style of the hair presents a health or safety hazard, some types of covering shall be used;
- (c) Students may be required to wear certain types of clothing while participating in physical education classes, shops, extracurricular activities or other situations when special attire may be required to insure the health or safety of the student;
- (d) Students have the responsibility to keep themselves, their clothes and their hair clean. School officials may impose limitations on student participation in the regular instructional program when there is evidence that the lack of cleanliness constitutes a health hazard.

CONFIDENTIAL COMMUNICATIONS

Regulatory Requirement:

- (a) Use of a student's confidential communications to school personnel in legal proceedings is governed by statutes and regulations appropriate to the proceeding. See, for example, 42 Pa.C.S. § 5945 (relating to confidential communications to school personnel);
- (b) Information received in confidence from a student may be revealed to the student's parents or guardians, the principal or other appropriate authority when the health, welfare or safety of the student or other persons is clearly in jeopardy.

SEARCHES

Regulatory Requirement:

- (a) The governing board of every school entity shall adopt reasonable policies and procedures regarding student searches. The local education agency shall notify students and their parents or guardians of the policies and procedures regarding student searches;
- (b) Illegal or prohibited materials seized during a student search may be used as evidence against the student in a school disciplinary proceeding;
- (c) Prior to a locker search, students shall be notified and given an opportunity to be present. When school authorities have a reasonable suspicion that the locker contains materials that pose a threat to the health, welfare or safety of students in the school, student lockers may be searched without prior warning.

ATTENDANCE POLICY REGULATIONS

Being punctual and attending school on a regular basis is an expectation and a necessary practice as a student and a future working citizen. Every habit in Leader In Me speaks to the importance of being on time, prepared, and ready for the school (work) day. Below are the expectations based on PA School Code, and district policy.

1. The following days of absence are classified as "noncumulative" and are not subject to Attendance Policy regulations related to the Student Code of Conduct section of the Framework for Citizenship:
 - a. Illness verified by a physician's note, including a student dismissed by designated district staff during school hours for health-related reasons.
 - b. Obtaining professional health care and/or therapy service rendered by a licensed physician.
 - c. Death in the family from the date of death until two days after the funeral unless otherwise authorized by the building principal or his/her designee. A signed parental note must be submitted within three days of the student's return to school. Supporting documentation may be requested.
 - d. Observance of a religious holiday observed by a bona fide religious group, upon prior written parental request.
 - e. School-sponsored activities, including participation in a project sponsored by a statewide or countywide 4-H, FFA or combined group upon written request prior to the event. Supporting documentation of the event may be requested.
 - f. Three (3) preapproved college and/or postsecondary institution visits per school year. The building principal shall have the authority to refuse approval for such visits where absences related to such visits are excessive or may have a negative impact on the student's academic performance.
 - g. Suspension from school.
 - h. Preapproved educational tours and trips with the school or other determined noncumulative by the Principal or designee.
 - i. Justifiable absences including, but not limited to, medical or dental appointments, court appearances, or family emergencies, impassable roads with documentation.
2. The following days of legal excused absences are classified as "cumulative" and are not subject to Attendance Policy regulations related to the Student Code of Conduct:
 - a. Preapproved family vacation(s) while school is in session within limits established by the District:
 - i. Students at the elementary level will be permitted to take four (4) educational trips, up to a cumulative maximum of fifteen (15) school days during their tenure in elementary school. Educational trips may not exceed five (5) days per year.

- ii. Middle School students will be permitted to take two (2) educational trips, up to a cumulative maximum of (10) school days during their tenure at the middle school level. Educational trips may not exceed five (5) days per year.
 - iii. High school students will be permitted to take two (2) educational trips, up to a cumulative maximum of (10) school days during their tenure at the high school level. Educational trips may not exceed five (5) days per year.
 - b. Preapproved college visits beyond three days within a school year.
 - c. Family emergency with parent note.
 - d. Impassable roads with parent note.
 - e. Any other absence for which a written parental excuse is submitted within three days of the student's return to school up to ten (10) days. A physician's/legal court documentation will be required on the 11th day unless authorized otherwise by the Principal or designee.
3. The following cumulative absences are classified as "unexcused/unlawful" and are subject to Attendance Policy regulations related to the Student Code of Conduct.
- a. Any day of absence for which neither a written parental or physician's note is submitted within three school days of a student's return from absence.
 - b. Any day of absence not excused by a physician's note after ten days of absence unless authorized otherwise by the building principal or his designee.
 - c. School truancy which includes any unlawful absence by students aged sixteen and under. Also classified as truancy is any unexcused absence by students aged seventeen and over.
 - d. Three unlawful absences result in parent receipt of a written notice of violation of the Compulsory Attendance Law and may result in further intervention that also may lead to prosecution before a district justice in accordance with Section 1333 of the Pennsylvania School Code.
 - e. Tardy/Early Dismissal from school by parent/guardian may be considered unlawful and unexcused. If a student has a pattern of arriving late or leaving school early (2 or more hours), the student may be considered absent for ½ the day. The ½ days may be used to accumulate full days of absence from school when it is impacting the student's academic progress.
 - f. Unlawful and/or unexcused absences may result in a grade of "F", "N", or "Zero" for all school responsibilities and class work missed on that day.
 - g. Unlawful absences that reach the truant level will trigger the implementation of Attendance Policy 204, *Procedure When Child is Truant*. Schools will investigate the absences and a **Student Attendance Improvement Conference (SAIC) may be scheduled. If a SAIC is scheduled, a Student Attendance Improvement Plan (SAIP) will be completed.**
4. Late to school or class is categorized as attendance infractions of the Student Code of Conduct section of the Framework for Citizenship. Late to school may also be categorized as an infraction for students not of Compulsory Age. Lateness to First block for high school will be investigated and the school will determine whether it is Late to School or Late to Class for purposes of the Policy.

- a. Lateness to school due to physician's appointments, court appearances, or funerals are not infractions when the appropriate written verification is submitted within the allotted three (3) days. It is expected that students be present in school after/before the appointment when location of appointment is local and return is allowed by physician.
 - b. An administrative discipline referral may be acted upon beginning with the third occurrence of unexcused lateness to class for students 17 and over.
 - c. Administration may determine whether students who have reached the category of 3-5 sessions of detention on the sixth step for lateness to school will have any further occurrences considered as an act of truancy. If it is determined to be an act of truancy, the Attendance Policy will be enacted and a **Student Attendance Improvement Conference (SAIC)** will be scheduled. **A Student Attendance Improvement Plan (SAIP)** will be completed at the Conference. **Any arrival three hours late or departure three hours early may be considered an act of truancy and disciplinary action or requirements of the Attendance Policy may be enacted upon.**
 - d. For students 17 or older who fail to report for unexcused reasons to administratively assigned detention for Late to Class violations will become an infraction.
 - e. A schedule modification may be imposed in cases where attendance infractions primarily affect a particular course of study. Students withdrawn from courses are ineligible to earn credit for such courses during the current semester. Such interventions will be determined at a SAIC and become part of the SAIP.
 - f. In-school suspension with a certified teacher can be issued for students of any age.
 - g. Students of compulsory age may not be tracked to expulsion due to attendance; however, if other behaviors are determined to be the cause, then other forms of consequences (such as out of school suspensions) may be used.
5. Unexcused class absence (class cutting) is categorized as a Level II infraction of the Student Code of Conduct section of the Framework for Citizenship.
- a. Unexcused class absence includes any class missed without authorization for 50% or more of the scheduled class time.
 - b. For students that are 17 or older, and after consultation with administration, an unexcused class absence may result in a grade of "F", "N", or "zero" for all school responsibilities and class work missed.
 - c. A schedule modification may be imposed in cases where attendance infractions primarily affect a particular course of study. Students withdrawn from courses are ineligible to earn credit for such courses during the current semester. This could impact graduation.
6. Truancy is classified as a violation of the Compulsory Attendance Law of the Pennsylvania School Code and is subject to procedures outlined in the Attendance Policy and the Administrative Procedures of the BASD. Any student age 5 to 7 that has started school is subject to this section.

- a. Students habitually truant may be assigned to in-school suspension, Saturday detention, or extended school year after a SAIC and a SAIP has been completed and has not been successful.
 - b. For compulsory age students, after consultation with administration, and after the required steps authorized by the Compulsory Attendance Law of the Pennsylvania School Code and the District Attendance Policy, an unexcused class absence may result in a grade of "F", "N", or "zero" for all school responsibilities and class work missed.
 - c. A schedule change may be authorized as part of the SAIP created during the SAIC.
7. Travel to an unauthorized area is classified as a Level III infraction of the Student Code of Conduct and includes students who leave the school grounds or who travel to an unsupervised or restricted area within the building without authorization.
 8. Administrative discretion may be employed in the enforcement of all regulations in this section so long as it conforms with Attendance Policy 204 and the Compulsory Attendance Law of PA.

CLASSIFICATIONS OF STUDENT MISCONDUCT

The Bethlehem Area School District (BASD) understands that students and families have various experiences that influence their thoughts and actions. Traumatic experiences may influence how students respond to others and their environment. The District acknowledges this and is sensitive to the fact that behavior is learned. The BASD is committed to teaching the skills necessary for appropriate behavior. The District will support students through their developmental years with us using our Framework for Citizenship; and as part of an educational environment, appropriate behavior will be modeled, taught, and then expected.

Our Student Framework for Citizenship will protect the right of all students to receive the best education possible in a safe, trauma informed, culturally responsive, developmentally appropriate learning environment. Certain types of behavior are not expected. In order to support our students, inappropriate behaviors will be classified in four (4) levels based upon place of occurrence, frequency of occurrence, and disruptive effect upon the safety and orderliness of the learning environment.

LEVEL I INFRACTIONS

Level I infractions include behaviors which disrupt the learning environment and occur within the classroom.

1. Each classroom teacher or team of teachers will provide or involve students in the development of a Class Management Plan (CMP). The Plan will include a list or description of expected student behaviors and/or non-negotiables. Techniques and strategies from our Framework for Citizenship (LIM, RP, and PBIS), as well as using culturally responsive and trauma informed strategies will be used. The behavior addressed in the CMP will be discussed and modeled by adults. Student will be expected to behave in the appropriate manner described in the Class Management Plan. Parents and guardians will be made aware of the Plans.
 - a. Consequences implemented by the teacher in the Class Management Plan may include but are not limited to:
 - conference with student, conference with parent

- conference with guidance staff
 - student detentions
 - student contract
 - modified instructional programming
 - specially-designed assignments
 - denial of class privileges
- b. This Class Management Plan will be reviewed in advance and endorsed by a building administrator.
 - c. All special education students who exhibit behavioral problems which violate aspects of the Student Code of Conduct will have a revision of their Individualized Educational Plan (IEP) which will include a Behavior Management Plan prepared by district staff with the involvement and agreement of the parent or guardian. Special education students identified as Seriously Emotionally Disturbed must have an IEP that includes a Behavior Management Plan. This plan is developed at the initial conference and is revised as needed.
2. Students who violate the classroom regulations will first be dealt with by the classroom teacher according to the Class Management Plan or Behavioral Management Plan incorporated in their Individualized Educational Plan.
 3. Students will be referred to an administrator when, despite efforts of the teacher to change the student behavior, the student continues to demonstrate a pattern of misconduct, refusing or neglecting to follow the directions of the teacher.

LEVEL II INFRACTIONS

Level II infractions include prohibited behaviors during school, during school-sponsored activities on and off school property, and while students travel to and from school by district transportation.

Each school may define additional types of student misconduct to be included as Level II infractions and the consequences for those infractions.

1. Misconduct which meets the definition of a Level II infraction may be referred to an administrator for appropriate action within guidelines established by the building administration.
2. Continued class misconduct is also classified as a Level II infraction and may be referred to an administrator after the teacher has completed the Level I interventions outlined in the teacher's Class Management Plan.
3. Violations of student dress regulations are classified as Level II infractions. Student dress regulations are required to ensure safety or to avoid disruption of the educational process. Student dress must adhere to standards which show respect for oneself and the larger school community.
 - a. Students shall not wear or display clothing, symbols, pins, or other paraphernalia (1) advertising alcohol, tobacco, and other controlled substances; (2) displaying inappropriate words or pictures; (3) derogatory to any ethnic group; or (4) which may cause disruption to any school, class or activity.

- b. Students are not permitted to wear revealing clothing which offends the sense of common decency, as judged by those entrusted with providing a positive school environment. Revealing clothing includes, but is not limited to, clothing that reveals the midriff, halter-like tops, see-through blouses or shirts, short shorts, and cut-off shorts.
 - c. The wearing of caps, hats, jackets, coats, and other outerwear is prohibited inside the school building unless authorized by an administrator. All such clothing items must be stored in lockers or designated areas during the school day.
 - d. Shoes, sneakers or other appropriate footwear must be worn in school at all times unless otherwise specified by an adult authority.
 - e. Students shall not wear any clothing items or clothing accessories which, in the view of an administrator, represent a safety hazard or danger to school property.
 - f. Students will be informed of any special dress regulations which exist in specialized school programs or activities and will be expected to abide by such regulations.
4. The possession, furnishing, or selling of unauthorized items and materials on school property is classified as a Level II infraction.
 - a. Such items include but are not limited to electronic, entertainment, and communication devices.
 - b. All such items will be confiscated, forwarded to an administrator, and returned only to a parent or guardian.
 - c. All cellular telephones and other communication devices must be deactivated and must be stored in lockers or other administratively designed areas during the regular school day. Students are prohibited from receiving and/or transmitting voice messages or text messages as well as activating any other communication device functions except in unique circumstances with prior approval from an administrator. The school district assumes no responsibility for lost or stolen cellular telephones or communication devices.
5. Students who violate the District's Transportation Policy guidelines will be addressed appropriately within the Level II or III category of the Student Code of Conduct. (See Appendix, p. 40)
6. Defiance is a Level III infraction. Defiance is defined as the willful failure or refusal to follow instructions or directions of an adult authority on school property or during school-sponsored activities.
7. Students who exceed the category of 3-5 sessions of detention for a Level II infraction will have any subsequent occurrences of the same infraction categorized as insubordination, a Level III infraction.
8. After a student has committed five incidents from any combination of Level II infractions, any further Level II infractions may be acted upon as insubordination by the building administrator.

9. A student may be granted an additional Level II infraction category if twenty (20) school days have elapsed since his/her last infraction.
10. No student may be permitted to exceed eight (8) Level II infractions. All subsequent infractions will be categorized as insubordination.

LEVEL III INFRACTIONS

Level III infractions include prohibited behaviors during school, during school-sponsored activities on and off school property, and while students travel to and from school by district transportation.

Level III infractions and consequences will be consistent throughout the Bethlehem Area School District. All Level III infractions must be referred to an administrator as expediently as possible.

Level III infractions also apply to *unacceptable use of computers as well as network activity infractions*. Violation of the Computer, Network, and Internet Use Policy will be acted upon appropriately within the Level III infractions included in the Student Code of Conduct. (For further detail see the District's *Computer, Network, and Internet Use Policy* included in the Appendix, p. 34)

1. Level III infractions include but are not limited to the following types of behavior:
 - a. **Activating False Fire Alarms**

In addition to the school penalty imposed, students may also be prosecuted under Section 4905 of the Pennsylvania Penal Code which includes a penalty of up to five years imprisonment.
 - b. **Destruction of School and/or Personal Property**

Willful behavior which damages/destroys property belonging to the school district or to any students, employees, representatives, or visitors of the school district. When it is determined that students are responsible for the destruction of school or personal property, the full cost of materials and labor to repair or replace the damaged property will be the responsibility of the student(s) causing the damage/destruction.
 - c. **Disrespect**

Willful behavior which without reasonable cause is designed to lessen the reputation, honor, or public opinion of any individual. Any use of profanity and/or obscenity specifically directed at an employee of the school district will be categorized as disrespect.
 - d. **Drugs/Alcohol**
 - (1) The use, possession, transmission or attempted transmission, or being under the influence of drugs or alcohol or substances purported to be drugs or alcohol.
 - (2) In addition to the school penalty imposed, the student will be referred to the proper state or local authorities should the student behavior violate the laws of the Commonwealth of Pennsylvania. The sale, distribution, or attempted sale or distribution of drugs, or alcohol or substances purported to be drugs or alcohol will be classified as a Level IV infraction. Violators will be subject to a formal expulsion hearing before the Board of School Directors.

- (3) Students will be referred to the Student Assistance Team and may be required to obtain treatment from proper medical or health facilities before receiving permission to re-enter school.
- (4) Any drug and/or alcohol products found on school property or during school sponsored activities will be confiscated.
- (5) The use of drug detection dogs may assist school authorities in locating illegal substances in accordance with the District's Locker Search Policy (see Appendix).

e. Endangerment

Willful, improper behavior which may cause injury or harm to another individual or create an environment where injury or harm would be likely to occur. Should injury or harm to an individual actually occur, the behavior will be considered as an assault.

f. Extortion

Willful behavior which causes any individual to relinquish a personal possession or individual right as a result of threat or fear of violence or personal injury.

g. Fraud/Cheating

Misrepresentation of the truth including deceptive completion of school responsibilities.

h. Insubordination

Repeated acts of defiance or behavior as set forth in II.C.7 or II.C.8.

i. Physical Assault

Any behavior which causes physical harm or injury to another individual, except in cases of self-defense. In addition to school penalty imposed. The student may be liable for payment of damages, as well as referral to civil authorities. In the case of serious physical harm or injury, as defined as, but not limited to, broken bones, possible internal injuries, severe lacerations and bleeding, or loss of consciousness, the behavior shall constitute a Level IV infraction, the student may be suspended for 10 days and recommended for expulsion.

j. Profanity/Obscenity

Any behavior which visually and/or verbally presents ideas which are considered offensive to and/or inappropriate for maintaining an effective school environment.

k. Theft/Larceny

The taking of property belonging to the school district or any employee, student, representative, or visitor of the school district without permission. In addition to the school penalty imposed, the student will be liable for restitution and may be referred to civil authorities. Additionally, the theft of district property/equipment may be immediately referred by the building principal to the Superintendent of Schools for consideration as a Level IV offense and an expulsion hearing before the Board of School Directors of the Bethlehem Area School District.

l. Threats/Harassment/Bullying

- (1) Intentional behavior that results in trouble, worry, or torment to another individual for no beneficial purpose. This includes but is not limited to expressions of an intent, actual or attempts, to injure or harm an individual or their property.
- (2) Dependent upon the actual or apparent nature and intent of the threat, the disciplinary action sequence may be modified in order to protect the health, safety, and welfare of the school community. The modification may include disciplinary action up to and including expulsion from school.
- (3) Students who express, in any manner, any statement(s) which indicate a planned intent to injure or harm another individual will, after consultation with the Director of Operations or Director of Student Services, be referred to proper state or local authorities should the student behavior appear to violate local, state, or federal law.
- (4) Students who make threats to injure or harm others may be subject to search of their person, personal belongings, or vehicles, as well as district-supplied lockers.
- (5) Incidents of harassment/bullying as defined by the District's Harassment and Bullying Policy will result in consequences determined to be appropriate within Student Code of Conduct guidelines defined by the administrator.

m. Tobacco

- (1) The use, possession, sale or distribution of tobacco products or assisting in the use, possession, sale or distribution of tobacco products on school property or during school-sponsored activities.
- (2) In addition to the school penalty imposed, all tobacco products found on school property or during school-sponsored activities in the possession of students will be confiscated.
- (3) Students in violation of the prohibition will also be issued a citation by a school administrator and be subject to a \$50 fine and court costs by a district justice in accordance with state law.

n. Computer, Network, and Internet Use Policy Violation

Violation of the Computer, Network, and Internet Use Policy No. 815 will be acted upon appropriately as a Level III infractions. The Student Technology Usage Guide is listed in the Appendix of this document.

2. Level III infractions resulting in serious personal injury to any person or substantial damage to property, or which otherwise results in significant actual harm to the health, safety, or welfare of the school community may constitute a Level IV infraction and may be immediately referred by the building principal to the Superintendent of Schools for consideration of referral for an expulsion hearing before the Board of School Directors of the Bethlehem Area School District.
3. Habitual offenders of Level III infractions will be referred to the Board of School Directors of the Bethlehem Area School District for an expulsion hearing. Habitual offenders will be defined as either:
 - a. Students who have exceeded the category of 5-10 days of suspension during the current school year for a specific Level III infraction.
 - b. Students who have exceeded five (5) separate suspensions during the current school year for any combination of Level III infractions.

LEVEL IV INFRACTIONS

Level IV infractions include prohibited behaviors during school, during school-sponsored activities on and off school property, and while students travel to and from school by district transportation. Level IV infractions also include behaviors which represent an immediate danger to the safety and well-being of the total school community.

1. Students cited for Level IV infractions will be suspended from school for ten (10) school days and referred by the building principal to the Superintendent of schools for an expulsion hearing before the Board of School Directors of the Bethlehem Area School District.
2. Level IV infractions include but are not limited to the following types of behavior:

- a. Possession of a weapon as defined in Section 1317.2 of the Public School Code including, but not limited to any firearm, explosive, knife, or unauthorized cutting instrument; or possession of a replica of a weapon and/or look alike objects.
 - (1) Unless recommended otherwise by the Superintendent of Schools, any student found to be in violation of a Level IV infraction as defined in Section 1317.2 of the Public School Code will be expelled from the District for no less than one year.
 - (2) The Board of School Directors must approve any recommendation of the Superintendent of Schools for an expulsion of less than one year for a Level IV infraction involving a weapon as defined in Section 1317.2 of the Public School Code. The Board of School Directors may enact an expulsion of any term from one year to a permanent expulsion.

- b. Assault upon a district employee.

- c. Habitual offenders of District regulations
 - (1) Exceeding the level of 5-10 days of suspension consequence during the current school year for a specific Level III infraction.
 - (2) Exceeding five (5) separate suspensions during the current school year for any combination of infractions.

- d. Any offense of such a serious nature, as determined by the administration, that expulsion of a student is justified.

- e. Infractions resulting in serious personal injury to any person or substantial damage to property, or which otherwise results in actual harm to the health, safety, or welfare of the school community may be immediately referred by the building principal to the Superintendent for consideration of referral for an expulsion hearing before the Board of School Directors of the Bethlehem Area School District. In addition, any criminal offense substantially interfering with or negatively affecting the health, safety, and/or welfare of the school community may result in an expulsion hearing.

GANG ACTIVITY POLICY 218.3 - GUIDELINES

Students should associate with peers who engage in safe, respectful, and responsible behaviors. Students should not participate in gang activity. Gangs are defined as three or more individuals with a common interest, bond, or activity which are associated with criminal activities or whose purpose includes the commission of illegal acts and who refer to themselves by a group name or designation. This definition shall also include what is commonly known as a hate group.

The following guidelines are deemed closely related to gang activity and are prohibited:

1. Wearing, possessing, using, distributing, displaying or selling of any clothing, jewelry, emblem, badge, symbol, sign, tattoos, manner of grooming, or other item which indicates or implies membership in, or affiliation with, any gang and/or representative of any gang.
2. Commission of any act or omission, or the use of any speech, either verbal or nonverbal (gestures, handshakes, etc.), which indicates or implies membership in or affiliation with any gang, and/or is representative of any gang.
3. Use of any speech, or committing any act or omission in furtherance of the interest of any gang or gang activity including, but not limited to:
 - a. Soliciting others for membership in any gangs.
 - b. Requesting any person to pay for protection or otherwise intimidating or threatening, hazing, or harassing any person.
 - c. Committing any illegal act or violation of school district policies.
 - d. Inciting another person to act with physical violence upon any other person or to cause damage to property.
 - e. Painting, writing, or otherwise inscribing gang-related graffiti, messages, insignias, or signs on school property.

Gang activity consequences shall be assigned by the Administrator after assessing whether any acts or behavior is gang related. Consequences may range from Level II to Level IV infractions. Additionally, students may be immediately referred by the building principal to the Superintendent of Schools for consideration of an expulsion hearing before the Board of School Directors of the Bethlehem Area School District.

DISCIPLINARY ACTION SEQUENCE

A. GUIDELINES

The Disciplinary Action Sequence may be used by Administration to keep track of infractions and serves solely as a reference. It in no way represents a linear sequence of consequences and will be modified if, in the judgment of an administrator, alternative or additional action(s) will serve the best interest of the student and/or school environment.

All the provisions of the Student Code of Conduct shall be interpreted and applied in accordance with all state and federal laws pertaining to students with disabilities.

B. IMPLEMENTATION

In implementing the Code of Conduct portion of the Framework for Citizenship, and using the Discipline Action Sequence to track infractions/consequences, the following guidelines will be followed:

1. The infractions of the Code are listed in the column on the left side of the chart.

2. The numbers across from each infraction represent occurrences of the same infraction. For example, the number "1" indicates the first offense, the number "2" indicates the second offense, etc.
3. The consequence for each offense is listed directly above the number of each occurrence as a range of either detentions or suspensions.
4. Student Detention Session:
 - a. Students assigned a session of detention(s) will be required to report to a designated location at times to be specified by a building administrator. Students will be expected to use detention time to study, complete assignments, or read curriculum-related materials.
 - b. Unless authorized otherwise by an administrator, the serving of administratively assigned detention will take precedence over all other school activities or events.
5. Suspension from School:
 - a. Students suspended from school will be removed from the regularly scheduled instructional program.
 - b. Suspension is exclusion from school for a period of from one to ten consecutive school days. Students suspended will be removed from the regular school program, and assigned to a designated location in school, or assigned to a designated location out of school during the term of the suspension, this may include the students' home for an out of school suspension.
 - c. Suspension may be issued by the principal or designee in charge of the school.
 - d. No student shall be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond.
 - e. Prior notice of the intended suspension need not be given when it is clear that the health, safety, or welfare of the school community is threatened.
 - e. After giving the student notice of the intended suspension, the school will immediately attempt contact of the parent/guardian to notify the parent of the suspension, its cause, its duration, the expected restrictions on the student during the suspension, and that a written confirmation will be mailed to the home.
 - f. In those cases where the parent cannot be reached, every effort should be made to keep the child in school until the end of the school day unless the nature of the offense is so severe that other arrangements are necessary. Written notice will be provided to the student. The student will be expected to deliver the written notice to the parent. Written notice will also be mailed to the parent.
 - g. When a student is suspended, the student and the parent/guardian shall be required to attend an informal hearing. The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the incident for which the student is being suspended for the parent or the student to show why the student should not be suspended. The informal hearing is meant to encourage the student's parents or guardian to meet with the administrator to discuss ways by which future offenses can be avoided. The informal hearing includes the following due process requirements:

- (1) Notification of the reasons for the suspension shall be given in writing to the parents or guardian and to the student.
 - (2) Sufficient notice of the time and place of the informal hearing shall be given.
 - (3) A student has the right to question any witnesses present at the hearing.
 - (4) A student has the right to speak and produce witnesses on his own behalf.
 - (5) The district shall offer to hold the informal hearing within the first five days of the suspension.
- i. Suspensions may not be made to run consecutively beyond the ten school day period.
 - j. Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by each school.
 - k. Suspension from school of exceptional students will be in accordance with due process requirements as defined by state regulations.

6. Expulsion from School

- a. Expulsion is removal of a student from the regular school program for a period of time exceeding ten school days up to, and including, permanent removal from school.
- b. Unless a written agreement ("Waiver of Expulsion Hearing and Stipulation") is endorsed by the District, parent/guardian, and student, expulsions require a prior formal hearing. The hearing may be held before the Board of School Directors, a duly authorized committee of the Board, or a qualified hearing examiner appointed by the entire School Board. The formal hearing includes the following due process requirements:
 - (1) Notification of the charges shall be sent to the student's parent(s) or guardian(s) by certified mail.
 - (2) Sufficient notice of the time and place of the hearing must be given.
 - (3) The hearing shall be held in private unless the student or parent/guardian requests a public hearing.
 - (4) The student has the right to be represented by counsel.
 - (5) The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
 - (6) The student has the right to request that any such witnesses appear in person and answer questions or be cross-examined.
 - (7) The student has the right to testify and present witnesses on his own behalf.
 - (8) A record must be kept of the hearing, either by a stenographer or by tape recorder. The student is entitled, at the student's expense, to a copy of the transcript or audiotape. However, a copy will be provided at no cost to a student who is indigent.

- (9) The hearing must be held in the time required by law.
- c. During the period prior to the hearing and prior to a decision of the Board, the student shall be placed in his normal class unless it is determined, after an informal hearing, that a student's presence in his normal class would constitute a threat to the health, safety, or welfare of others. The student may not be excluded from school for more than 15 school days without a formal hearing unless mutually agreed by all parties. Any student so excluded shall be provided with alternative education, which may include home study.
 - d. Where a student disagrees with the results of a hearing, an appeal may be taken to the Court of Common Pleas.
 - e. Students who have been expelled who are less than 17 years of age are still subject to the compulsory school attendance law, and they must be provided an education.
 - (1) The initial responsibility for providing the required education rests with the student's parent(s) or guardian(s), through placement in another school, through tutorial or correspondence study, or through another educational program approved by the Superintendent of Schools.
 - (2) If the parent(s) or guardian(s) are unable to provide for the required education they must, within 30 days, submit to the school district written evidence so stating. The District then has the responsibility to make some provision for the student's education. If 30 days pass without the district receiving satisfactory evidence that the required education is being provided to the student, it must again contact the parent/guardian and pending the parents' or guardian's provision of such education, the District must make some provision for the student's education.
 - (3) Expelled students assigned to the District's alternative program will be required to adhere to all procedures and guidelines established specifically for this program.
 - (4) Attendance regulations require students to notify the coordinator or a representative of the District's alternative program in advance of any absences from class.

C. ALTERNATIVE ACTIONS

1. In addition to the detentions and days of suspension indicated in the Disciplinary Action Sequence Chart, alternative action may also be taken by an administrator for violation of the Student Code of Conduct.
2. In each incident, the administrator will decide on an individual basis if alternative action will best meet the needs of the student, the school district, and/or the employees of the school district.

3. Alternative actions may replace and/or accompany the action indicated in the Disciplinary Action Sequence Chart for each violation of the Student Code of Conduct.
4. Alternative actions which may be taken include but are not limited to:
 - a. civil and/or criminal prosecution
 - b. denial of privileges
 - c. design of a unique student educational program
 - d. design of a student behavioral program
 - e. design of a student work or service program
 - f. inclusion in the Saturday detention program
 - g. liability for damages or financial loss
 - h. parent conference
 - i. participation in a conflict resolution program
 - j. referral to alternative education program
 - k. referral to appropriate local, county, and/or state agencies and/or institutions
 - l. referral to counselor
 - m. referral to Instructional Support Team (IST)
 - n. referral to psychiatric and/or psychological service staff
 - o. referral to Student Assistance Program (SAP) staff
 - p. scheduling of a parenting improvement course.
5. Students who have violated the Student Code of Conduct should not expect to receive only a warning when referred to an administrator. This policy will be explained in its entirety at the beginning of the student's school year and represents the only warning which will be issued.

D. DISCIPLINARY ACTION SUMMARY

A Disciplinary Action Summary will be maintained for students violating the Student Code of Conduct. This is typically the Disciplinary Action Sequence Chart.

1. The summary will include all infractions committed by the student during the current school year. Consequences for student misconduct are not cumulative from year to year. A new summary will be developed at the beginning of each school year
2. The summary will be forwarded with student records when a student transfers to schools within the Bethlehem Area School District.
3. The summary will be forwarded with student records when the student earns promotion to the next grade.
4. Also forwarded will be student discipline referrals for any misconduct resulting in school suspension. In addition, student suspension reinstatement contracts and personal improvement plans will be forwarded with student records.

E. SUSPENSION REINSTATEMENT PROCESS

1. Upon returning from any suspension, the student is required to complete a Student Contract or Personal Improvement Plan prior to reinstatement. The intent of this contract or plan is to improve student behavior.
2. Parents must accompany students upon their return to their regular school program from all suspensions. During the suspension reinstatement hearing:
 - a. The administrator imposing the suspension will review the reason(s) for the suspension.
 - b. The administrator will also review the student's discipline record and explain the consequences which will occur for further violations of the Student Code of Conduct.
 - c. The administrator will advise the parent of any current student obligations related to the Student Code of Conduct or lack of academic performance.
 - d. The administrator will assure that an appropriate Student Reinstatement Contract or Personal Improvement Plan is completed and advise the student and parent of the monitoring process which will be employed upon the student's return to school.
 - e. When directed by the administrator, the counselor will review or assist in the development of the contract or improvement plan and establish a schedule for consulting with the student.
3. Students who fail to abide by conditions outlined in the suspension reinstatement contract may be cited for insubordination by an administrator when efforts by the counselor and teaching staff have proven unsuccessful in changing student behavior.

F. IMPOSITION OF STUDENT CODE OF CONDUCT CONSEQUENCES

1. Students who transfer to a different school within the Bethlehem Area School District will be required to fulfill Student Code of Conduct consequences at the school in which the student enrolls.
2. Students who withdraw from the Bethlehem Area School District will be required to fulfill Student Code of Conduct consequences upon re-entry into the District. Student expulsion hearings may be conducted for students who withdraw from the District.
3. Students concluding the regular school year with Student Code of Conduct consequences yet to be fulfilled will be required to fulfill the consequences following conclusion of the regular school year.

IV. SUMMARY

For the majority of students in the Bethlehem Area School District, good discipline is not a problem. Most students have already learned to respect the rights of others and to take seriously the educational opportunity the school represents. This Student Code of Conduct is not designed to either alarm or restrict those students.

To those students who already demonstrate good discipline, the Student Code of Conduct, hopefully, assures them a safe and positive school environment in which to learn.

For those students who have yet to develop the self-control and character needed for success, the Student Code of Conduct provides a series of guidelines. The guidelines will, hopefully, assist these students to more clearly understand the rights of others and themselves.

Behavior is a series of decisions and choices. It is hoped students will make those behavioral decisions and choices with the overall major purpose of school in mind-to prepare for the future by developing into a better person today.

APPENDIX

1. Attendance Policy No. 204
2. Student Technology Usage Guide
3. Search Policy No. 226
4. Transportation Policy
5. Bullying Policy No. 249
6. Bullying/Cyber bullying Guide for Parents/Guardians
7. Complaint Procedure

APPENDIX 1 **ATTENDANCE POLICY**

Book
Policy Manual

Section
200 Pupils

Title
Attendance

Number
204

Status
Active

Legal
1. 24 P.S. 1301
2. 24 P.S. 1326
3. 24 P.S. 1327
4. 22 PA Code 11.12
5. 22 PA Code 11.13
6. 22 PA Code 11.41
7. 22 PA Code 12.1
8. 24 P.S. 1329
9. 24 P.S. 1330
10. 22 PA Code 11.23
11. 22 PA Code 11.25
12. 22 PA Code 11.22

13. 22 PA Code 11.28
14. Pol. 115
15. Pol. 116
16. Pol. 117
17. Pol. 118
18. 22 PA Code 11.21
19. 24 P.S. 1546
20. 22 PA Code 11.34
21. 22 PA Code 11.5
22. 22 PA Code 11.32
23. 24 P.S. 1333
24. 24 P.S. 1354
25. 24 P.S. 1501
26. 24 P.S. 1504
27. 22 PA Code 4.4
28. 22 PA Code 11.1
29. 24 P.S. 1332
30. 24 P.S. 1339
31. Pol. 218
32. Pol. 233
33. 24 P.S. 1318
34. 22 PA Code 11.26
35. 22 PA Code 11.2
36. 22 PA Code 11.3
37. 24 P.S. 1338
38. 22 PA Code 11.31a
39. 24 P.S. 1327.1
40. Pol. 137
24 P.S. 1333.1
24 P.S. 1333.2
22 PA Code 11.8
22 PA Code 11.24
22 PA Code 11.31
42 Pa. C.S.A. 6302
Pol. 113
Pol. 113.3
Pol. 114
Pol. 204.1

Adopted
June 28, 2004

Last Revised
August 13, 2018

Purpose

The Board requires that school-aged students enrolled in district schools attend school regularly, in accordance with state laws. The educational program offered by this district is predicated upon the presence of the student

and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)

Definitions

Absence - The nonattendance of a student on those days and partial days school is in session.

Adult - A person who is at least twenty-one (21) years of age or older.

Beginner - A child who enters a school district's lowest elementary school grade that is above kindergarten.

Compulsory School Age - Compulsory school age begins from the time that a child is a Beginner or reaches age eight (8) whichever comes first. Compulsory school age ends when the child reaches the age of seventeen (17). The term does not include a child who holds a certificate of graduation from a regularly accredited, licensed, registered, or approved high school.[\[2\]](#)[\[5\]](#)

Excused Absences - Absences permitted under this policy.

Unexcused Absences - An absence from school that is not due to a cause that is considered to be "excused" under this policy and/or for which an approved explanation have not been submitted within the time period and in the matter prescribed by this policy. An out-of-school suspension is not an "unexcused" absence.

Regular Attendance - Attending school each day during which school is in session. Students are to attend all sessions unless properly excused by school authorities.

Tardiness - The absence of a student at the time any morning or afternoon session begins provided the student is in attendance before the close of that session. Tardiness may be addressed under the school district's Student Framework for Citizenship.

Truancy - Three (3) or more days of unexcused absence during the current school year by a student who is compulsory school age.[\[2\]](#)

Habitually Truant - Six (6) or more school days of unexcused absences during the current school year by a child who is compulsory school age.[\[2\]](#)

School Attendance Improvement Conference (SAIC) - A conference where the child's absences and reasons for absences are examined in an effort to improve attendance, with or without additional services. The following individuals shall be invited to the conference:

- The child.
- The child's parent/guardian.
- Other individuals identified by the parent/guardian who may be a resource.
- Appropriate school personnel.
- Recommended service providers.

School Attendance Improvement Plan (SAIP) - The School Attendance Improvement Plan created at the SAIC in order to assist the student in improving their school attendance.

Authority

Attendance shall be required of all students enrolled in district schools during the days and hours that school is in session, except that the Superintendent or designee may excuse a student for temporary absences when receiving satisfactory evidence of mental, physical, or other urgent conditions that may reasonably cause the student's absence. Urgent reasons shall be strictly construed and do not permit irregular attendance. [\[3\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)

The Board shall establish and enforce attendance requirements, in accordance with applicable laws and regulations, Board policy and administrative regulations.

Delegation of Responsibility

The Superintendent or designee shall annually notify students, parent(s)/guardian(s) and staff about the district's attendance policy by publishing such policy in the student handbook, parent newsletters, district website and other efficient methods.

The Superintendent or designee shall:

1. Develop administrative regulations in accordance with this policy and applicable law.
2. Ensure a school session that conforms with requirements of state law and regulations. [\[25\]](#)[\[26\]](#)[\[27\]](#)[\[28\]](#)[\[35\]](#)[\[36\]](#)
3. Govern the maintenance of attendance records in accordance with law. [\[29\]](#)[\[30\]](#)
4. Distribute annually to staff, students, and parent(s)/guardian(s) Board policies and school rules and regulations governing student attendance, absences and excusals. [\[6\]](#)
5. Impose on truant students appropriate incremental disciplinary measures for infractions of school rules, which shall not include expulsion, out-of-school suspension, disciplinary reassignment, or transfer. [\[23\]](#)[\[24\]](#)[\[31\]](#)[\[32\]](#)[\[37\]](#)
6. Identify the habitual truant, investigate the causes of truant behavior, and consider modification of the student's educational program to meet particular needs and interests.
7. Ensure that students legally absent have an opportunity to make up work.
8. Issue written notice as provided under this policy and the relevant law. The Superintendent will ensure the district's compliance with the truancy enforcement policy and applicable laws regarding truancy. [\[23\]](#)[\[24\]](#)

Repeated infractions of Board policy requiring the attendance of enrolled students may constitute misconduct and disobedience to warrant the student's suspension or expulsion from the regular school program. [\[31\]](#)[\[32\]](#)[\[33\]](#)

Guidelines

Student absences are generally governed under the definition and authority of the Pennsylvania School Code of 1949. This section permits student absences to be considered excused in cases of illness, quarantines, recovery from an accident, required court attendance, death in the family, or any other urgent reason justifying a temporary absence. Absences covered under law must be directly related to the student's inability to attend school due to reasons cited above and not merely for the convenience of the family. The Superintendent shall have the discretion to approve absences for special events such as unique athletic events, academics, arts/theater, and extended college visits that exceed the cumulative absences allowed to students each year.[\[8\]](#)

Absences will generally be recognized as "excused" or "unexcused." **Non-cumulative absence** refers to any excused absences that are excused, in writing, by a licensed physician. **Cumulative absences** refer to excused absences that are excused by the student's parent/guardian only. As explained more thoroughly below, students incurring ten (10) cumulative absences in one (1) school year must present an excuse from a licensed physician for each subsequent absence to be deemed "excused."

Absences for an unlawful reasons shall be "unexcused." Absences for a lawful reason shall be treated as unexcused until the district receives a written excuse explaining the reason(s) for the absence, which must be submitted within three (3) school days of the absence. Failure to submit a written excuse to the principal or teacher within three (3) school days may result in the absence being permanently counted as unlawful. The absence must be for a legal reason as determined by the principal or teacher, according to law. When it is known that a parent/guardian cannot read or write, the principal or teacher may accept a verbal excuse. However, the verbal excuse shall be documented, in writing, as to the date of the absence, the reason, and the name of the parent/guardian contacted. This documented note is to be signed by the person from the school who contacted the parent/guardian.

The Superintendent or designee is responsible for notifying parents/guardians of the appropriate procedure for submitting written excusals for students' absences. If the dominant language in a student's home is not English and the parent(s)/guardian(s) are able to read and write in another language, s/he shall be required to submit a written explanation in that language.

Students who attend Bethlehem Area Vocational Technical School (BAVTS) must adhere to all attendance policies. Absences and tardiness that occur at BAVTS for district-enrolled students who attend career and technical school will be treated as absences and tardiness in the district for the purposes of this policy.

Excused Absences

The Board considers the following conditions or situations reasonable cause for absence from school:

1. Illness, including if a student is dismissed by designated district staff during school hours for health-related reasons.[\[8\]\[11\]](#)
2. Family emergency.
3. Obtaining professional health care and/or therapy service rendered by a licensed physician.[\[8\]](#)
4. Quarantine.
5. Recovery from accident.

6. Observance of a religious holiday observed by a bona fide religious group, upon prior written parental request.[\[18\]](#)
7. Required court appearance.
8. Death in the family.
9. Participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group upon written request prior to the event.[\[6\]](#)[\[8\]](#)
10. Impassable roads.
11. Three (3) preapproved college and/or postsecondary institution visits per school year. The building principal shall have the authority to refuse approval for such visits where absences related to such visits are excessive or may have a negative impact on the student's academic performance.
12. Suspension(s) from school.
13. Preapproval family vacation while school is in session per Board policy.
14. Nonschool-sponsored educational tours or trips, if the following conditions are met:[\[8\]](#)[\[34\]](#)
 - a. The parent/guardian submits a written request for excusal prior to the absence.
 - b. The student's participation has been approved by the principal or designee.
 - c. The adult directing and supervising the tour or trip is acceptable to the parents/guardians and the principal or designee.
15. Preapproved educational tours and trips.
16. The Board will recognize other justifiable absences for part of the school day. These shall include medical or dental appointments, court appearances, or family emergencies.

Attendance need not always be within school buildings. A student shall be considered in attendance if present at any place where school is in session by authority of the Board; the student is receiving approved tutorial instruction, or health or therapeutic services; the student is engaged in an approved and properly supervised independent study, work-study or career education program; the student is receiving approved homebound instruction; the student is receiving instruction through online learning and/or cyber education.[\[3\]](#)[\[10\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)

Temporary Excusal

The Board shall excuse the following students from the requirements of attendance at district schools, upon request and with the required approval:

1. On certification by a physician or submission of other satisfactory evidence and on approval of the Department of Education children who are unable to attend school or apply themselves to study for mental, physical, or other reasons that preclude regular attendance. (see Board Policy 204.1 -

Temporary Medical Excusal)[\[8\]](#)[\[9\]](#)[\[20\]](#)

2. Students participating in a religious instruction program, if the following conditions are met:[\[18\]](#)[\[19\]](#)
 - a. The parent/guardian submits a written request for excusal. The request shall identify and describe the instruction, and the dates and hours of instruction.
 - b. The student shall not miss more than thirty-six (36) hours per school year in order to attend classes for religious instruction.
 - c. The organizers of the instruction must inform the Board of the child's attendance record.
 - d. The Board shall not provide transportation to religious instruction.
 - e. Following each absence, the parent/guardian shall submit a statement attesting that the student attended the instruction, and the dates and hours of attendance.
3. Students enrolled in nonpublic or private schools in which the subjects and activities prescribed by law are taught.[\[3\]](#)[\[22\]](#)
4. Students enrolled in special schools conducted by the Colonial Intermediate Unit or the Department of Education.
5. Students receiving private instruction from a properly qualified tutor.
6. Students attending college who are also enrolled part-time in district schools.[\[21\]](#)
7. Students attending a home education program in accordance with law.[\[38\]](#)[\[39\]](#)[\[40\]](#)
8. Students fifteen (15) or sixteen (16) years of age whose enrollment in private trade or business schools has been approved.[\[3\]](#)
9. Students fifteen (15) years of age and fourteen (14) years of age who have completed sixth grade, who are engaged in farm work or private domestic service under duly issued permits.[\[9\]](#)
10. Students sixteen (16) years of age who are regularly employed during the school session and holding a lawfully issued employment certification.[\[9\]](#)[\[13\]](#)

The Board shall report to appropriate authorities infractions of the law regarding the attendance of students below the age of seventeen (17). The Board shall issue notice to those parent(s)/guardian(s) who fail to comply with the requirements of compulsory attendance that such infractions will be prosecuted according to law.

Unexcused/Unlawful Absences

Unexcused/unlawful absences include, but are not limited to:

1. Any day, for which a written excuse is not submitted within three (3) school days of a student's return from an absence, including notes from physicians.

2. Any written excuse not approved by the principal.
3. Any absence not excused by a physician's note after ten (10) cumulative absences verified by parental excuses within the same school year.

Procedure When Child is Truant

For all truant students who are enrolled in the school district, the Superintendent/designee shall take the following steps:

1. The Superintendent/designee shall notify the child's parent/guardian in writing within ten (10) days of the child's third unexcused absence that the child has been truant. The notice shall include a description of the consequences of being habitually truant and be in the mode and language of communication preferred by the parent/guardian. The notice may also include the offer of a School Attendance Improvement Conference (SAIC).
2. Where the above notice is transmitted to a person who is not the biological or adoptive parent, the notice shall also be provided to the child's biological or adoptive parent if the parent's mailing address is on file with the school district and the parent is not, by court order, precluded from receiving information.
3. If, after the notice has been sent, the child continues to be truant, the Superintendent/designee shall offer the student and parent/guardian a SAIC. An SAIC shall be held regardless of the attendance of the child and/or parent/guardian.
4. Prior to holding the SAIC, the Superintendent/designee shall make reasonable efforts to contact the parent/guardian to determine whether the parent/guardian will accept or decline attendance at the SAIC. Reasonable efforts including sending written notice of the SAIC to the parent/guardian and making three (3) attempts to contact the parent/guardian by telephone.
5. The Superintendent or a designee must document the outcome of the SAIC in a written attendance improvement plan.

Procedure When Child is Habitually Truant

The procedure that the Superintendent/designee shall follow when a child who is enrolled in the school district is habitually truant depends on whether the child is fifteen (15) years of age or older. The Superintendent/designee shall adopt and uniformly apply procedures consistent with the following.

Under fifteen (15) years of age:

The child shall be referred to (1) a school-based or community-based attendance improvement program or (2) the county children and youth services (CYS) agency for services or possible disposition as a dependent child under the Juvenile Act. Additionally, the Superintendent/designee may file a citation against the parent/guardian in a magisterial district court.

Age fifteen (15) years and older:

The Superintendent/designee shall either (1) refer the child to a school-based or community-based attendance improvement program or (2) file a citation against the student or parent/guardian in a magisterial district court.

If the child incurs additional absences after s/he is referred to an attendance improvement program or the child refuses to participate in an attendance improvement program, the school may refer the child to CYC for possible disposition as a dependent child.

All truant/habitually truant students:

No student shall be expelled or removed from a classroom with a certified teacher based on truancy/habitual truancy. In addition, no student shall be subject to a disciplinary reassignment or transfer for truancy behavior.

For all habitually truant students, regardless of age, a SAIC must be held and a SAIP completed before a referral is made to the magisterial district court.

Unexcused absences for students ages seventeen (17) and older will be addressed under the district's Student Framework for Citizenship.

Nondiscrimination

The district does not discriminate against students with physical or mental disabilities. Parent(s)/Guardian(s) of students with disabilities that are or may affect the student's school attendance should contact the Director of Special Education to determine whether accommodations are necessary.

Educational/Vacation Tours and Trips, Grades K-12

The building principal may excuse a student from school attendance to participate in a non-school district-sponsored educational tour or trip, if the following conditions are met:[\[8\]\[34\]](#)

1. The student's parent/guardian prior to the tour or trip submits to the building principal a written request for the excusal.
2. The student's participation on the tour or trip has been approved by the building principal.
3. The child's parent or legal guardian is directing and supervising the tour or trip.

Where the tour or trip is not supervised by the child's parent or legal guardian, the request must be sent to the Superintendent for approval. The adult directing and supervising the tour or trip must be acceptable to both the child's parent or legal guardian and the Superintendent/designee.

The district may limit the number and duration of tours or trips for which excused absences may be granted to a student during the school term.

APPENDIX 2
STUDENT TECHNOLOGY USAGE GUIDE

Revised February 2013

PHILOSOPHY

Bethlehem Area School District provides students with the technology tools and resources to access information around the school and around the world. Use of the electronic information resources in the district shall be to improve and support the educational process, under the guidance of the classroom teacher. Such an environment can provide students with supervised access to a world of resources while maintaining a secure environment for the flow of confidential information, the protection of computing resources, and the protection of the rights of other computer users.

BASD follows these general approaches to encourage the productive educational use of its computer and network resources:

1. All network users will need to learn the technical, ethical, and legal issues that arise from using a school, district, and worldwide network.
2. It is the student's responsibility to use technology according to the direction of their teachers, their parents and this policy. Students will be responsible for their actions in this area as specified in this policy and in the Student Code of Conduct.
3. It is the teacher's responsibility to provide clear guidelines, direction, and supervision for the use of technology tools with their students.

Secondary Student Technology Usage Guide

Students, please read this document carefully. If you have any questions, please ask your teacher.

There are computers and networks in every classroom, office, and library in your school that can access not only other classrooms and schools within the district, but also the global computer network called the Internet. The Internet is a worldwide network connecting millions of computers. There are countless sources of information on the Internet, including libraries, encyclopedias, government agencies, universities, discussion groups, software, companies, as well as the millions of people who are part of this world---wide network. Bethlehem Area School District is pleased to bring this access to meet the ongoing educational needs of our staff and students. Our goal in providing this service is to promote the educational objectives of the district by facilitating resource sharing, innovation, and communication. Students will participate in teacher---supervised activities on the Internet as part of regular school curriculum.

The operation of the network relies upon the proper conduct of the students who must adhere to strict guidelines at all times. While we expect our students to be well behaved and responsible in their network activities, we provide these guidelines so that parents and students are aware of the responsibilities inherent in any network use. If a student violates any of the following provisions, his or her network access will be terminated and future access could possibly be denied. Violations of this policy may be considered Level III offenses in the *BASD Code of Conduct*. If warranted, the offense may also be referred to local, state, or federal authorities for further action.

Acceptable Use Guidelines

Acceptable Use means that as a student you will promise to use computer resources, including the Internet, with respect and responsibility. As a student you will also promise to abide by school rules, this policy, and classroom rules that will be taught by your teachers and other school staff. You must understand that use of computer resources is designed to support your education. If the rules are broken, you may lose the privilege of using these computer resources.

Educational Use - You may only use school computers for educational purposes that are consistent with the objectives of the Bethlehem Area School District. Educational games assigned by your teacher are permitted, but non---educational games may not be installed or played on school computers. Sending or receiving any information is violation of any U.S., state or local regulation is prohibited. This includes, but is not limited to, copyrighted works, threatening messages, and obscene material. Use for commercial activities, commercial product advertisement or political lobbying is also prohibited.

Privileges - The use of the Internet is a privilege, not a right, and inappropriate use will result in a denial of this privilege. Students will receive instruction on appropriate use of the network before receiving access. School staff may suspend or revoke a license any time such action is necessary.

Netiquette - You are expected to abide by the accepted rules of network etiquette. These include (but are not limited to) the following:

- Be polite. Do not harass or bully anyone by sending annoying, threatening, or libelous messages, or any that are sexually, racially, or religiously offensive.
- Know that electronic mail (e--mail) is not guaranteed to be private. Messages relating to or in support of illegal activities may be reported to the authorities.
- Do not make unauthorized copies of copyrighted material.
- Do not disrupt the network for other users.

Security - Security on a computer network is very important. You may not try to defeat or bypass virus protection or security settings on any district computer or network. You may not try to access unauthorized computer files or network services. You may not tamper with, delete, copy, or attempt to access the electronic files of another student or staff member.

Privacy - Students should never share personal information, including full name, address, or telephone number, with anyone on the Internet. Students should never accept an invitation from someone on the Internet who tries to meet with them. If this occurs, students should inform their teachers or parents immediately.

Filtering - In order to provide a safe computing experience, the Internet connection at BASD is filtered as required by federal law. Students are not permitted to bypass content filters. It should be noted that no filtering software is 100% effective and it may be possible to access inappropriate material. Students who encounter inappropriate material should report it to their teacher immediately.

Passwords - Passwords are secret. You may not tell a password to anyone, nor may you try to find out or guess someone else's password.

Vandalism - Vandalism will result in cancellation of privileges. Vandalism is any attempt to harm or destroy data of another user or to harm or destroy computer hardware, software, or configuration. You or your family are responsible for any cost to restore vandalized systems to normal operation.

School -- specific Rules - Individual schools, grades, departments, libraries, or classrooms may have additional rules that govern student computer use. These rules are in addition to, rather than a replacement for the rules on this document.

Violation of these conditions may be considered a Level III offense in the Student Code of Conduct and will result in the loss of your network privileges.

Elementary Student Technology Usage Guide

Students, please read this document carefully. If you have any questions, please ask your teacher.

Bethlehem Area School District provides access to computers and the Internet for educational use. As a student, I know that I am expected to follow these rules:

1. I will use the Internet and computers only with my teacher's permission, and for the purpose that the teacher has stated.
2. I will respect copyright laws. I will make sure to show where I found information, and I will not copy it without permission.
3. I will not enter inappropriate or hurtful language into the computer.
4. I will stay safe on the Internet by making sure that I never share personal information, including my full name, address, or telephone number. If anyone on the Internet tries to meet with me, I will refuse, and tell my parents or teachers immediately.
5. I will let my teacher know immediately if I see anything on the Internet that is inappropriate or makes me uncomfortable.
6. I will respect the school's computer equipment. I will be sure to take good care of the equipment I use, and I will not change any settings.
7. I will use my own passwords that have been given to me by my teacher. I will not use anyone else's password, and I will not tamper with anyone else's electronic files.
8. I will not put any CDs into the computer unless my teacher approves them.
9. I will not install files or music on school computers unless my teacher approves them.
10. I understand that I will be able to use school computers if I follow these rules. I understand that violation of any of these rules may result in the loss of access, or other disciplinary consequences determined by my teacher or my principal.

This document represents a simplified version of the Bethlehem Area School District Acceptable Use Policy and is intended to make it easier to communicate important points to elementary school students. Copies of the full version may be downloaded from the BASD Policy Manual, located at

http://www.psha.org/districts_policies/b/53/POLBETH815.pdf

APPENDIX 3

SEARCH POLICY #226

The board recognizes students' need to store books, clothing and other personal property safely in school; and the district may provide lockers or other storage space for this purpose. No locker or other assigned in school storage space may be used to store any substance or object which is prohibited, or which constitutes a threat to the health, safety or welfare of the occupants of the school building or the safety of the building itself.

By making lockers or other in-school storage space available for use by students, the district does not relinquish control over the lockers or other space, and students have no expectation of privacy in their locker or any other storage space assigned to them. Student lockers or other storage space may be searched at any time at the discretion of the district. The district may authorize or undertake such searches regardless of whether the district has reason to believe that prohibited material, or evidence of a violation of law or school policy, will be found in any particular locker.

Student lockers or other in-school storage space shall be secured against incursion by other students only by a lock or other device provided by the district, to which the district shall maintain the key and/or combination. Students may not secure lockers or any other in-school storage space with personal locks or other devices.

The district will enter or conduct searches of lockers or other in-school storage space assigned to students as follows:

1. The district retains the right to search by any means the student locker or other in-school storage space provided to the students for their convenience.
2. The district may enter any student locker or other in-school storage space to repair it or for routine sanitation inspections. The district may also enter any student locker or other in-school storage space for other administrative reasons, including to retrieve books and/or other materials when students are absent.
3. The district will conduct unannounced general inspections of students lockers or other in-school storage space with or without articulable suspicion. Such searches may be conducted by any means including searches conducted with the assistance of trained sniffer dogs.

The superintendent shall develop procedures for implementing this policy which require the following:

1. Student lockers and other in-school storage space may be searched without prior warning to the student, and without the student's presence.
2. Unannounced general searches shall be conducted at the direction of the superintendent.
3. All entry into student lockers or other in-school storage space, other than unannounced general inspections of this policy, shall be at the direction of the building principal. In the event that the principal is absent from the building or otherwise unavailable, a person temporarily in charge of the building may direct that the search be conducted.

4. The principal or person temporarily in charge of the building, or his or her designee, shall be present whenever a student's locker is opened by the district.
5. At least two representatives of the school shall be present whenever a student's locker is opened.
6. The principal shall be responsible for the prompt recording in writing of each locker inspection, said record shall include persons present during the search, objects found, disposition of the objects and circumstances surrounding the search.
7. Personal items belonging to students may be confiscated by the principal when evidence exists that the items may contain prohibited material. Due process requirements will be complied with in the confiscation of personal items.
8. The principal shall be responsible for the safekeeping and proper disposal of any substance, object or material found to be stored in a student's locker in violation of school policy or the existing law, which shall include prompt delivery to law enforcement authorities, where appropriate.
9. Materials found in locker searches may be used in disciplinary and other proceedings against the student.

APPENDIX 4

USE OF SCHOOL DISTRICT TRANSPORTATION

Bus Transportation Information & Expectations

The transportation policy has been set forth by the Bethlehem Area School District's Board of School Directors. Elementary children who live beyond one (1) mile from their school and

secondary students who live beyond two (2) miles from their school are eligible for transportation. Bus schedules may vary somewhat dependent on weather and traffic conditions.

We request parents to have their children use the bus as assigned by the Transportation Department in September. We will not make any changes unless there is a great imbalance in the number of students on one or more buses.

Students will be expected to use the same stop and bus for the school year.

Students who are eligible for bus transportation and wish to use this service *cannot* have the option of occasionally walking home instead of using the bus.

Bus Conduct and Safety Code

The following conduct is to be adhered to by all students who use the Bethlehem Area School District transportation system.

1. Be ready to board the bus five minutes prior to pick up time and line up to enter the bus in an orderly manner.
2. Be careful in approaching the school bus stop.
3. Wait until the bus is at a complete stand still before attempting to enter.
4. Remain off the road at all times and behave in a safe manner while waiting for the bus.
5. Ride only the bus to which assigned. Board and get off at assigned bus stop.
6. Assist in keeping the bus safe and sanitary as possible at all times.
7. Practice courtesy to fellow students, assist bus driver whenever possible, particularly with small children.
8. Never stick hands, arms or any other part of the body out of windows or doors.
9. Students are to remain in their seats while the bus is in motion.
10. Never experiment or tamper with the bus or any of its equipment.
11. Be careful not to leave items such as lunches, clothing, books, etc. on the bus.
12. Noise on the bus must be kept at a minimum. Loud talking, or creating any disturbances are not allowed.
13. Roughhousing or throwing objects in or from the bus is prohibited.
14. State law prohibits transportation of musical instruments unless carried in a case on the knees of the student. Personal possessions may not be in the aisle.
15. Carrying of water pistols or other objects that can create disturbances is strictly forbidden.
16. Use of obscene language is not permitted.
17. Smoking by the students or the driver is not permitted on school buses.
18. Eating is not permitted on the bus.
19. Pets are not permitted on the bus.

20. Remain quiet when the bus is approaching railroad crossing and until bus has passed the railroad.
21. The driver is in complete charge of the bus. Students who risk the safety of others by their misbehavior may lose the privilege of riding the bus.
22. Obey school bus driver and in case of emergency remain on bus unless otherwise instructed by the individual in authority.
23. When necessary to cross road after getting off bus, cross immediately in front of bus, and look both ways to make sure that traffic is not approaching.
24. If a student violates any of the above rules and regulations and loses the bus privilege, the student or his or her parent will have to provide transportation to school. In such cases, the law still requires attendance at school. There will be parental arrest for nonattendance.
25. If a student intentionally damages seats or other parts of the bus, the student will be required to pay for replacement.

Video and Audio Recording on School Buses

Board Policy 810.3 authorizes the use of video and audio recording on school buses and school vehicles. School district administrators may review video and/or audio recordings from school buses for the purposes of determining whether disciplinary consequences are appropriate. Video or audio capturing inappropriate behavior may be used at conferences with parents, guardians, students, employees and other individuals with a right to review the recordings, and used as evidence in disciplinary proceedings.

Disciplinary Action Sequence for Bus Misconduct

1. Each bus driver will review with students the list or description of expected student behaviors and/or prohibited behaviors.
2. Consequences to be implemented by the bus driver may include, but are not limited to, a conference with the student and assigned seating on the bus.
3. Students will be referred to building administrator when, despite efforts of the driver to change the student behavior, the student refuses or neglects to follow the directions of the driver. Such noncompliance will be classified as bus misconduct.
4. Bus misconduct is classified as a Level II infraction by the Student Code of Conduct and will be acted upon within guidelines outlined on the Disciplinary Action Sequence Chart.
5. Any student misconduct while awaiting, traveling on, or departing a bus which meets the definition of a Level III or Level IV infraction will be acted upon within guidelines outlined on the Disciplinary Action Sequence Chart of the Student Code of Conduct.
6. Students suspended due to bus misconduct will be suspended from riding the bus. Students suspended from riding the bus are required to attend school and must assume responsibility for their own transportation to and from school at regularly scheduled times.

APPENDIX 5
BULLYING POLICY No. 249

Purpose

The Board is committed to providing a safe, positive learning environment for district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by district students.

Definitions

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting or during any school-related/sponsored activity, that is severe, persistent or pervasive and has the effect of doing any of the following.[\[1\]](#)

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

Bullying, as defined in this policy, includes cyberbullying.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.[\[1\]](#)

Authority

The Board prohibits all forms of bullying by district students. [\[1\]](#)

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

The Board directs that complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying.

Delegation of Responsibility

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.

The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.[\[1\]](#)

The Superintendent or designee, in cooperation with other appropriate administrators, shall

review this policy every three (3) years and recommend necessary revisions to the Board.[\[1\]](#)

District administration shall annually provide the following information with the Safe School Report:[\[1\]](#)

1. Board's Bullying Policy.
2. Report of bullying incidents.
3. Information on the development and implementation of any bullying prevention, intervention or education programs.

Guidelines

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.[\[1\]](#)[\[2\]](#)[\[3\]](#)

This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district website, if available.

Education

The district may develop and implement bullying prevention and intervention programs where appropriate. Such programs shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.[\[1\]](#)[\[4\]](#)[\[6\]](#)

Consequences for Violations

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:[\[1\]](#)[\[3\]](#)[\[7\]](#)

1. Counseling within the school.
2. Parental conference.
3. Loss of school privileges.
4. Transfer to another school building, classroom or school bus.
5. Exclusion from school-sponsored activities.
6. Detention.
7. Suspension.
8. Expulsion.
9. Counseling/Therapy outside of school.
10. Referral to law enforcement officials.

APPENDIX 6

BULLYING/CYBERBULLYING GUIDE FOR PARENTS/GUARDIANS

Tips For Parents/Guardians: What To Do If Your Child Is Being Bullied

If your child is being bullied at school, this can be a very painful experience for your child and your family. Here are some things you can do to support your child if s/he is being bullied:

1. Never tell your child to ignore the bullying.
2. Don't blame your child for the bullying. Don't assume your child did something to provoke the bullying.
3. Allow your child to talk about his/her bullying experiences. Write down what is shared.
4. Empathize with your child. Tell him/her that bullying is wrong; that it is not his/her

fault; and that you are glad s/he had the courage to tell you about it.

5. If you disagree with how your child handled the bullying situation. Don't criticize him/her. It is often very difficult for children to know how best to respond.

6. Do not encourage physical retaliation.

7. Check your emotions. A parent's/guardian's protective instincts stir strong emotions. Although it is difficult, step back and consider the next steps carefully.

8. Contact a teacher, school counselor, or principal at your school immediately and share your concerns about the bullying that your child has experienced.

9. Work closely with school personnel to help solve the problem.

10. Encourage your child to develop interests and hobbies that will help build resiliency in difficult situations like bullying.

11. Encourage your child to make contact with friendly students in his/her class, or help your child meet new friends outside of school.

12. Teach your child safety strategies, such as how to seek help from an adult.

13. Make sure your child has a safe and loving home environment.

14. If you or your child needs additional help, seek help from a school counselor and/or mental health professional.

Tips For Parents/Guardians: What To Do If Your Child Bullies Others

If your child bullies other children at school, it will need to be stopped. Here are some things you can do at home to address the issue with your child:

1. Make it clear to your child that you take bullying seriously and that it is not okay.

2. Make rules within your family for your child's behavior. Praise your child for following the rules and use nonphysical and logical consequences when rules are broken. A logical consequence for bullying could be losing rights to use the phone to call friends, using e-mail to talk with friends, or other activities your child enjoys.

3. Spend lots of time with your child and keep close track of his/her activities. Find out who your child's friends are and how and where they spend their free time.

4. Build on your child's talents by encouraging him/her to get involved in positive activities, such as clubs, music lessons, or nonviolent sports.

5. Share your concerns with your child's teacher, counselor, and/or principal. Work together to send a clear message to your child that his/her bullying must stop.

6. If you and your child need more help, talk with a school counselor and/or mental health professional.

Tips For Parents/Guardians: What To Do If Your Child Witnesses Bullying

Many children are observers or bystanders in cases of bullying at school. It is important that even students who are bystanders in a bullying situation take action to get help so the

bullying stops. If your child talks to you about the bullying that s/he witnesses at school, you are encouraged to do the following:

1. Teach your child how to get help without getting hurt.
2. Encourage your child to verbally intervene, if it is safe to do so, by saying such things as: “Cool it! This isn’t going to solve anything”.
3. Tell your child not to cheer on or even quietly watch bullying. This only encourages a child who bullies, who wants to be the center of attention.
4. Encourage your child to tell a trusted adult about the bullying. Talking to an adult is not tattling; it is an act of courage and safety. Suggest going to an adult with a friend if that will make it easier.
5. Help your child support others who tend to be bullied.
6. Teach your child to include these children in activities.
7. Praise and reward quiet acts of courage where your child tried to do the right thing to stop bullying, even if s/he was not successful.
8. Work with your child to practice specific ways s/he can help stop bullying. For example, role-play with him/her what s/he could say or do to help someone who is being bullied.

What Can Parents/Guardians Do To Prevent And Address Cyberbullying?

Adults seldom are present in the online environments frequented by children and youth.

Therefore, it is extremely important that adults pay close attention to cyberbullying and the activities of children and youth when using these new technologies.

Cyberbullying occurs when children and youth use cyber technologies, such as text messaging,

Internet sites, and cell phones, to bully others. Indirect forms of bullying like this can include spreading of false rumors, gossip, and verbal taunts or attacks. Like bullying that happens in person, cyberbullying can have serious, and sometimes legal, consequences for the ones doing the bullying.

Here are some ideas of ways to protect your child from cyberbullying or address the issue if you find your child is cyber bullying others.

Suggestions For Parents/Guardians: Tips To Help Prevent Cyberbullying

1. Keep your home computer(s) in easily viewable places, such as a family room or kitchen.
2. Talk regularly with your child about online activities s/he is involved in.
3. Talk specifically about cyberbullying and encourage your child to tell you immediately if s/he is the victim of cyberbullying, cyberstalking or other illegal or troublesome online behaviors.
4. Encourage your child to tell you if s/he is aware of others who may be the victims of such behavior.

5. Explain that cyberbullying is harmful and unacceptable behavior. Outline your expectations for responsible online behavior and make it clear that there will be consequences for inappropriate behavior.

Although adults must respect the privacy of children and youth, concerns for your child's safety may sometimes override these privacy concerns. Tell your child that you may review his/her online communications if you think there is reason for concern.

Consider installing parental control filtering software and/or tracking programs, but don't rely solely on these tools.

Tips For Dealing With Cyberbullying That Your Child Has Experienced

Because cyberbullying can range from rude comments to lies, impersonations and threats, your responses may depend on the nature and severity of the cyberbullying. Here are some actions that you may want to take after the fact:

1. Strongly encourage your child not to respond to the cyberbullying.

2. Do not erase the messages or pictures; save these as evidence.

3. Try to identify the individual doing the cyberbullying. Even if the cyberbully is anonymous (for example, is using a fake name or someone else's identity), there may be a way to track him/her through your Internet service provider. If the cyberbullying is criminal, or if you suspect that it may be, contact the police and ask them to do the tracking.

4. Sending inappropriate language may violate the terms and conditions of e-mail services, Internet service providers, Web sites, and cell phone companies. Consider contacting these providers and filing a complaint. If the cyberbullying is coming through e-mail or a cell phone, it may be possible to block future contact from the individual who cyberbullied. Of course, s/he may assume a different identity and continue the bullying.

5. Contact your school if the cyberbullying is occurring through your school district's Internet system or during the school day. Even if the cyberbullying is occurring off campus, make your school administrators aware of the problem. They may be able to help you by being watchful for face-to-face bullying occurring in school.

6. Consider contacting the cyberbully's parents/guardians. These parents/guardians may be very concerned to learn that their child has been cyberbullying others, and they may effectively put a stop to the bullying. On the other hand, these parents/guardians may react very badly to your contacting them, so, proceed cautiously. If you decide to contact a cyberbully's parents/guardians, communicate with them in writing, not face-to-face. Present proof of the cyberbullying (for example, copies of an e-mail message) and ask them to make sure the cyberbullying stops.

7. Contact the police if cyberbullying involves acts such as threats of violence; extortion; obscene or harassing phone calls or text messages; harassment; stalking; or hate crimes; or child pornography. If you are uncertain if cyberbullying violates criminal laws, contact your local police who will advise you

http://www.olweus.org/public/bullied_child_page (2/2010)

This list has been adapted from a publication originally created for "Take a Stand. Lend a Hand."

Stop Bullying Now!”, a campaign of the Health Resources and Services Administration, U.S. Department of Health and Human Services.

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APPENDIX 7

COMPLAINT PROCEDURE

A student who believes he or she has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to the appropriate building administrator or any other school staff member. The administrator will assist the student in completing a “Student Complaint” in order to provide details related to the incidents.

The appropriate building administrator will conduct an investigation of the incident and determine the appropriateness of imposing consequences as outlined in the Student Code of Conduct as a result of the finding of the investigation.

The appropriate building administrator will also cooperate with police authorities in investigating the incident should the student and/or the student’s parent/guardian decide to file a criminal complaint regarding the incident(s).

If it is concluded that a student has knowingly made a false complaint under this policy, the student shall be cited for “fraud” in accordance with the Student Code of Conduct.

APPEAL PROCEDURE

If a student is not satisfied with a finding of no violation of the policy or with the corrective action recommended upon completion of the investigation by the building administrator, the student may submit a written appeal to the building Principal and/or Director of Student Services within fifteen (15) school days of the administrative decision.

The Principal and/or Director of Student Services shall review the investigation and obtain additional information as necessary to render a decision.

The Principal and/or Director of Student Services shall prepare a written response to the appeal within fifteen (15) school days.

If a student remains dissatisfied following a review by the Principal and/or Director of Student Services, additional appeals may then be filed to the Superintendent of Schools and President of the Board of School Directors who will respond to the appeal in a timely manner.