



WISSAHICKON SCHOOL DISTRICT
CODE OF STUDENT CONDUCT (K-12)

WSD Board of School Directors Approved 8/22/22

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District's Mission, Vision, and Shared Values

Vision Statement

“Belong, Inspire, Engage, Excel” – A learning community where all students and staff feel a sense of belonging and are inspired to engage and excel to their fullest potential.

Mission Statement

The mission of the Wissahickon School District—a learning community where diversity is valued, and equity is an ongoing commitment—is to empower each student and staff member to excel to their fullest potential and meaningfully contribute to the greater community.

Shared Values

We believe all students and staff will...

- develop healthy identities
- value diversity and inclusivity
- maintain positive relationships
- feel and show empathy for others
- achieve personal and collective goals
- make responsible and caring decisions
- contribute to safe and just communities

Preface

In order to function properly, public school education should provide an equal learning opportunity for all students. In addition to the regular curriculum, principles and practices of good citizenship must be taught and demonstrated. This includes an appreciation for the rights of others. No school or school system can discharge these responsibilities if it permits students to act in an objectionable manner or to disregard rules and regulations adopted for the benefit of all persons.

The rights of an individual are preserved only by the protection and preservation of the rights of others. Students are responsible for the way they exercise their rights, and they must accept the consequences of their actions. Each exercise of an individual's rights must demonstrate respect for the rights of others. To achieve the goal of a democratic society, the staff, students, parents, guardians, and community must work cooperatively.

Equal Opportunity

It is the policy of Wissahickon School District to provide equal opportunity in all its programs and activities and in its employment practices. No student, employee, or other person shall be excluded from participation in, be denied the benefits of, or be otherwise subject to discrimination regarding any District program on the grounds of race, color, religion, age, sex, national origin, or disability. For additional information, please contact the Human Resources Office.

Philosophy

We, the staff, administration, and Board of School Directors of the Wissahickon School District, believe that our primary function is to provide students equal opportunities to mature in the ethical, intellectual,



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creative, emotional, social, and physical areas of their lives. This maturation process can best take place in a positive learning environment - one characterized by an atmosphere of openness and mutual respect for the personal worth and dignity of each individual - one in which we communicate our belief in the value of every child - and one in which students are helped to understand the reasons for their own and others' behavior as well as the impact of their behavior on others.

We believe that the development of self-discipline and acceptance of individual responsibility should be stressed throughout school life. By emphasizing these concepts, we help students to assume their roles in a democratic society for a democracy depends on a responsible citizenry for its survival.

A fair, consistent discipline policy is an integral part of a sound educational program. This policy includes a student code of conduct that delineates individual responsibilities, categorizes behavior, and provides for appropriate and restorative responses. [Click here to learn more about restorative practices and social emotional learning.](#)

We believe that the goals of such a code must:

- teach responsible behavior;
- promote self-monitoring and foster self-discipline;
- help the student recognize the impact of their choices on others;
- ensure the rights and personal dignity of others;
- generate a close working relationship with the home, the school, and the community;
- provide disciplinary options that are appropriate to misconduct;
- differentiate between minor and serious offenses;
- protect and maintain public and private property; and
- comply with federal, state, and local laws.

The Students

Students attend and participate in the school program so that they may develop to their fullest potential. It is the responsibility of the student to abide by the school's rules and regulations, maintain timely and regular school attendance, contribute to a learning atmosphere generating mutual respect and dignity for all, and make an earnest effort to do their best work. One of the fundamental principles of restorative practices is that adults work with students to build and strengthen healthy relationships and community while providing a supportive framework to prevent, respond to, and repair harm through a variety of practices.

WSD students will:

- Seek the most peaceful means of resolving conflict.
- Obtain the assistance of parents/guardians, teachers, administrators, and/or school staff when unable to resolve conflicts peacefully on their own.
- Reflect on and learn from mistakes.
- Prioritize correcting any harm that they may have caused to others in the school community.

The Parents and Guardians

A strong partnership between home and school contributes to a student's successful development and achievement. To achieve this partnership, parents and guardians are expected to ensure their child(ren)'s



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regular school attendance; teach their child(ren) self-respect, respect for the law, respect for others, and respect of public property; and support the district staff in their efforts to maximize the achievement of their child(ren).

WSD parents and guardians will:

- Speak with their children about appropriate behavior at school.
- Help their children to be active participants in creating and promoting a positive, supportive, safe, and welcoming school environment that is conducive to teaching and learning.
- Work collaboratively with WSD staff to address behavioral problems that their children may exhibit and/or experience.
- Partner with schools to help their children access supportive groups or programs designed to improve their behavior, such as counseling, after-school programs, and mental health services within the school and community.

The Faculty/Staff

District Faculty/Staff will work to create positive, supportive, safe, and welcoming school environments for all students and adults that are conducive to teaching and learning. Faculty/Staff will continue to serve as caring adults in schools who play an important role in building and sustaining strong relationships with students, which facilitates students' connection to school and decreases their likelihood of engaging in disruptive behaviors. All school faculty/staff will seek ways to develop meaningful relationships with students.

WSD faculty/staff will:

- Establish clear expectations and take an instructional approach to behavior.
- Acknowledge positive and appropriate behavior by students.
- Strive to recognize and eliminate bias and disproportionality in discipline, and administer discipline rules consistently, fairly, and equitably.
- Involve families, students, faculty/staff, and the community in the process of fostering positive behavior and student engagement.
- Ensure that clear, developmentally and age-appropriate, and proportional consequences are applied to misbehavior in a way that supports personal growth and that provides opportunities for student accountability.
- Include appropriate procedures for students with disabilities and due process for all consistent with federal and state requirements.

The Administration

The strong partnership between home and school that contributes to the students' successful development and achievement extends to the administrative team.

As the educational leaders of the school and district, the administration will:

- Establish an orderly and respectful learning culture guided by a clear Code of Student Conduct.
- Provide on-going professional development to ensure the faculty/staff's successful implementation of the Code of Student Conduct.
- Employ efforts to establish a proactive approach to student behavior coupled with the emphasis on an engaging learning culture.



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- Monitor the effectiveness of the Code of Student Conduct and work collaboratively with students, parents/guardians, and faculty/staff to apply the code and related responses in a fair and equitable manner.

When Does the Code of Student Conduct Apply?

The Code of Student Conduct applies to school community members while they are in school and/or at any school-sponsored activity, such as a class trip or a sporting event. The Code of Student Conduct also applies to all students while they are traveling to and from school, using any mode of transportation (walking, riding on school bus, waiting at bus stop, etc.). Additionally, the Code of Student Conduct applies to off-grounds (virtual learning) and after-hours (including weekends) behavior – if the incident impacts the school community.



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The Code of Student Conduct

The Wissahickon School District Code of Student Conduct has been developed in accordance with Board Policy #218 and other related board policies as well as the Pennsylvania School Code Sections 511, 1317, 1317.1, and 1318.

**The Wissahickon School District Code of Student Conduct
 Elementary (K-5) Responses**

These responses are designed to teach appropriate behavior so that our students serve as engaged learners who contribute actively to a safe and mutually respectful educational environment. Faculty/Staff will implement a variety of teaching and classroom responsive strategies. When appropriate, faculty/staff will access the student’s support system, which may include parents/guardians, school counselors, and administration, to ensure successful learning and consistency of response. The goal of the responses is to change student behavior. These responses should be used in a graduated fashion.

Tier I: Classroom and Faculty/Staff-Led Responses

Behavior Examples	Response Examples
<ul style="list-style-type: none"> ▪ Academic Dishonesty (cheating or presenting someone else’s work as one’s own) ▪ Cell Phone (using or displaying a personal mobile device) ▪ Disrespect (making inappropriate or offensive gestures, verbal or written comments, or symbols to others; refusal to follow directions) ▪ Disruption (engaging in minor behavior that distracts from the learning environment) ▪ Dress Code Violation (wearing inappropriate or offensive gestures or written comments or symbols) ▪ Technology Misuse (using district technology to search/access non-instructional websites) 	<ul style="list-style-type: none"> ▪ Change in Seating ▪ Class Meeting ▪ Community Building ▪ Conference with Student ▪ Conflict Resolution ▪ Form of Apology, Verbal, Written, etc. ▪ Informal Behavior Contract ▪ Make-up Missed Academic Time ▪ Mentoring ▪ Parent Contact ▪ Peer Mediation ▪ Referral to Student Support Team ▪ Restorative Circle Meeting ▪ Temporary Loss of Technology/Device ▪ Warning ▪ Written Reflection

Tier II: Faculty/Staff-Led/Referred with Counselor Supported Responses

Behavior Examples	Response Examples
<ul style="list-style-type: none"> ▪ Repeated Violations of Tier I ▪ Disruption (persistently engaging in minor behavior that disrupts the learning environment) ▪ Illustrations of Explicit or Violent Content ▪ Insubordination (repeatedly or persistently defying or refusing to follow directions of teachers, staff, or administrators) ▪ Physical Aggression (shoving, pushing, or otherwise being physically aggressive toward another person) 	<ul style="list-style-type: none"> ▪ All Tier I Examples, plus: ▪ Conference with School Counselor ▪ Loss of Privileges ▪ Parent/Guardian and Student Conference with School Counselor and Teacher ▪ Regular Check-ins with School Counselor



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Tier III: Referral to Office & Administrative Supported Responses	
<p>Behavior Examples</p> <ul style="list-style-type: none"> ▪ Repeated Violations of Tier I and II ▪ Assault (shoving, pushing, or otherwise being physically aggressive toward another person resulting in minor injury) ▪ Bullying (See Board Policy N. 249.1 Bullying/Cyber Bullying) ▪ Cell Phone (using or displaying a personal mobile device to disseminate photos, videos or inappropriate images) ▪ Destruction of Property ▪ Disruption (behavior that distracts from the teacher and learning and directly affects the safety of others) ▪ Fighting (an exchange or physical aggression, often spontaneous, that results in minor injury) ▪ Simulated Use of a Weapon (including simulated use of school supplies or household items) ▪ Technology Misuse (using district technology to search inappropriate/explicit material) 	<p>Response Examples</p> <ul style="list-style-type: none"> ▪ All Tier I and II Examples, plus: ▪ Community Service ▪ Functional Behavior Assessment ▪ Restitution

Tier IV: Interventions & Administrative Supported Responses	
<p>Behavior Examples</p> <ul style="list-style-type: none"> ▪ Repeated Violations of Tier III ▪ Assault (shoving, pushing, or otherwise being physically aggressive toward another person that results in major injury) ▪ Disruption (using language or displaying images and/or symbols that promote hate or violence that can be reasonably expected to cause substantial disruption of school) ▪ Fighting (an exchange in physical aggression that may be pre-planned and/or results in serious injury) ▪ Possession or Use of a Weapon or Simulated Weapon (including use of a school supply or household item as a weapon) ▪ Possession or Use of Nicotine Products/Vaping/Paraphernalia ▪ Threat (verbal/written language or physical gestures that threaten a student, faculty/staff member, or anyone else) 	<p>Response Examples</p> <ul style="list-style-type: none"> ▪ All Tier I, II and III examples, plus: ▪ Behavior Modification Plan ▪ In-School Suspension (with student conference) ▪ Out-of-School Suspension (with parent conference) ▪ Referral to Law Enforcement ▪ Referral to Student Assistance Program ▪ Threat Assessment



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**The Wissahickon School District Code of Student Conduct
 Secondary (6-12) Responses**

These responses are designed to teach appropriate behavior so that our students serve as engaged learners who contribute actively to a safe and mutually respectful educational environment. Faculty/Staff will implement a variety of teaching and classroom responsive strategies. When appropriate, faculty/staff will access the student’s support system, which may include parents/guardians, school counselors, and administration, to ensure successful learning and consistency of response. The goal of the responses is to change student behavior. These responses should be used in a graduated fashion.

Tier I: Classroom and Faculty/Staff-Led Responses

Student behavior that impedes classroom procedures or interferes with the daily operation of the classroom or school. These behaviors are addressed by the individual faculty/staff member but may require the partnership of a counselor or administrator.

Behavior Examples	Response Examples
<ul style="list-style-type: none"> ▪ Academic Dishonesty ▪ Cell Phone or Other Personal Electronic Device Violation ▪ Disrespect ▪ Dress Code Violation ▪ Inappropriate Use of District-Issued Technology ▪ Lateness to Class (fewer than four (4) occurrences) ▪ Leaving Assigned Area Without Permission ▪ Minor Disturbance ▪ Use of Inappropriate Language 	<ul style="list-style-type: none"> ▪ Behavioral Contract ▪ Change in Seating ▪ Check-In/Check-Out Meeting ▪ Classroom-Based Incentives ▪ Conference with Student ▪ Detention ▪ Form of Apology (Verbal, Written, etc.) ▪ Make-up Missed Academic Time (Lunch, Office Hours, Before/After School) ▪ Modified Grading ▪ Parent/Guardian Contact ▪ Referral to School Counselor ▪ Restorative Circle Meeting ▪ Special Learning Assignment ▪ Temporary Loss of Technology/Device ▪ Temporary Removal from Activity ▪ Written Reflection

Tier II: Referral to Administrator Involving Targeted Level of Supports

Student behavior that frequently or seriously interferes with the learning climate of the classroom or school. These behaviors result from the continuation of Tier I or more serious misbehaviors, which will likely require the intervention of an administrator.

Behavior Examples	Response Examples
<ul style="list-style-type: none"> ▪ Repeated Violations of Tier I ▪ Bus Infractions ▪ Cutting Class ▪ Failure to Attend an Assigned Disciplinary Setting ▪ Failure to Comply with District Acceptable Use Policy ▪ Forgery ▪ Inciting a Fight/Contributing to a Disruptive Situation ▪ Insubordination ▪ Lateness to Class (4 or more occurrences) ▪ Minor Altercation 	<ul style="list-style-type: none"> ▪ All Tier I Examples, plus: ▪ After-School, Lunch, or Saturday Detention ▪ Assigned Seats ▪ Community Service ▪ Conference with Administrator ▪ Conference with Parent ▪ Conference with School Resource Officer ▪ Conflict Resolution ▪ Development of Technology Contract (including limited access and/or temporary removal of device) ▪ In-school Suspension ▪ Loss of Privileges



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<ul style="list-style-type: none"> ▪ Misuse of Social Media ▪ Offensive Ethnic and/or Racial Comments ▪ Selling Unauthorized Merchandise ▪ Student Driving Infractions ▪ Truancy ▪ Unauthorized Leaving of School or Property ▪ Unauthorized Opening of Exterior Doors ▪ Verbal Altercation 	<ul style="list-style-type: none"> ▪ Mentoring ▪ Parent/Guardian and Student Conference with School Counselor and Teacher ▪ Peer Mediation ▪ Student Attendance Improvement Plan and/or Referral to District Home and School Visitor ▪ Temporary Removal of Bus/Driving Privileges
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Tier III: Referral to Administrator Involving Intensive Level of Supports

Student behavior directed against self, persons, or property, whose misbehaviors moderately affect the health, safety, and welfare of others in the school. These behaviors result from the continuation of Tier II or more serious misbehaviors, which require administrative response and may involve law enforcement.

<p>Behavior Examples</p> <ul style="list-style-type: none"> ▪ Repeated Violations of Tier I and II ▪ Bullying/Cyber-Bullying ▪ Fighting ▪ Hazing ▪ Intimidation or Harassment ▪ Possession or Use of Nicotine Products/Vaping/Paraphernalia ▪ Sexting or Possession of Pornographic Material ▪ Sexual Harassment ▪ Theft ▪ Vandalism 	<p>Response Examples</p> <ul style="list-style-type: none"> ▪ All Tier I and II Examples, plus: ▪ Alternative Program ▪ Behavior Modification Plan ▪ Functional Behavior Assessment ▪ Out-of-School Suspension ▪ Outside Counseling Supports including: <ul style="list-style-type: none"> ○ Conflict Resolution Training ○ Vaping/Smoking Cessation Program ▪ Referral to Law Enforcement ▪ Referral to School District Social Worker ▪ Referral to School Resource Counselor ▪ Restitution ▪ Student Assistance Program Referral
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Tier IV: Referral to Administrator in Collaboration with Law Enforcement

Student behavior directed against self, persons or property, whose misbehaviors significantly affect the health, safety, and welfare of others in the school. These behaviors require immediate administrative response, removal of the student from school, the intervention of law enforcement, and possible action by the Board of School Directors.

<p>Behavior Examples</p> <ul style="list-style-type: none"> ▪ Repeated Violations of Tier III ▪ Arson ▪ Assault/Battery ▪ Intent to or Sale of Unauthorized Substance ▪ Possession of a Weapon ▪ Possession or Use of Drugs or Alcohol ▪ Terroristic Threats 	<p>Response Examples</p> <ul style="list-style-type: none"> ▪ All Tier I, II and III Examples, plus: ▪ Drug and Alcohol Assessment and Rehabilitation ▪ Expulsion ▪ Other Board Action (which may result in appropriate alternative placement) ▪ Threat Assessment
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Special Education

When incidents involve students, who receive Special Education services, faculty/staff will contact the student's case manager. The collaboration of the case manager and faculty/staff and administrator will ensure personalized and proximal responses that will contribute to the student's ongoing personal growth and understanding. For more information on Special Considerations for Students with Disabilities, [click here to visit our Special Education webpage](#).

Resources for Students and Families

NOTE: The Wissahickon School District does not assume any responsibility or liability for the service providers present within the listings referenced. The listings below are for reference purposes only, and they do not imply on the part of WSD or any of its schools any guarantee of quality, assumption of liability, or endorsement of the organizations or individuals referenced. These organizations and individuals are solely responsible for their operation and the quality of the services provided.

Medical Assistance www.montcopa.org/2089/Getting-Started-with-Services

Information for families applying for medical assistance. Children who have been diagnosed with developmental disabilities, emotional disorders, behavioral disorders, and/or medical conditions, are eligible for health insurance through Medical Assistance (MA). MA provides important funding for behavioral health services, medicines, and medical care.

Montgomery County Guide to Behavioral Health Services for Children, Adolescents and Families

Document that outlines all supports and services available to children and their families, throughout Montgomery County

Access Services www.accessservices.org/social-services-for-children-and-young-adults/

Organization that provides supports and services to children, young adults, and their families in Eastern Pennsylvania.

Montgomery County Mobile Crisis Support (1-855-634-HOPE) www.montcopa.org/2059/Mobile-Crisis

Crisis support hotline available 24-hours, 7 days a week to individuals and families.

Aldersgate Youth Service Bureau (215-657-4545) www.aldersgateservices.org

Individual, family, and marital counseling, outreach, prevention education, school-based supportive services. Also provides voluntary and court-mandated substance abuse/drug and alcohol counseling and education.

Merakey – formally Northwestern Human Services (888-647-0020) www.merakey.org

Outpatient, school-based supportive services, medication management, and various in-home services for mental health concerns; as well as adult drug & alcohol outpatient counseling and intensive outpatient programs.



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Child and Family Focus (215-957-9771) www.childandfamilyfocus.org

Family-based services, community mental health support services, outpatient therapy, extended assessment, and psychiatric/medication management services.

Creative Health Services (484-941-0500) www.creativehs.org

Individual, group, and family counseling for children and adults with mental health concerns, drug & alcohol outpatient counseling for adults, children/adult case management, adult intensive outpatient services.

Teen Talk Line (call 866-825-5856 or text 215-703-8411)

<https://www.accessservices.org/services/peer-support-and-teen-talk-line/>

Phone line that provides support for teens who want to talk about personal/mental health concerns.

Brooke Glen Behavioral Health Hospital (215-641-5404) www.brookeglenhospital.com

Inpatient, outpatient, and partial hospitalization treatment programs for children and adolescents with mental health or addiction concerns.

Foundations Behavioral Health (800-445-4722) www.fbh.com

Inpatient and partial hospitalization services for children and adolescents with mental health concerns.

Horsham Clinic (1-800-237-4447) www.horshamclinic.com

Inpatient, intensive outpatient and partial hospitalization services for children and adolescents with mental health or addiction concerns.

The Light Program (888-686-7511) www.thelightprogram.pyramidhealthcarepa.com

Individual and group therapy, psychiatric/medication management, mental health intensive outpatient, eating disorder treatment.

Rehab After Work/Rehab After School (800-238-4357)

www.rehabafterwork.pyramidhealthcarepa.com

Individual and family therapy, intensive outpatient program for adults/teens with drug and alcohol concerns.

The Center for Loss and Bereavement (610-222-4110) www.bereavementcenter.org

Grief counseling for individuals and families.

Laurel House (1-800-642-3150) www.laurel-house.org

Supports those impacted by domestic violence; provides crisis intervention, safe-haven, supportive programs, and resources.

Renfrew Center (1-800-RENFREW) www.renfrewcenter.com

Inpatient and outpatient treatment for eating disorders and related mental health concerns.



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Glossary of Behavior Examples

This glossary provides an overview of common behavior examples and their definitions, which are not all encompassing. For more detailed information, please refer to your school's Parent/Student Handbook.

Academic Dishonesty: Academic dishonesty may include, but is not limited to *cheating* and *plagiarism*. *Cheating* is committing dishonesty and/or deception on an assignment, test, quiz, or other course requirement. Examples of cheating include, but are not limited to:

- Copying from another person's test or assignment
- Discussing answers or content on a test
- Using notes or other information devices not allowed specifically by the classroom teacher

Plagiarism is representing someone else's ideas, words or other work as your own. Examples of plagiarism include, but are not limited to:

- Copying word for word or phrases or paraphrasing from a source without proper citation
- Using someone else's thought or idea and representing it as your own
- Using facts or statistics without proper citation

Arson: Starting a fire or causing an explosion with the intent to damage personal property and/or school buildings, school property, or school vehicles.

Assault and Battery: An actual and intentional touching or striking of another person against their will with the intent of causing serious physical harm, or an attempt to do the same, or placing a person in apprehension of immediate physical injury.

Bullying (Physical, Verbal, or Cyber-Bullying): Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student(s), which occurs in a school setting and/or outside a school setting that is severe, persistent or pervasive and has the effect of doing any of the following: substantial interference with a student's education; creating of a threatening environment; substantial disruption of the order operations of the school. Bullying, as defined in this policy, includes cyber bullying. 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. District student means any student enrolled in any school in the Wissahickon School District or any student transported on Wissahickon School District vehicles. *(For additional information, see Board Policy No. 249.1 Bullying/Cyber-Bullying.)*

Bus Infraction: Student transportation vehicles and pickup/drop off locations are considered the same as school property. All student misbehavior that occurs on a vehicle or pickup/drop off location is addressed in the same manner as if the infraction occurred at school.

Cell Phone or Other Personal Electronic Device Violation: The use of the electronic device should not be disruptive to other students or faculty/staff. None of these devices should be used in classrooms without express consent from the classroom teacher as part of instruction. *For further information, please reference the student handbook.



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Cutting Class: Failure to attend a regularly scheduled class without proper authorization.

Disrespect: Making inappropriate and/or offensive gestures, verbal and/or written comments, and/or symbols to others and/or refusal to follow directions.

Dress Code Violation: An individual's dress, personal appearance, and cleanliness have a bearing on how others react to them and therefore should reflect sensitivity to and respect for others. It should not constitute a threat to safety and health of self or others, or be in violation of any statutes. Dress wear should not include inappropriate or offensive gestures, verbal or written comments, or symbols. Although styles do change, dress should reflect current good taste and a style appropriate for a school day. The purpose of the dress code is to assure that the school population will dress in a way that is supportive of and not a disruption to the educational process.

Failure to Attend an Assigned Disciplinary Setting: A student's failure to report to an assigned disciplinary consequence without prior approval from an administrator.

Fighting: An exchange or physical aggression, often spontaneous, that results in minor injury. The school has a compelling interest in maintaining a safe, orderly environment that is supportive of its educational purpose. Students who engage in fighting and/or acts of physical force face an immediate and firm disciplinary response from administration.

Forgery: Making, completing, altering, or authenticating any written document so that it purports to have been made by another party. Note: The offense includes, but is not limited to, signing a parent and/or guardian, teacher, or school personnel's signature on documents.

Hazing: Hazing is defined as any situation which recklessly or intentionally endangers the mental health, physical health or safety of a student, or which willfully destroys or removes public or private property for the purpose of initiation, admission into, continued membership, or affiliation with any organization recognized by the Board. Any hazing activity, whether by an individual or group, shall be presumed to be a "forced" activity even if a student willingly participates. *(For additional information, see Board Policy No. 247 Hazing.)*

Inappropriate Language: Inappropriate language, including obscene, profane, lewd, vulgar, rude, disrespectful, threatening, or inflammatory language; harassment; personal attacks, including prejudicial or discriminatory attacks; and false or defamatory material about a person or organization.

Inappropriate Use of District-Issued Technology: A student's failure to abide by the rules and regulations of the District's Acceptable Use Policy.

Inciting to Fight/Contributing to a Disruptive Situation: The intentional promotion or advocacy of student misbehavior by another student for the purpose of substantially disrupting any school function or classroom. If a student utilizes social media to promote or incite a fight (i.e., videotaping fights and posting the videos on the Internet, texting, phone calls, etc.), the student may be included as a participant in violation of an offense that may include inciting to fight, fighting, or bullying.



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Insubordination: Repeatedly or persistently defying or refusing to follow directions of teachers, staff, or administrators or to comply with classroom or school rules. Students who intentionally withhold information from a staff member are considered insubordinate.

Intent to or Sale of Unauthorized Substance: The possession of unauthorized substances where the amount would be considered greater than that for personal use by virtue of the quantity, packaging, or other circumstances that demonstrates intent or effort to sell/distribute. Distribution, attempt to distribute, or possession with intent to distribute a non-controlled substance that has been represented to be, or upon a belief that it is, a dangerous controlled substance. Non-controlled substances include but are not limited to drugs, alcohol, nicotine, vapes, edibles, marijuana-infused products and/or over-the-counter medications and medications that are prescribed to treat medical conditions.

Intimidation or Harassment: Student(s) who engage in a course of conduct or repeatedly commit acts that alarm or seriously annoy other person(s) and serve no legitimate purpose. When a student believes that they are being harassed on school grounds, at a school activity, or on their way to or from school, the student should immediately inform the student causing the harm that the behavior is unwelcome, offensive, or inappropriate. The student being harmed should also report the unwelcome or inappropriate behavior to an administrator, counselor, nurse, or teacher. Unlawful harassment includes but is not limited to the following examples:

- A person shoves, kicks, strikes, or otherwise subjects another person to physical contact or attempts or threatens to do the same; a person follows another person or places another person in reasonable fear of bodily injury and/or emotional distress.
- Offensive slurs, jokes, or other verbal, graphic, or physical conduct relating to an individual's race, color, religion, ancestry, national origin, gender, sexual orientation, age, or disability which create an intimidating, hostile or offensive educational environment.
- Unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature.

Lateness to Class: Failure to report to class at the start of the assigned session.

Leaving Assigned Area without Permission: Failure to remain in assigned area without prior approval from a teacher or staff member.

Minor Altercation: An incident that involves a single offender who commits a minor violent act against another individual and the other individual does not respond and the incident does not elevate to a more severe type of incident such as a fight or assault.

Minor Disturbance: Intentional acts or behavior in the classroom, school building, upon school grounds, or at other school-sanctioned locations that disrupt the learning environments (i.e., talking, making noises, getting out of seat without permission, etc.).

Misuse of Social Media: Students are encouraged to always exercise the utmost caution when participating in any form of social media or online communications, both within the school community and beyond. Students who participate in online interactions must remember that their posts are subject to the same behavioral standards set forth in the Code of Student Conduct.



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Offensive Ethnic and/or Racial Comments: The use of any language, acts, unwelcome remarks or expressions, names or slurs or any other behavior including obscene gestures, which reflect on an individual's gender, sex, race, religion, color, national origin, ancestry, age, disability, or sexual orientation that have the purpose or effect of creating an intimidating, hostile, or offensive educational environment.

Possession of a Weapon: Any student determined to have possessed, handled, or transmitted a weapon onto school premises, at any school-sponsored activity, or on any public or private conveyance providing transportation to or from a school or school-sponsored activity shall be expelled for a period not less than one (1) year. The Superintendent may, however, recommend a lesser discipline on a case-by-case basis.

The term "weapon" shall include but not be limited to any knife, cutting instrument, cutting tool, nunchakus, firearm, shotgun, rifle, and any other tool, instrument, or implement capable of inflicting serious bodily harm. The term "facsimile weapon" shall include all instruments or implements resembling or intended to resemble a weapon. *(For additional information, see Board Policy No.218.1 Weapon Offenses.)*

Possession or Use of Drugs or Alcohol: The use, possession, transportation, or distribution of any narcotic or controlled substance (drug) or alcoholic intoxicants (alcohol) on school property, or in connection with a school sponsored activity at which students are present, are prohibited *(For additional information, see Board Policy No. 227 Controlled Substances.)*

Possession or Use of Nicotine Products/Vaping/Paraphernalia

Wissahickon Board Policy forbids the possession or use of cigarettes, vapor products, and paraphernalia, cigars, chewing tobacco, pipes, lighters, or matches during the school day on all school property, which includes the building, parking lots, and buses. *(For additional information, see Board Policy No. 223 Tobacco Product and Vaping Product.)*

Selling Unauthorized Merchandise: With the exception of school-approved fundraisers, buying, selling, and trading of merchandise is strictly prohibited on school grounds and are subject to disciplinary action. Selling personal items to other students is also prohibited on school property.

Sexting or Possession of Pornographic Material: Students may not possess or display electronically or otherwise sexually explicit, vulgar, or violent material including, but not limited to, pornography or depictions of nudity, violence or explicit death or injury.

Sexual Harassment: Inappropriate or unwelcome behavior or verbal, written, or symbolic language that creates a hostile environment, including sexual threats, sexual proposals, sexually suggestive language and/ or gestures and unwanted physical contact based on gender or of a sexual nature.

Student Driving Infractions: While operating vehicles on school property, students are expected to follow all traffic regulations. Failure to do so will result in disciplinary consequences including but not limited to the suspension of driving privileges and loss of parking permit. Law enforcement are notified when necessary.



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Terroristic Threats: Intentional verbal or physical threat to do harm to another person by a student who possesses an apparent ability to do so and in doing so creates a reasonable fear that violence may occur. This includes making verbal or physical threats electronically during school or after school hours. A terroristic threat may also cause evacuation of a building, place of assembly, or facility of public transportation.

Theft: The unlawful seizure or attempted seizure of school property or personal property of another with the intent to deprive the person of the property.

Truancy: Students who are absent from school without the consent of their parent/guardian and the administration will be recorded for truancy. School administration will determine whether the student's absence is verified or unverified. Truancy is a violation of state and school regulations and may result in disciplinary action, which may include but not be limited to a truancy citation.

Unauthorized Leaving of School or Property: Any student who leaves the school or school grounds without consent from parent/guardian and approved by school administration.

Unauthorized Opening of Exterior Doors: Allowing or assisting any individual(s) to enter a district building other than through designated entrances or allowing unauthorized persons to enter a district building through any entrance. A district building may include a school transportation vehicle.

Vandalism: The willful or malicious destruction and/or damage of school property or the property of another (i.e., damaging textbooks, lockers, equipment, walls, furniture, writing gang graffiti, etc.).

Verbal Altercation: An incident which involves one or several individuals who engage in verbal communication in which abusive, profane, obscene, and/or threatening comments are made toward one or more than one person.

Glossary of Behavioral Responses

This glossary includes a list of responses that can be employed to teach behavior as well as to respond to and address behaviors with students and stakeholders.

Behavior Contract: Correcting inappropriate or disruptive student behavior through a formal or informal plan designed by school faculty/staff, with student input where appropriate, to offer positive behavioral interventions, strategies, and supports.

Behavior Modification Plan: A behavioral intervention that encourages a collaborative approach to promoting systematic behavioral success for children and young adults using self-monitoring with a match component (i.e. self and match). Students receive reinforcement for exhibiting positive behaviors and/or recognizing their exhibition of an undesirable behavior.



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Check-in with School/Resource Counselor: Student is prompted by school faculty/staff to have a regular check-in with a school counselor, resource teacher, school psychologist, school social worker, or coach who has a relationship with the student.

Classroom-Based Responses: Prompting students to reflect on their behavior using classroom strategies, such as time-out, teacher-student conference, reflection chair, redirection (i.e., role play), seat change, parent outreach, loss of classroom privilege, or apology letter.

Class Meeting: Bringing together students, school faculty/staff, and others involved in a conflict to discuss the topic, resolve issues, and propose solutions (i.e., Morning Meetings).

Conference with School Resource Officer: In instances where there is a violation of the Code of Student Conduct, the School Resource Officer may be utilized to participate in a restorative conversation with the student.

Community Building: Student will engage in activities with faculty/staff and peers that promote the district shared values.

Community Service: Students participate in an activity that serves and benefits the community (i.e., working at a soup kitchen, cleaning up public spaces, in school or elsewhere, or helping at a facility for the elderly).

Conflict Resolution (School-based or Outside-facilitated): Using strategies to assist students in taking responsibility for resolving conflicts peacefully. Students, parents/guardians, teachers, school faculty/staff, and/or principals engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening, and effective communication.

Detention: Student reports to a designated classroom before school, during lunch, during a free period, after school, or on the weekend for a set period of time. Schools should strive to notify parents/guardians before students serve detention. Time spent during detention may focus on reflection, goal setting and planning, and academic work.

Drug and Alcohol Assessment and Rehabilitation: Students may be referred to an outside agency, which may conduct a drug and/or alcohol assessment. Rehabilitation may be recommended by the outside agency based on assessment results.

Expulsion: The exclusion of the student from the student's regular school program for 45 school days or longer, with notice to the parent/guardian, which may occur only under the following circumstances:

1. The superintendent of schools' designee has determined that the student's return to school prior to the completion of the expulsion period poses an imminent threat of serious harm to other students or faculty/staff;
2. The superintendent of schools' designee limits the duration of the exclusion to the shortest period practicable; and



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3. The school system provides the excluded student with comparable educational services and appropriate behavioral support services to promote successful return to the student's regular academic program.

Functional Behavioral Assessment: A Functional Behavioral Assessment (FBA) gathers information about a student's inappropriate or disruptive behavioral patterns and determines approaches that school faculty/staff should take to correct or manage that behavior. The information is then used to develop a Behavioral Intervention Plan for the student. Using an FBA, a school faculty/staff team and the student's parent/guardian develop appropriate behavioral goals and interventions to prevent and respond to the problem behavior, and strategies to teach replacement or alternative behavior.

In-School Intervention: Removing a student within the school building from their regular education program, but the student is still afforded the opportunity to continue to:

1. appropriately progress in the general curriculum;
2. receive the special education and related services specified in the student's IEP if the student is a student with a disability in accordance with the law;
3. receive instruction commensurate with the program afforded to the student in the regular classroom; and
4. participate with peers as they would in their current education program to the extent appropriate.

Loss of School Privileges: Based on the context and behavior tier, the student may lose the privilege of participating in or attending school-sponsored activities or events. This may include revoking a student's privilege to participate in extracurricular activities, including sports and clubs, or revoking a student's privilege to participate in school events or activities, such as attending a field trip or participating in a school dance.

Mentoring Program (Informal and/or preventative school-based): Pairing students with mentors (i.e., counselor, teacher, staff member, fellow student, or community member) who can help cultivate their personal, academic, social, and emotional development.

Modified Grading: Modified grading may occur in instances of academic dishonesty. Students may complete an alternative assignment or assessment for partial credit.

Parent Contact: Informing parents/guardians of their children's behavior and, in the context of discipline, seeking their assistance in correcting inappropriate or disruptive behavior.

Parent/Guardian and Student/Teacher Conference: Involving students, parents/guardians, teachers, school staff, and/or principals in discussion about the student's behavior and potential solutions that address social, emotional, academic, and personal issues related to the behavior.

Peer Mediation: Employing a form of conflict resolution in which students work with their peers to address and develop solutions to conflicts.

Recommend for Further Action: Recommending a student to a school administrator(s) for long-term suspension, expulsion, referral to alternative education, or contact with law enforcement.



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Referral to Alternative Education: Recommending a student to a school administrator(s) for placement in an alternative program.

Referral to Community-Based Organizations Including Student Assistance Programming: In consultation with principal or designee, referring students for a variety of services, including afterschool programming, individual or group counseling, leadership development, and conflict resolution.

Referral to Health/Mental Health Services: In consultation with principal or designee, referring students to school-based or community-based health and mental health clinics or other social services for the purpose of providing counseling and assessments to students in need. Students are encouraged to privately share issues or concerns that lead to inappropriate or disruptive behavior or negatively affect academic success, and discuss goals and learn techniques that help them overcome personal challenges.

Referral to Student Support Team: In consultation with principal or designee, bringing together a student support team that may include school counselors, student personnel workers, teachers, principals, social workers, health services, mental health clinicians, school psychologists, and external agency representatives under a case manager to help develop prevention and intervention techniques and alternative strategies designed to improve student outcomes.

Removal from Extracurricular Activities/Loss of Privileges: In consultation with principal or designee, revoking a student's privilege to participate in extra-curricular activities, including sports and clubs, or revoking a student's privilege to participate in school events or activities, such as attending a field trip or participating in a school dance. If the behavior warrants this consequence, any monies paid by the student for the missed activity should be refunded, if possible.

Restitution: Requiring a student to compensate others for any loss, damage, or injury that has resulted because of a student's behavior. Compensation may be made monetarily or by a student's assignment to a school work project, or both. If a student violates a state or local law or regulation, and during or as a result of the commission of that violation damaged, destroyed, or substantially decreased the value of school property or property of another that was on school property at the time, the principal shall require the student or the student's parent/guardian to make restitution after a conference on the matter with the student, the student's parent/guardian, and other appropriate individuals. Monetary restitution shall not exceed \$2,500 or the fair market value of the property, whichever is less.

Restorative Circles: A restorative circle is an approach to repairing harm that has been done within a community. Participants in a restorative circle are encouraged to be open and honest about their perspectives regarding a conflict, how they have been harmed, and how they think others might have been harmed. Participants also work together to come up with ways to fix the harm that was done and restore relationships. People external to the group who support someone in the group may also be included.

Restorative Practices (Classroom-based or Specialist-facilitated): Restorative practices are used proactively and responsively to build and maintain a positive school climate and establish a structured approach to teaching appropriate social skills. Restorative practices employ interventions, responses, and



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practices designed to identify and address the harm caused by an incident, including harm to a person, and to develop a plan for the student who caused the harm to repair it and make things right.

Special Learning Assignment: An assignment or project where students reflect upon their behavior. The assignment may be research-based and will explore the impact the behavior may have on the student, their family, and members of the school community. The project will also focus on how to repair the potential harm caused by the student's actions.

Student Attendance Improvement Plan (SAIP): A conference with the student, parent/guardian, and school-based team will occur when the child's absences and reasons for the absences are examined in order to improve attendance with or without additional services. The SAIP includes accessing academic and social/health supports from the school and community organizations, an outline of family/parent and student responsibilities, and levels of performance monitoring that include rewards and consequences.

Student Assistance Program (SAP) Referral: Student Assistance Program (SAP) is a systematic team process used to mobilize school resources to remove barriers to learning. SAP is designed to assist in identifying issues including alcohol, tobacco, other drugs, and mental health issues that pose a barrier to a student's success. The primary goal of the Student Assistance Program is to help students overcome these barriers so that they may achieve, advance, and remain in school.

Suspension (Out-of-School): The removal of a student from school for up to ten (10) school days for disciplinary reasons by the principal with notice to the parent/guardian. A restorative meeting is held with the student, parent/guardian, and the student's applicable school-based team upon the student's return to school.

Suspension (In-School): The removal of the student within the school building from the student's current education program for up to ten (10) school days for disciplinary reasons by the school principal with notice to the parent/guardian. Restorative meetings is scheduled with the student and the student's school-based team during the duration of the in-school suspension.

Temporary Removal from Class: Removing students within the school building from their regular education program for up to, but not more than, one class period.

Threat Assessment: The School Threat Assessment Team will convene when student behavior indicates a potential threat to the safety of the student, other students, school employees, school facilities, the community and others. The threat assessment team will determine the level of threat and determine the response based on school board policy and applicable law. *(For additional information, please refer to Board Policy No. 236.1 Threat Assessment.)*

Written Reflection: Students will compose a written reflection that focuses on the behavior they exhibited, along with the impact it had on members of the school community. The reflection will focus on how to repair the potential harm caused by the student's actions.