



THE SCHOOL DISTRICT OF
PHILADELPHIA



CODE OF CONDUCT

2025-2026

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School District of Philadelphia Directory

School District of Philadelphia Office Directory	
Constance E. Clayton Education Center 440 North Broad Street, Philadelphia, PA 19130 9:00 AM - 5:00 PM No Appointment Required	215-400-4000 English/Spanish Speakers 8:30 AM - 4:30 PM Additional Language Hotlines: philasd.org/face/contact ASK@philasd.org philasd.org/contactus/
Academic Services Division	215-400-4200
Family and Community Engagement	215-400-4180
School Climate and Culture	215-400-4870
The Re-Engagement Center	215-400-6700
Special Education and Diverse Learners	215-400-4170
Student Enrollment and Placement	215-400-4290
Student Rights and Responsibilities	215-400-4830
Transportation Services	215-400-4350
Prevention and Intervention	215-400-4930
Student Health Services	215-400-4920
School Safety	215-400-6000
Additional Contact Information and Resources	
Board of Education Policies	215-400-4010
Pennsylvania Safe Schools Advocate	1-877-730-6315
Bullying Hotline	215-400-SAFE (7233)
Child Abuse Hotline	1-800-932-0313
Suicide and Crisis Lifeline	Call/Text 988 (24 hours)
211 Helpline (Community Resources & Referrals)	Call 211 (24 hours)
Philadelphia Domestic Abuse Hotline	1-866-723-3014
LGBTQIA Resources	philasd.org/studentrights/#lgbt
Violence Reduction & Victim Resources	cap4kids.org
Mental Health, Trauma & Self Care Resources	philasd.org/prevention/#resources
Diversity, Equity & Inclusion	215-400-4560



Introduction to the Code of Conduct

The School District of Philadelphia (The District) is committed to creating and maintaining safe and supportive school environments, conducive to teaching and learning. The District strives to develop meaningful partnerships with parents/guardians and all stakeholders, so that we can work together to encourage academic, social and emotional growth in all students. The District's goal is to ensure that all students have the necessary resources to graduate and succeed as fully engaged citizens of the world.

The purpose of the Code of Conduct is to:

1. Outline clear expectations for all school community members
2. Provide information around student and parent/guardian rights and supports
3. Outline processes and procedures for addressing student behavior and discipline. The District seeks to eliminate inequitable disciplinary practices for black and brown students and therefore the Code of Conduct encourages alternatives to exclusionary discipline.

When does the Code of Conduct apply?

The Code of Conduct applies to school community members while they are in school and/or at any school sponsored activity, such as a class trip or event. The Code of Conduct also applies to all students while they are traveling to and from school, using any mode of transportation (walking, school bus, SEPTA, etc.). Finally, the Code of Conduct applies to conduct that occurs off-grounds, virtually, and/or after-hours (including weekends), if the conduct materially impacts the school community (meaning the conduct has a noticeable or considerable impact). All individual schools must follow the District's Code of Conduct.

Community Member Responsibilities

Families, students, school staff and visitors are expected to respect all members of their school community and maintain a positive school climate by being responsible, inclusive and cooperative. Each school community member plays an important role in creating **safe and supportive** learning environments for our students. These responsibilities include:

Responsibilities of Students

- Seek to understand and comply with District, school level and classroom expectations.
- Take personal responsibility to reflect on behavior and admit mistakes.
- Hold yourself accountable to strive for growth and success.
- Find motivation and joy in learning in order to focus on academic success.
- Report any conflicts and/or concerns to a school staff member.
- Ask for help and support whenever needed.

Responsibilities of School Staff

- Create and maintain a welcoming environment for all students, parents/guardians and visitors.
- Explicitly teach and reteach expectations for the school community.
- Model appropriate behavior and social-emotional skills for students.
- Partner with parents/guardians by proactively communicating with them and responding to meeting requests within two (2) business days.
- Ensure that all students are afforded equitable access to all opportunities at school and are not subject to harassment or disproportionate exclusion, consistent with the District's commitment to dismantle the systemic racism that hinders student achievement.
- Cultivate and maintain a learning environment that leads to academic success.
- Thoroughly investigate and document alleged Code of Conduct violations in District student information systems.
- Respond to Code of Conduct violations with interventions and support to address student behavior.
- Report any reasonable suspicion of child abuse or neglect to the Child Abuse Hotline.
- Maintain confidentiality of student records.
- Adhere to School District of Philadelphia Employee Code of Ethics.

Responsibilities of Parents/Guardians & School Visitors

- Support the policies of the District, Code of Conduct and school handbook.
- Make school attendance a priority and emphasize the importance of showing up to school every day, on time, prepared to participate and learn.
- Be an active participant in your student's education by both communicating and responding to school outreach regarding student needs, concerns and successes.
- Collaborate with school staff and stakeholders, as needed, to ensure your student receives the appropriate support needed to succeed.
- Model appropriate behavior and social-emotional skills for students.
- Contribute to a safe school environment by seeking to resolve conflict peacefully.
- Schedule visits in advance whenever possible as school administrators cannot guarantee a meeting at the time of an unscheduled visit.
- Comply with all safety expectations including, but not limited to:
 - When arriving at a school, report to the main office to sign in, state the reason for the visit, present photo identification (if possible), and receive authorization from a staff member to proceed with the visit.
 - Refrain from using profane and/or abusive language around any community members, student or adult.
 - Refrain from visual and/or audio recording of other community members.
 - Refrain from physical confrontation and from encouraging/inciting physical confrontation.
 - Refrain from bringing weapons of any kind onto school property.

Parent/Guardian Exclusions

Parents/Guardians who do not comply with safety expectations addressed above may be excluded from the school for three (3) months, or the duration of the year depending on the circumstances. Exclusions may only be made by written exclusion letter issued from the school to the parent/guardian. When possible, a written warning letter will be issued prior to the exclusion letter, notifying the parent/guardian of behavior that has not yet warranted an exclusion but may in the future if the behavior is repeated. There are circumstances in which extremely disruptive or violent behavior will warrant an exclusion with no prior warning letter.

During an exclusionary period, the excluded parent/guardian will not be able to enter school property without an appointment approved by a school administrator. School administrators may, at their discretion, meet with excluded parents virtually rather than permitting the parent onto school grounds by appointment. If parents/guardians violate the exclusion letter, the exclusion period may also be extended. Parents/Guardians who believe they were unfairly given an exclusion letter are permitted to appeal the decision. Directions for appealing the decision are listed at the bottom of the letter. The exclusion letter remains in effect during the appeal period.

Student Attendance

Research shows that attendance is a critical factor in student achievement. Students who attend school on time, every day are more likely to:

- Perform on or above grade level in reading *and* math.
- Build relationships that support their social and emotional well-being.
- Successfully graduate high school on time.

Compulsory School Attendance

Under Pennsylvania law, all students between the ages of six (6) and eighteen (18) must attend school every day. Once a student is enrolled in school, this includes five (5) year old students in kindergarten, they are subject to compulsory school attendance laws until the student reaches age eighteen (18) or graduates. A parent/guardian who enrolls their student in kindergarten may formally withdraw their student from school prior to reaching compulsory school age (six) at which point the student would no longer be subject to compulsory school laws until they turn six (6) years old.

Attendance shall be required of all students during the days and hours that school is in session, except that authorized District staff may excuse a student for temporary absences in accordance with applicable laws and regulations, Board policy, and Guidelines for Attendance and Truancy.

A student shall be considered in attendance if present at any place where school is in session by authority of the Board; if receiving approved tutorial instruction or health or therapeutic services; if engaged in an approved and properly supervised independent study, work-study, or career education program; if receiving approved homebound instruction; or if the student's placement is instruction in the home.

Parents/Guardians are expected to:

- Ensure that their student(s) attend school regularly, on time, and for the entire school day.
- Provide the school with current contact information (address, phone, email) at the beginning of each school year and update the information with the school whenever there are changes.
- Schedule appointments and family vacations outside of school hours whenever possible.
- Ensure their student(s) receive the necessary student health examinations and immunizations.
- Provide a written note for every absence, late arrival and early dismissals, per policy.
- Participate in school attendance improvement conferences, to improve daily student attendance, when necessary.

Excused/Lawful Absence

An excused absence is when a student is absent from school for a reason identified by the District as legitimate, valid and reasonable. The following conditions or situations constitute reasonable cause for absence from school, as outlined in School Board Policy 204: <https://bit.ly/43peSPn>. Some of these events have their own conditions that need to be met in order for the absence to be excused. Please see the Office of Attendance and Truancy's website for more information philasd.org/attendtoday.

- Obtaining professional health care or therapy service rendered by a licensed practitioner.
 - Upon written request by a parent/guardian, a student may be excused during school hours for the purpose of obtaining professional health care or therapy service only if the following requirements are met:
 - The health or therapeutic services are to be rendered by licensed practitioners.
 - It is not practical or possible for the student to receive the services outside of school hours.
 - The time of necessary absence from school involves a minimum of interference with the student's regular program of studies.
- Illness, including if a student is dismissed by designated District staff during school hours for health-related reasons
- Quarantine
- Recovery from accident
- Required court appearance
- Death in family
- Educational trip/tour if the following conditions are met:
 - The person in parental relation submits the documentation required for excusal prior to the absence, within the appropriate time frame.
 - The student's participation has been approved by the Superintendent or administrator.
 - The adult directing and supervising the tour or trip is acceptable to the person in parental relation.
- College tours, trade school tours, career and technical training program tours, community college tours, or tours of other non-District schools, with prior approval.
 - The District may limit the number and duration of non-school-sponsored educational tours or trips for which excused absences may be granted to a student during the school year.
- Observance of a religious holiday observed by a bonafide religious group, upon prior written request from the person in parental relation.
- Out-of-school suspension
- Family Emergency (An unexpected, serious event that is outside of the control of the student's family)
 - Requires parental note explaining the emergency received within 3 school days of the student's return. School staff will evaluate if the situation constitutes a family emergency.

Temporary Excusals

The following students may be temporarily excused from the requirements of attendance at District schools:

- For the purpose of receiving tutorial instruction in a field not offered in the district's curricula, with certain requirements.
- Students participating in a religious instruction program, with certain conditions.
- School-age students unable to attend school upon recommendation of the school physician and a psychiatrist or school psychologist, or both, and with approval of the Secretary of Education of the Pennsylvania Department of Education.

Unexcused/Unlawful Absences

An absence is considered "unlawful" or "unexcused" when either a written note from a parent/guardian, licensed healthcare provider, court, or child welfare documentation was not submitted to the school upon the student's return from the absence (in accordance to written note protocol), or the reason provided in the written note by the parent/guardian was deemed invalid by the school, and did not meet the conditions or situations outlined in the District's 204 Attendance Policy. Examples of invalid excuses include (but not limited to): babysitting, waking up late, illness of a family member, and family vacation.

Parental Notice of Absences (Written Note)

- The District's attendance policy requires written excuse notes explaining the absence.
 - Contact the child's school to verify ways excuse notes may be submitted.
 - Excuse notes must be given to the school within *three (3) days* upon the student's return to school. If the note is not submitted to the school within the required time frame, the day(s) may not be excused.
 - Excuse notes must include the student's name, date(s) of absence(s) and a valid telephone number or other means of contact for verification purposes.
- All absences resulting in a total of three (3) or more consecutive days due to illness will require a written excuse note by a licensed healthcare provider. *An excuse note from a licensed healthcare provider may also be submitted in lieu of a parent note for any absence.*
- For all absences and those that do not total three (3) consecutive days, parents may submit a written excuse note stating the reason for the absence.
- When a student has been absent due to illness, excused with a parent note, totaling eight (8) days (cumulative), all subsequent absences may require a written excuse note from a licensed healthcare provider.
- The submission of notes does not guarantee automatic excusal of absences and are subject to school review to determine the validity of submitted notes.

Responses to Non-Attendance and Truancy

Truancy means having three (3) or more unexcused absences during the current school year, by a student subject to compulsory school attendance. Students who have six (6) or more unexcused absences are considered habitually truant. Students who have ten (10) or more unexcused absences are considered chronically truant. For each absence recorded, parents/guardians receive notification via phone call, email, or text, based on messenger preferences.

Notice of Truancy

When a student of compulsory school age has been absent for three (3) days (consecutive/non-consecutive) during the current school year without a lawful excuse, District staff shall provide the Notice of Truancy to the parent/guardian within ten (10) school days of the student's third unexcused absence.

School Attendance Improvement Conference

If the student continues to accumulate additional unexcused absences after issuance of the notice, the parent/guardian and student will be invited to attend a School Attendance Improvement Conference (SAIC) where a School Attendance Improvement Plan (SAIP) will be created in order to discuss the student's absences, identify barriers and develop meaningful strategies in an effort to improve attendance with or without additional services. The parent/guardian and student must be invited to this conference in advance. Neither the student nor the parent/guardian shall be required to participate, although it is highly recommended. The SAIC shall occur even if the parent/guardian declines to participate or fails to attend the scheduled conference.

Regional Truancy Court

If the student's attendance does not improve after implementation and progress monitoring of the SAIP, and the student has accrued ten (10) or more unexcused absences, the student may be referred and scheduled for a Truancy Court hearing, in order to prevent, address, and reduce chronic truant behavior. Families are notified in advance by Family Court.

Family Court

If the student's attendance does not improve at the Regional Truancy Court level, the case may be referred to Family Court for more intensive services, where a judge has the authority to adjudicate the student dependent and assign the case to the Department of Human Services for more intensive services.

Non-Compulsory School-Age Students (18 years old and over)

Students who are 18 years of age and over are beyond the compulsory age for school. If a non-compulsory school age student has been absent, unexcused, for an excessive number of days, school staff may reach out to the family to offer support and notify them of the possibility that the student may be withdrawn from roll for non-attendance.

For more information on attendance, including resources, visit philasd.org/attendtoday.

Student Dress Code

Students have the right to dress in a manner that celebrates their racial, cultural, religious, and gender identities, is reflective of their gender expression (including gender neutrality) and allows them to focus on their academic, social and emotional growth. Students are expected to follow their school's dress code so that their appearance does not constitute a health or safety hazard. School administrators must determine, in collaboration with their school community, what the school dress policy will be and then communicate that decision before the start of the school year.

All school dress policies must comply with the following District guidelines:

- Students have the right to wear protective hairstyles such as braids, locs, puffs, afros, twists, wigs, including styles with elements such as headbands, head wraps, bonnets, barrettes or beads. Students will not be discriminated against on the basis of their hair texture. Discrimination on the basis of protective hairstyle and/or hair texture is illegal racial discrimination.
- Students have the right to dress in accordance with their stated gender identity and/or expression (including gender neutrality) within the constraints of the school's dress code.
- Students have the right to wear religious garb in accordance with their religious practices, which cannot be restricted or banned.
- Ski-masks or other non-religious face or head coverings are NOT permitted for any reason (excluding medical masks). Make-up/face paint that prevent school staff members from being able to identify a student is also not permitted.
- No student in the School District of Philadelphia may be excluded from the classroom environment including being denied entrance to school, suspended, or expelled for not following the dress code.

Students who do not have access to resources to adhere to the school dress code should discuss these circumstances with their school counselor. For more information regarding a school's dress code, please consult the school handbook.

Electronic Devices and Virtual Instruction

All students are expected to attend school in person unless there is an official school closure (i.e. COVID-19, inclement weather), a student is approved for Homebound services for urgent medical reasons: <https://bit.ly/4mtrtJ0> or a student is approved to attend the Academy of Continued Education (ACE) due to temporary barriers. Students are otherwise not permitted to participate in virtual learning and it may not be used as a form of discipline by school administrators.

Families who are interested in full-time virtual instruction may apply to the School District of Philadelphia's K-12 virtual school Philadelphia Virtual Academy (PVA). Students still have access to in-person support through Academic Support Centers as well as extra-curricular activities. Applications can be submitted through the website pva.philasd.org/ and are accepted on a rolling basis.

Acceptable Use of Internet and Technology

Technology is an ever-growing part of education and as such, students may use Chromebooks and other electronic devices/platforms provided by their teacher(s) to complete assignments. Parents/Guardians are expected to review responsible and safe usage of technology with their students as outlined in School Board Policy 815:

<https://bit.ly/3GT01Cf>. Students should be reminded to:

- Do not share passwords, location, or any personal information on the internet.
- Do not post/share information about other community members on District or personal devices.
- Do not visit websites that are harmful or inappropriate for minors.
- Do not plagiarize; always exercise academic integrity when using the internet to support assignment completion.

If parents/guardians identify a security and/or safety concern with their school issued device and/or educational platform, they should notify a school leader immediately. More information on internet safety can be found on the Office of Educational Technology website: philasd.org/technology/.

Student Possession of Electronic Devices

District students may not use personal computing devices, including for educational purposes, while inside District buildings and should instead use their District-issued computing device. Cell phones and wearable devices may be used in accordance with school-specific protocols, as outlined in School Board Policy 237: <http://bit.ly/44D9j00>.

Students should not use cell phones or wearable devices in classrooms unless permitted by a school staff member. Each school creates their own protocols that set expectations for student use of cell phones and wearable devices. Schools may create protocols that designate areas within the school and times of day where student use of cell phones or wearable devices is permitted, among other rules for student use of cell phones or wearable devices during school hours.

Electronic device protocols are designed to increase student safety, learning and engagement. If a student is unable to use their personal device, and needs to contact a parent/guardian in the case of an emergency, they should make this request to a school staff member. For additional questions/concerns, please contact a school administrator.

Student and Guardian Rights

Students Experiencing Homelessness

The District adheres to the McKinney-Vento Homeless Assistance Act which ensures immediate enrollment and educational stability for students experiencing homelessness. Homelessness is defined as anyone lacking a fixed, regular, and adequate nighttime residence. This includes students who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason (known as doubled up or couch surfing); living temporarily in motels, parks or campgrounds; living in a public or private place not designed for or ordinarily used as a sleeping accommodation by human beings; living in cars, abandoned buildings or substandard housing or similar situations; and refugees or migrants if they are living in circumstances like those described above.

Unaccompanied youth also fall under this category and can be described as a youth not in the physical custody of a legal parent or guardian and youth living on their own in any of the homeless situations described above. Students in the care of a children and youth agency (foster care system) are NOT included unless they are also displaced. Students who meet the criteria of homelessness, even if unaccompanied by a guardian, must be given full and equal access to an appropriate public education and success in the educational program. The permanency and adequacy of the housing conditions will be considered when determining if a student qualifies.

These students may enroll in:

- The school the student attended when permanently housed (school of origin).
- Any school that students who live in the catchment area in which the student experiencing homelessness is actually living are eligible to attend (new neighborhood school).

An unaccompanied youth with an Individualized Education Plan (IEP) may also need to have a surrogate parent appointed by the District within 30 days if the student has no one to serve in this role.

For more information, contact Education for Children and Youth Experiencing Homelessness (ECYEH): <https://bit.ly/3RZbKU1>. Phone: 215-400-4830 (option 4); Email: ecyeh@philasd.org; ECYEH Referral Online Form: <https://bit.ly/4dkS86y>.

Students in Foster Care

The District adheres to the Every Student Succeeds Act (ESSA) to support students in Foster Care. Students in foster care remain in their school of origin (the school where the student was enrolled at the time of placement), unless a determination is made that it is not in their best interest to attend that school. If a student has recently entered foster care or experienced a change in placement, a Best Interest Determination (BID) meeting will be held to determine if the student should remain in the school of origin or if they should transition to a new school. Foster parents and/or foster care workers should not make any changes to enrollment for students who are in foster care without a BID meeting. For more information, contact Foster Care Services by phone: 215-400-4830 or email: fostercareservices@philasd.org.

Act 1

Act 1 removes educational and graduation barriers for students who move between school entities due to homelessness, adjudication, foster care, and juvenile justice or court-ordered placements. The District requires schools to assign a point of contact, adopt clear policies and practices to apply credit for satisfactorily completed coursework, and develop a graduation plan for students experiencing education instability. This includes protections to facilitate equal access to school, such as participation in extracurricular opportunities. For questions, email: act1@philasd.org.

Legal Guardianship and Educational Decision Making

The School District is obligated to follow any and all court orders that address legal custody and/or physical custody of any District student. Legal custody addresses who can make educational decisions for a student. Physical custody addresses who can pick up and make pick up decisions for a student. When seeking enrollment in the District, parents/guardians should include in their enrollment paperwork all active court orders which address legal and/or physical custody of their student(s). For parents/guardians who currently have student(s) enrolled in the District, please make sure that all active court orders addressing legal and/or physical custody of your student(s) are provided to the school. For more information or questions, please contact osrrcustody@philasd.org.

Pregnant/Parenting/Married Students

Students who are pregnant, parenting and/or married are afforded certain rights and protections under School Board Policy 234: <https://bit.ly/4kjifNi>, including:

- The right to reasonable adjustments to facilitate full access to their educational and extracurricular programs.
 - Pregnant students are not required to provide medical documentation to participate in school activities unless it is required of all students.
 - Includes provisions for appropriate uniform adjustments.
- The right to excused absences for days missed related to pregnancy and/or parenting with reasonable time to complete make-up work.
 - Covered absences may include: healthcare appointments for themselves and/or their child, Teen Parent Leave (6 weeks) after giving birth, or in the case of a child care emergency.
- The right to lactation accommodations to express milk or breastfeed to include:
 - Private and secure room (not a bathroom) with access to electricity and a nearby water source for cleaning equipment.
 - Permission to bring breast pump and any necessary lactation equipment.
 - A place to safely store breastmilk until they go home.
 - Reasonable time (20-30 minutes) to express milk without penalty.
- Confidentiality regarding pregnancy-related health and personal information, with the following exceptions: a reasonable suspicion of child abuse, neglect or a clear and present danger to health or safety.
- School personnel must inform students about access to support services to include The District's ELECT Program and the school's Teen Parent Student Liaison (TPSL) designee.

The District commits to a school environment free from discrimination and harassment for all students. Any student who is eligible to attend district schools and who is married, pregnant and/or parenting shall not be denied an educational program solely because of marriage, pregnancy, pregnancy-related disabilities, or potential or actual parenthood. For questions, please contact the District by email at parentingstudentsupport@philasd.org.

Transgender and Gender Non-Conforming Students

Transgender and gender non-conforming students are afforded certain rights and protections under School Board Policy 252, including:

- The right to privacy, and this includes the right to keep one's transgender identity private at school.
- While students have a right to be "out" if they choose, school staff should not disclose information that may reveal a student's transgender identity or gender nonconformity to others, including parents and other school staff, unless the student has authorized such disclosure.
- Students have the right to be referred to by their chosen name and pronouns. The District recognizes that faculty, staff, and other students who repeatedly and callously refuse to honor a student's chosen name and pronouns, is considered discriminatory and that such behavior fosters a harmful, hostile environment.
- The right to be included in the group that corresponds to their gender identity; this includes athletic teams and related programming.
- The right to have access to the restroom or locker room that corresponds to their gender identity.

Further, the District commits to fostering safe and affirming school environments for all students, but particularly an environment where LGBTQ+ students can be themselves while accessing school in the same manner as other students. The Office of Student Rights and Responsibilities further commits to addressing matters of sex, sexuality, and gender-based discrimination and/or complaints related to bullying and harassment of LGBTQ+ students.

Requests for Name and/or Gender Change can be made by completing an electronic form: <https://bit.ly/4mmbPPB>. This form can be completed by the student or a staff member on their behalf. For questions regarding the School Board Policy 252, please visit philasd.org/studentrights/#lgbt or contact the District by email: policy252@philasd.org.

Religious Rights and Practices

School staff members will not encourage and/or lead religious practices, including praying, reading scripture and similar types of religious activities.

Parents/Guardians may request for a student to be excused for the following religious practices:

- Religious Holidays: Students may be excused from school for religious holidays observed by recognized religious groups.
- Religious Instruction: By request, students may be excused from school to attend classes for religious instruction.
 - The request shall identify and describe the instruction, and the dates and hours for which the absence is requested.
 - The excusal must be limited to a total of 36 hours per school year.
 - Following each absence, the parent/guardian must provide a statement attesting that the student did in fact attend the instruction and the dates and hours upon which such attendance took place.
- Prayer/Religious Practices During School Hours: Students may be permitted to engage in a recognized religion's prayer during school hours in the school building, however, prayer should not be held during instructional time in order to minimize any academic interruption.
 - Schools should consider a parent/guardian permission slip, if appropriate, that grant student permission to engage in religious practices at school.
- School Meditation/Quiet Room: All middle and high schools should have a Meditation/Quiet room for students and school staff to pray, read scriptures etc., during non-instructional time and/or lunch periods.
 - Students who fast outside of Ramadan should be allowed to use the Meditation/Quiet room during lunch breaks if being in the lunchroom is deemed a distraction by the student. Please note that these rooms may be utilized for other purposes when students are not utilizing the Meditation/Quiet room for religious purposes.
- Cultural Programs: Students and school staff are permitted to coordinate cultural programs, at the school's discretion, such as Winter Festival, Ramadan & Eid celebrations, Valentines Day, Halloween, New Year celebrations, etc.

Language Access

Parents/Guardians have the right to communications and information from the District and the student's school in their preferred language. If parents/guardians speak and/or write a language other than English, an interpreter must be provided for calls and meetings with school staff, and written communications from the school must be translated into their preferred language. Teachers and school staff should use multiple resources to provide language access, such as Language Line, bilingual counseling assistants, and translation request forms to engage with the District's English Learners and multilingual parents/guardians. Schools must record a parent/guardian's preferred language and provide them with information about their rights to language services and how to access resources in their preferred languages.

Parents/Guardians can learn more about the District's multilingual support, submit a language access complaint, and/or provide feedback through the Family and Community Engagement website: philasd.org/face/#mfs.

Parents/Guardians and Authorized Visitors Accommodations

School Board Policy 904: <https://bit.ly/43AuAHO> states that a disabled parent/guardian or authorized visitor who requires a reasonable accommodation to assist in their attendance/participation at a school event should contact the event administrative organizer. This must occur at least three (3) business days in advance of the scheduled event or three (3) days following receipt of notice of the event, whichever accomplishes the earliest notice to the District. Requests should be made as early as possible because some accommodations require additional time to prepare/arrange.

Request for 504 Service Plan

A student who does not qualify for special education services under IDEA may qualify for a 504 plan under Section 504 of the Rehabilitation Act, a civil rights law that protects students from discrimination based on disability. To be found eligible for a 504 plan, a student must have a physical or mental impairment that substantially limits their educational performance. Parents/Guardians may request a 504 plan by contacting the school counselor or other school leader. The request should be made in writing and include any relevant medical records along with recommendations for specific services or accommodations the student may need.

For questions regarding the 504 process, please contact the Office of Prevention and Intervention using the 504 Inquiry Form found here: philasd.org/prevention/ or email 504information@philasd.org.

Request for Special Education Evaluation

Any student with a suspected disability must be evaluated to determine the student's eligibility to receive an Individualized Education Plan (IEP) under the Individuals with Disabilities Act (IDEA). School administrators or parents/guardians may initiate the process. Parents/Guardians should request an evaluation in writing, but requests will be accepted verbally. Once the request is made, the school must respond within ten (10) calendar days. The school will either issue a "Permission to Evaluate" (PTE) or a Notice of Recommended Educational Placement (NOREP) to explain, in writing, why the evaluation request is being denied. If a PTE is issued, the school must make three (3) attempts to receive signed consent. If signed consent is not received, then the school cannot proceed with the evaluation.

For questions, please visit the Office of Diverse Learners website: philasd.org/specializedservices/ or contact the school's Special Education Compliance Monitor (SPECM).

Parent/Guardian Appeals

The Office of Student Rights and Responsibilities is responsible for reviewing decisions made by school and/or central office staff to determine if the decision was made in accordance with District policies, procedures, and protocols.

The following decisions can be appealed: disciplinary hearing decisions, AEDY placement, homelessness designations, exclusion letters, bullying, harassment/discrimination findings, and school selection. All written findings or decisions issued by the District must include information about how to appeal. If a written finding or decision fails to include information about how to appeal, the deadline to appeal that finding or decision will be 15 calendar days from when the parent/guardian knew or should have known how to appeal.

- Homelessness Designation
 - Decisions made pursuant to eligibility under Title X, Part C of the McKinney-Vento Homeless Assistance Act
 - Students involved in a McKinney-Vento dispute process have the right to enroll immediately in the school of choice pending resolution of the dispute.
 - If there is not a resolution at the district-level, the dispute will be moved to the state level for final resolution facilitated by the Pennsylvania Department of Education's (PDE) State Coordinator.
- Exclusion Letters
 - Decisions made that exclude parents/guardians from a school building (for a specified amount of time) as a result of behavior that violates the Code of Conduct.
 - The exclusion letter remains in effect during the appeal review period.
- Bullying/Harassment Findings
 - Decisions made on findings of an investigation into allegations of bullying, harassment and/or discrimination.
 - Decisions made related to a Title IX Harassment Formal Complaint, including, dismissal of a Title IX Formal Complaint and the Determination for a Title IX Formal Complaint.
- School Selection
 - Decisions made pursuant to school selection eligibility can be appealed annually during the school selection appeal window. Information on the school selection appeals process will be provided during the school selection application process on the Office of Student Enrollment and Placement website.
- Disciplinary Transfer Decisions
 - Decisions made pursuant to a disciplinary hearing or safety interim placement (see Student Discipline section).
 - If a student received a lateral transfer or Alternative Education for Disruptive Youth (AEDY) assignment, the assignment remains in effect during the appeal period.
 - AEDY Complaints
 - A student, parent, guardian or community member may file a complaint about any aspect of a student's placement in AEDY, including placement and exiting decisions, the quality of relevant academic instruction, the provision or omission of language assistance services, and services to students with disabilities, including reasonable modifications.
 - Complaints may be submitted at any time, there is no deadline to submit an AEDY complaint.
 - If the Office of Student Rights and Responsibilities does not satisfactorily resolve the concerns raised in an AEDY Complaint, the person filing the complaint may file a state complaint with the Pennsylvania Department of Education.

Parents/Guardians can submit an appeal about any of the concerns above using the form on the website: philasd.org/studentrights/. Parents/Guardians can email their completed appeal form to appealsoffice@philasd.org. Parents/Guardians can also contact 215-400-4830 for questions and/or to request the appeal form. All emails will be responded to within 24 hours and will include a due date for a formal appeal response.

Student and Guardian Supports

In addition to student and parent/guardian rights and protections, there are additional resources and offices available to support well-being and educational access.

Family and Community Engagement

The Office of Family and Community Engagement (FACE) offers a wide array of programs and services to support the meaningful district-wide engagement of families and community stakeholders with the District. These supports include:

- Family Engagement Liaisons: Each school has an assigned family engagement liaison to provide schools with best practice family engagement strategies and personalized support. Liaisons work directly with families to assist with navigating the District, address concerns, and offer learning opportunities and community resources through school-level workshops. You can reach your Family Engagement Liaison in the following ways:
 - Visit the Get Help page at philasd.org/face/gethelp/#gethelp-liaisons and use the directory to find your school's assigned FACE liaison and contact information.
- Family Workshops: The District offers **FREE** workshops for families and other members of the District community through the Parent and Family University at philasd.org/pfu/.
- Volunteer Support: Learn more about how the District's Office of Family and Community Engagement (FACE) supports volunteers at <https://www.philasd.org/face/#volunteer>.
- Question or Concern Resolution: The FACE office administers the District's constituent concern process. It is recommended that parents and families reach out to their student's teachers and school administrators first to try and work together to resolve any questions or concerns about their student or school. If the question or concern remains unresolved, FACE staff can assist with the constituent concern process to help find a solution in the best interest of the student. Process can be found at philasd.org/face/#familyresources.
- Contact FACE: The FACE office staff answer calls, messages and provide in-person services to individuals who need support directly from the District. You can contact FACE in a variety of ways:
 - Call 215-400-4000 (press 2 to be connected to interpretation services)
 - Visit in person at 440 North Broad Street, Suite 114, Philadelphia, PA 19130
 - Send a message by selecting the "Contact a Family Engagement Liaison" option on the District's website: philasd.org/face/#familysupport

Prevention and Intervention

The Office of Prevention and Intervention provides various supports to students in order to address barriers to their education. These supports include:

- School Counseling: School counselors work with parent/guardians, school staff, and community partners to ensure that student needs are being met. Counselors advocate for students' well-being and provide valuable resources for their educational and personal advancement, helping to remove any barriers a student may be experiencing. Counselors provide services under three (3) domains: academic, social-emotional and college/career readiness.
- Intensive Behavioral Health Services (IBHS): Each school has an IBHS provider to address the needs of youth providing age appropriate, trauma-informed, therapeutic interventions to address behavioral health needs by providing behavioral health supports in the school, home, and community.
- Support Team for Educational Partnership (STEP): The STEP program includes a mental health team that supports schools by [addressing mental health and complex needs for students and families in the school setting](#).
- Prevention & Intervention (P&I) Liaisons: P&I Liaisons are a team of Clinicians who support school counselors and school administrators with addressing the behavioral health needs of students. They provide clinical consultation for Behavioral Health Emergencies and coordinate Critical Incident Responses at schools.

For more information, visit the Office of Prevention & Intervention website at philasd.org/prevention/.

Victim Services

If a student is a victim of a school related incident, the school should create and institute a safety plan for that student, if appropriate. Parents/Guardians should be a part of the planning process and contribute to its final version. Parents/Guardians must sign and receive a copy of the plan once completed.

Additional victim services can be sought through the Pennsylvania Office of Safe Schools Advocate. The Safe Schools Advocate can be reached in person at 440 N. Broad Street (Suite 1183), by phone: 1-877-730-6315 or by email: RA-OSSAPhiladelphia@pa.gov. Families can also contact the District's Office of School Safety's Victim Assistance Specialist by phone: 215-400-6758.

Student Transition Center

The Student Transition Center (STC) serves as a centralized "welcome center" located at 440 N. Broad Street for students transitioning back to the District from one of five (5) pathways and are in need of a school assignment after **(thirty) 30+ calendar days**. Students will receive a transition meeting, case management services, and mentorship.

Pathways to the STC include:

- Residential Treatment Facility (RTF): Students court-ordered or referred by the Department of Human Services, Philadelphia Juvenile Probation, or Community Behavioral Health (CBH).
- ACT 88 Adjudication: returning from placement as a result of being adjudicated delinquent and assigned to an alternative education program.
- Congregate Care: Dependent or delinquent students returning from a court-ordered congregate care placement or detention center.
- Long-term Hospitalizations: Students discharged from a long-term mental/behavioral health in-patient and/or partial hospitalization.
- Resource Home or Shelter: Students returning from a out-of-district placement and placed in a foster home or shelter.

The STC Bridge 10-day Initiative Program includes baseline assessments, academic instruction, and reintegrative activities designed to help students transition smoothly back into the school community. As a part of the reintegration process, the STC Bridge Program is available to eligible students in grades 9-12. Please contact the Student Transition Center by email at transitioncenter@philasd.org to submit a referral to request a school assignment.

The Re-Engagement Center

The Re-Engagement Center (REC) is a "one-stop" shop that provides counseling, school referral services, and information leading to re-enrollment in a high school diploma or GED program. The REC connects students who have dropped out or those in danger of dropping out, with several program types, giving students a variety of options for completing their graduation requirements. To contact the Re-Engagement Center, please visit the website:

philasd.org/opportunitynetwork/reengagement/ and click "Make an Appointment" to complete an intake form.

Bullying, Discrimination and Title IX

The District recognizes the negative impact that bullying, harassment and/or discrimination has on student health, welfare, safety and on the school learning environment. All such conduct is prohibited by law and by Board Policies such as Policy 248, Policy 249, and Policy 252.

All concerns related to bullying, harassment, and discrimination are taken seriously and will be investigated. School-based investigations into alleged bullying, harassment or discrimination can take up to 7 school days (this does not include weekends or holidays). At the conclusion of the investigation, parents will be notified of the investigation outcome in writing.

Definitions

Bullying is defined as an intentional electronic, written, verbal, nonverbal, or physical act or series of acts directed at a student or students, which occurs in a school setting, off-campus conduct, including online or social media conduct, that has a continuing effect on the campus, and which is **severe, persistent, or pervasive** and has the effect of doing any of the following:

- 1. Substantially interfering with a student’s education;
- 2. Creating a threatening school environment; or
- 3. Substantially disrupting the orderly operation of the school.

Harassment is verbal, nonverbal, written, graphic, virtual or physical conduct relating to an individual's known or perceived protected classification. It is conduct that may be harmful or humiliating or interfere with a person’s school or school-related performance. Such conduct is:

- 1. Subjectively and objectively offensive; and
- 2. So severe or pervasive that it limits or denies a person’s ability to participate in or benefit from the services, activities, or opportunities offered by a school.

Protected Classification: Classifications which are defined under federal, state or local law as being protected. These classes include race, color, ethnicity, age, religion, sex, sexual orientation (known or perceived), gender identity or expression (known or perceived), shared ancestry and ethnic characteristics, national origin, marital status, pregnancy, English language proficiency, veteran status, and disability.

Title IX (Title IX of the Education Amendments of 1972) is a federal law that prohibits discrimination based on sex in education programs and activities. This includes sex-based harassment which is defined as quid pro quo sexual harassment; unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to a District education program or activity; or sexual assault, dating violence, domestic violence, or stalking.

Title IX Inquiries for student complainants Andrea Prince, Director, Compliance Monitoring antiharassment@philasd.org 440 N. Broad Street, Phila, PA 19130	Title IX Inquiries for employee complainants: Tomás Hanna, Associate Superintendent employeetitleixcomplaints@philasd.org 400 N. Broad Street, Phila, PA 19130
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Reporting

Any person can report concerns about bullying, harassment and/or discrimination, this includes students, parents/guardians, friends or other community members. All reports that allege bullying, harassment or discrimination will be investigated regardless of how the complaint was received.

There are numerous ways to make a report:

- Completing the online Bullying Harassment and Discrimination reporting form: philasd.org/studentrights/bhd/
- Calling the Bullying, Harassment and Discrimination hotline at 215-400-SAFE.
- Submitting a complaint via Safe2Say: www.safe2saypa.org or by phone at 1-844-SAF2SAY (723-2729).
- Emailing the Director, Compliance Monitoring directly at antiharassment@philasd.org.
- Reporting the incident to the building administrator or designee, or to any other member of the school staff, including teachers, guidance counselors, bilingual counseling assistants (BCAs), coaches, and school administrators.

*If a parent/guardian or student submitted a complaint and has not been notified of the determination after 7 school days, email antiharassment@philasd.org for assistance.

Student Investigation Procedures

The District takes all violations of the code of conduct seriously and any alleged violations will be investigated. This includes conduct that occurs off-grounds, virtually, and/or after-hours (including weekends), if the conduct materially impacts the school community (meaning the conduct has a noticeable or considerable impact).

The following guidelines apply to conducting investigations into student conduct:

- Parents/Guardians must be notified of all serious incidents involving their students, however, schools do not need parent/guardian permission to conduct an investigation or obtain statements related to alleged misconduct.
- In accordance with Board Policy 226: <https://bit.ly/43lfLaE>, school administrators may “search” a student and/or their belongings if there is reasonable suspicion that the student has prohibited items.
- If the conduct includes a threat to use a weapon, kill or inflict serious bodily injury with intent/plan, the school must initiate the District Threat Assessment process by contacting the Office of School Safety.
- If a complaint includes allegations of sexual harassment, sexual violence, or harassment based on sexual orientation or gender identity, the Title IX Coordinator must be consulted before proceeding with an investigation or issuing discipline.
- Some alleged conduct may require a notification to ChildLine as District employees are mandated reporters.
- At times, it may be necessary to share some information about a serious incident with the school community (parents/guardians and students). Schools should conference with the Assistant Superintendent who will reach out to the Office of Communications when considering if a letter/communication will be sent.
- In some cases, Investigators from Central Office will lead or be involved in an investigation.
- Schools should refer to the Office of Student Rights and Responsibilities investigation manual for a complete guide to conducting an investigation.
- For guidance on conducting investigations into alleged employee conduct, school administrators should contact their assigned Labor Relations Officer in the Office of Employee and Labor Relations.

Philadelphia Police Department Referrals

Some of the behavior infractions in the code of conduct are also considered crimes according to Pennsylvania state law. The District has a Memorandum of Understanding (MOU) with the Philadelphia Police Department (PPD). The MOU explicitly states that the following crimes must be reported: Abductions and Attempts, Assaults, Bomb Scares, Burglary, Drug & Alcohol Offenses, Fire & False Alarms (Arson), Graffiti (if racial or threatening in nature), Child Abuse, Hate Crimes, Morals Offenses (sexual in nature), Property Damage, Robbery, Theft, Trespassing, and Weapons. Students eleven (11) years old and younger will not be subject to arrest unless they have committed one of the enumerated crimes listed in the MOU. The District also has a MOU regarding the School Diversion Program with the PPD. The Diversion Program allows the PPD to divert a student from arrest if that student has committed a non-violent offense in school and has no prior arrests. In those cases, the student will receive services from the Department of Human Services.

School Reporting Process

In schools with a School Safety Officer (SSO), when an incident occurs that may be a crime, the school administrator should notify the SSO prior to making any police referral for the potential arrest of a student. The SSO will contact the PPD School Diversion Program at 215-400-5526 or 215-400-6777 for prior notification and to determine if the offense is eligible. If the school does not have an SSO assigned, an administrator should contact the PPD School Diversion Program at these phone numbers. Offenses not eligible for diversion will be referred to the Philadelphia Police Department. Schools without an SSO are directed to contact the PPD and their School Safety Area Manager. In any case where it is proposed that a student be removed from school due to an arrest or arrest warrant, schools must also contact the PPD School Diversion Program at the provided phone numbers.

Student Behavior and Discipline Procedures

School environments that are positive, equitable and supportive can result in decreased behavioral disruption, increased student engagement, and more positive interpersonal interactions between and among staff and students. In the District, all schools are expected to implement one or more evidence-based, school-wide climate approaches including: Relationships First (RF), Culturally Responsive Positive Behavior Interventions & Supports (CR-PBIS), and School-wide Social Emotional Learning (SEL). These climate approaches prioritize relationships, create a culture of caring and restoration, and support the development of positive behaviors.

Regardless of a school's identified climate approach(es), all schools should strive to model, teach and highlight positive behaviors that reflect the District's core values and support the development of well-rounded, productive and responsible citizens. **Positive Behaviors** can be found **beginning on page 26**.

Disruptive Behavior

Disruptive behaviors are defined in the District's **Code Violation Matrix**, which can be found in **beginning on page 28**. When disruptive behavior occurs, schools must respond by referring to the matrix and make decisions in accordance with the District's approach to discipline:

- Behavioral incidents should be treated as opportunities for learning and growth.
- Except in cases of the most serious infractions, every incident should be addressed through restorative approaches.
- Restorative approaches are focused on teaching and healing, rather than punishment.
- Schools should utilize school-based approaches before resorting to excluding a student. In cases where exclusion is appropriate, additional interventions must also be put in place.
- Collective punishment, such as disciplining a whole class for one student's actions, may not be utilized.
- The removal of recess may not be utilized as a consequence for student behavior.

Responses to Disruptive Behavior

Responses to disruptive behavior may include, but are not limited to:

- Restorative Conversations
- Mediation
- Detention
- Project or Reflection
- Community Service
- Reflection or Apology
- Loss of Privilege
- Parent/Guardian Conference
- Referral for Supportive Services
- Safety Plan

*Loss of privilege could range from classroom level privileges to participation in school-wide events. For graduating 8th-grade and 12th-grade students, there are additional privileges such as prom and graduation ceremonies. School administrators are expected to outline specific criteria for participation, in writing, with advance notice to both students and parent/guardians. Graduation may only be taken for the most egregious violations, in which it would constitute a safety concern if the student participates. Schools administrators must make a decision to take away graduation in consultation with their Assistant Superintendent.

There are additional criteria that must be considered before taking away a trip or graduation ceremony for a student with a disability. Please see students with disability section below for additional guidance.

In addition to school-based behavior responses, schools may determine that exclusionary discipline is warranted for safety reasons. With regard to exclusionary discipline, research shows that Black youth are three (3) times more likely to be expelled than their white peers and students with disabilities are two (2) times more likely to receive out-of-school suspensions. The District does not support the use of zero tolerance policies that require school staff to suspend or expel students for certain behaviors except if required by law. The District is committed to improving educational equity and reducing racial disproportionality in punitive discipline, which includes removing students from their school.

Suspension Procedures

According to Pennsylvania law, suspension is defined as the denial to a student of the right to attend school and to take part in any school function for any period of up to ten (10) consecutive school days. All suspensions must be preceded by notification to the student and parent/guardian in writing in accordance with state law. The following guidelines apply for all suspensions and disciplinary removals, even if the school calls the action something else.

In-School Suspensions

In-school suspension (ISS) is an exclusion from the classroom for one or more school days that allows a student to remain under the direct supervision of school staff. Direct supervision means that school staff are physically in the same location as students under their supervision. Students participating in in-school suspension must have the opportunity to complete assignments as well as a reflection related to their behavior that prompted the ISS. Some schools may not have the staffing to facilitate ISS at any given time and therefore this may not always be a disciplinary option.

Out-of-School Suspensions

Kindergarten, first and second grade may NOT be suspended unless their actions result in documented serious bodily injury. Schools must consult with the Office of Student Rights and Responsibilities before issuing a suspension for students in these grades. Additionally, students must be referred to the counselor for appropriate behavioral health interventions and support. Parents/Guardians are asked to partner with the school to address behaviors.

Students in grades three (3) through twelve (12) may be suspended when they have violated the Code of Conduct and a suspension is deemed appropriate for the behavior.

- **Short-term suspension:** an exclusion from school and/or any school activity or function for a period of one (1) to three (3) school days.
- **Long-term suspension:** an exclusion from school and/or any school activity or function for a period of four (4) to ten (10) school days. Schools must consult with their Assistant Superintendent and the Office of Student Rights and Responsibilities before issuing a long-term suspension.

The following guidelines apply to all Out-of-School Suspensions (OSS):

- Students must meet with the administrator or designee prior to the suspension, unless it is clear that the safety of the school community is compromised.
- When a student is immediately sent home from school following an incident, this counts as the first day of an OSS.
- The parent/guardian must be notified and a suspension notice must be issued at the time of the suspension.
- Schoolwork must be proactively provided to the student if the suspension will exceed four (4) days and the assignment(s) should be completed by the time of reinstatement.
- A suspension is an excused absence and legally cannot be coded as an “unexcused” absence.
- A parent/guardian conference should be scheduled before or upon the student’s reinstatement to school. However, a parent conference cannot be required as a condition of reinstatement in school. Students must be allowed to re-enter school upon conclusion of their suspension.
- A student serving out-of-school suspension is not allowed to participate in extracurricular activities or events.
- A student serving out-of-school suspension is not allowed to come onto school property and may be considered trespassing if they come onto school grounds while serving an OSS.

Students cannot be excluded from school unless there is a **documented out-of-school suspension**. Exclusion from school includes:

- Sending a student home
- Prohibiting a student to return to the building
- Requiring a student to stay home from school for any number of days (with or without virtual instruction)
- “Overnight suspensions”

Students may not be suspended for absenteeism, including lateness, or violating the school’s dress code. These concerns must be addressed through alternative consequences.

Parent/Guardian Conference Procedures

Schools must adhere to the following procedures when scheduling parent conferences to address behavior:

- Notice of a conference must be provided to the parent/guardian in writing, in their preferred language and sent by mail, email, or by other reasonable means.
- Parents/Guardians are expected to attend all scheduled conferences and school administrators should make every attempt to engage guardians so that they are able to participate in-person or virtually, as needed.
- Interpretation will be provided if requested.
- The purpose of the conference should be to discuss the behavior/incident and offer supportive services as needed.
- Parents/Guardians may request a copy of student records and any evidence related to the incident(s).
- Statements must be redacted before they can be provided to the parent/guardian.
- Photographs and video recordings of incidents may be shown but copies cannot be provided.
- School administrators will inform parents/guardians of any further disciplinary action and provide an overview of due process rights regarding disciplinary action.

Disciplinary Hearing Process

Disciplinary Hearings only apply to students in grades six (6) through twelve (12). Students in kindergarten through grade five (5) cannot be referred for a disciplinary hearing, and may not receive a transfer for disciplinary reasons.

Students who commit serious violation(s) may be referred to the Office of Student Rights and Responsibilities for a student disciplinary hearing, if the behavior meets the criteria as outlined in the Behavior Matrix. Prior to making a referral, schools must complete a Behavior Performance Review (BPR) for general education students to determine if the student is thought to have a disability. Students have the right to return to school pending the outcome of the hearing, unless they are approved for a safety interim placement and receive an assignment letter.

Safety Interim Placements

- Schools may request a safety interim placement (temporary school assignment) to an Alternative Education for Disruptive Youth (AEDY) transition program for the limited situations where the school has documented that the student’s behavior poses a continued threat to the school community.
- If an interim assignment is granted by the Office of Student Rights and Responsibilities, a hearing must be promptly scheduled.
- Students with disabilities are not able to receive safety interim placements, unless there are special circumstances. Please read the next section to learn more about discipline for students with disabilities.

Students who are referred for a disciplinary hearing receive full due process to determine whether the student should be removed from their current school placement. Disciplinary hearings are conducted by an impartial Restorative Discipline Liaison.

Students and parents/guardians participating in the disciplinary hearing process have the following rights:

- To review any evidence the school plans to present at the hearing.
- To have an interpreter in their preferred language.
- To bring their own witnesses and/or character statements to the hearing.
- To bring a representative and/or advocate to the hearing.
- To be provided with two opportunities to attend the hearing.
- To ask questions of the school and present evidence if it relates to the incident.
- To be provided with the hearing decision within 7 days of the hearing.
- To be provided a copy of the hearing recording if requested.
- To obtain a copy of their student's records if requested.

Hearing Decisions

The impartial Restorative Discipline Liaison will consider all evidence, dialogue in the hearing, and a student's academic, behavior and attendance records when making a decision. Outcomes can include:

- Remain in current school due to insufficient evidence of violating the code of conduct.
- Remain in current school with a behavior contract.
- Lateral transfer to another district or contract-operated school.
- Transfer to Alternative Education for Disruptive Youth (AEDY) transitional program.

Alternative Education for Disruptive Youth (AEDY)

- Pennsylvania's AEDY program provides support to students in grades 6-12 who have been removed from the regular education setting for disciplinary reasons.
 - Students must have a hearing prior to placement unless a safety interim placement is warranted due to a serious situation.
- AEDY provides a combination of intensive, individual academic instruction and behavior modification counseling in an alternative setting to assist students in returning successfully to the regular education setting.
- The District and the AEDY program work with families to create behavioral goals based on their reason for placement and assessments.
 - Students receive a formal periodic review (progress review) before their presumptive exit date.
 - Once behavioral goals are met, students prepare to transition to the regular education setting with a transition plan.
- Placements in AEDY programs are temporary; students may only remain until they have met their behavioral goals, unless expelled.
- English Learners (EL) and students with Individualized Education Plans (IEP) cannot be placed at AEDY programs that cannot meet their instructional needs. The District's AEDY program has the right to deny entry if they cannot adequately program for a student.
- The District contracts with SESI Schools as an AEDY program provider. There are two AEDY program locations:
 - Achieve Academy: 1425 N 26th Street, Philadelphia, PA 19121
 - Achieve Academy East: 4224 N Front Street, Philadelphia, PA 19124

Discipline for Students with Disabilities

Students with disabilities should receive discipline in accordance with the code of conduct. They must also be provided with a Free and Appropriate Public Education (FAPE). Schools must adhere to all regulations provided under the Individuals with Disabilities Act (IDEA).

Suspensions

Suspension procedures provided apply to all students, including those with disabilities. In addition, the following regulations must be followed for students with disabilities:

- Students Identified as Intellectually Disabled: Students who are identified as intellectually disabled may only receive a suspension if there is written agreement from the parent/guardian or written approval from the Bureau of Special Education of the Pennsylvania Department of Education (PDE). The PDE can be contacted by calling 717-783-6913.
- All Other Students Receiving Special Education Services or a 504 Plan: The District may suspend students for up to ten (10) consecutive school days or fifteen (15) cumulative school days in one school year without providing special education services as outlined in their IEP.

For the purposes of students receiving any special education services or a 504 plan, a bus removal is considered a suspension if transportation is included in a student's Individualized Education Plan (IEP) as a related service and no alternative transportation is provided by the District. Additionally, an in-school suspension is considered a suspension and included in the number of days permitted as outlined above. Any combination of out-of-school suspension, in-school suspension or bus removals that reach or exceed the permitted days are considered a change in placement and will require a manifestation determination review process.

Exclusion from Criteria Based Events/Programming

Students receiving special education services may not be excluded from educational events and programs such as field trips and graduation ceremonies based on their disability. When an exclusion is being considered for a criteria based participation in a school-wide event, the school should meet to ensure the student is not being penalized due to their disability. In some cases, it is appropriate to modify and/or accommodate the criteria in which a student is eligible to participate in the school-wide event.

Manifestation Determination Process

A manifestation determination meeting must be conducted whenever there is a change in placement. For a student identified as intellectually disabled, a one (1) day suspension is considered a change in placement. For all other students with disabilities, a change in placement is considered a suspension of ten (10) consecutive days, fifteen (15) cumulative days, a series of removals that constitute a pattern of exclusion, and/or a school transfer for disciplinary reasons.

The purpose of the manifestation determination meeting is to answer two questions:

- Was the conduct caused by, or did it have a direct and substantial relationship to, the student's disability?
- Was the conduct a direct result of the school's failure to implement the student's IEP?

The following guidelines apply to the manifestation determination process:

- Provide written notice to the parent/guardian of the recommended disciplinary action and an invitation to participate in the manifestation determination meeting with the student's IEP team.
 - This meeting must take place within 10 school days of the decision to change the student's placement and must include the Local Education Agency (LEA), the parent/guardian and relevant members of the student's IEP Team (as determined by the parent and the LEA).

- During the meeting, the team must review all relevant information in the student's file, including the student's IEP, any teacher observations, any relevant information provided by the parents/guardians, and proposed discipline.
- The completed manifestation determination must be signed by the parent/guardian and IEP team, including School Psychologist. If no parent/guardian signature, there must be 3 documented attempt to contact the parent.
- Issue a Notice of Recommended Educational Placement (NOREP) with the results of the determination and a copy of the Procedural Safeguard Notice (PSN) to the parent/guardian.
- If the parent/guardian disagrees with the decision that is made at the Manifestation Determination Meeting, they can request an expedited Special Education Hearing and the commonwealth-appointed hearing officer will review the manifestation determination. Directions on requesting a hearing can be found in the NOREP and must be completed within ten calendar (10) days.
- Ensure IEP is in compliance as well as other corresponding documents if applicable. For example, a Functional Behavior Assessment (FBA) or Positive Behavior Support Plan (PBSP) may be conducted/or reviewed and revised in accordance with federal regulations.
- If the behavior is not deemed a manifestation of the student's disability, the school may proceed with the recommended disciplinary action. If the behavior is deemed a manifestation of the student's disability, the proposed change in placement may not be granted. Virtual learning is not permitted as a disciplinary change in placement by a school.

45-Day Interim Placements

Schools may request a 45-day interim placement without regard to the outcome of the manifestation determination if the incident involved one of the three (3) special circumstances under IDEA:

- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function.
- Carries a weapon to or possesses a weapon at school, on school premises, or at a school function.
 - According to IDEA, a weapon is defined as a device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury.
 - This does not include a pocket knife with a blade of less than 2½ inches in length or ordinary objects not designed to be weapons.
- Inflicted serious bodily injury (SBI) upon another person while at school, on school premises, or at a school function.
 - According to IDEA, serious bodily injury is defined as a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty. SBI must be substantiated.

The purpose of the 45-day interim placement is for the student to receive interventions in an interim alternative education setting while the sending school IEP team re-assesses the student's programming and placement. The 45-day interim placement may not exceed 45 days. The default interim placement location is an AEDY setting unless the IEP team identifies another interim alternative education setting (IAES). Under no circumstances may a transfer to AEDY become a student's pendent placement under the IDEA unless the parent invokes pendency by filing for mediation or due process. The student must remain in the IAES pending the decision of the hearing officer or until the expiration of the time period specified in 34 C.F.R. 300.530(c), whichever occurs first, unless the parent and the LEA agree otherwise.

If a student qualifies for a 45-day interim placement due to special circumstances, but the behavior is not a manifestation of their disability, the student will receive a disciplinary hearing through the Office of Student Rights and Responsibilities and a Restorative Discipline Liaison will determine if the student will remain in the interim placement until behavioral goals are met, return to sending school or be laterally transferred.

If a student does not qualify for a 45-day interim placement due to special circumstances and the student is likely to cause injury to themselves or others, a school administrator can request an expedited hearing conducted by a special education hearing officer to obtain a 45-day placement. This request can be made to the Office of General Counsel.

Expulsion Procedures

According to Pennsylvania law, expulsion is defined as an exclusion from school and any school activities for more than ten (10) school days. Students who have committed an offense subject to expulsion may be referred for an informal disciplinary hearing and AEDY placement, at which point, it will be determined if a student should be recommended for formal expulsion.

The formal expulsion hearing process includes the following due process requirements:

- Notification of the violation(s) must be provided to the parent/guardian in writing and in their preferred language through certified mail.
- At least three (3) days notice of the time and place of the expulsion hearing must be provided, which shall include a copy of the expulsion policy, hearing procedures, and notice of the right to representation by legal counsel.
- A student may request the rescheduling of the hearing when they demonstrate good cause for an extension.
- A hearing shall be private unless the student or parent/guardian requests a public hearing.
- A student has the right to representation by counsel, at the parent/guardian's expense.
- A parent/guardian may attend the hearing.
- Disclosure of the names of student witnesses and copies of their written statements or affidavits is required.
- A student has the right to request that witnesses appear in person and answer questions or be cross-examined.
- A student has the right to testify, make arguments and present witnesses on the student's behalf.
- A hearing shall be held within 15 school days of the notice of violation(s), unless a delay is mutually agreed to by both parties or is delayed by:
 - The need for laboratory reports from law enforcement agencies; or
 - Evaluations or other court or administrative proceedings are pending due to the student invoking their rights under the Individuals with Disabilities Education Act (IDEA); or
 - Delay is necessary due to the condition or best interests of the victim in cases of juvenile or criminal court involving sexual assault or serious bodily injury.
- A written or audio record of the hearing shall be maintained and a copy made available to the student at the student's expense, or at no charge if the student is indigent.
- Notice of a right to appeal the results of the hearing shall be provided to the student and the parent/guardian with the expulsion decision in their preferred language.

If a student is expelled by the school board, the parent/guardian of the student has thirty (30) days to provide written documentation that the student is in another educational program. If they are unable to find an alternative educational program, the District will provide for the student's education. A student who has been permanently expelled from the District by the affirmative vote of a majority of the school board may apply for readmission. The school board delegates authority for all readmission decisions to the Superintendent or their designee. Temporarily expelled students need not apply for readmission because they are automatically readmitted to the District at the end of the expulsion period. Readmission decisions are final and not subject to review by appeal to the school board or the courts.

Expunging Records for Expelled Students

A student who has been permanently or temporarily expelled by the affirmative vote of a majority of the School Board, may apply to have the records of expulsion expunged under School Board Policy 233: <https://bit.ly/43J6hXS>. Expunging records occurs at the discretion of the superintendent or designee and is not subject to review or appeal to the school board or courts.

Positive Student Behaviors

The following list includes positive behaviors that are representative of model students in the School District of Philadelphia. These are behaviors that students should work to exemplify, and that school staff and parents/guardians are encouraged to model, teach and support with students. If a student has violated the code of conduct, positive behaviors should be identified as areas of growth and development for a student. Additionally, when students exemplify positive behaviors, they should be embraced and celebrated.

Advocacy: Speaking up for the rights and needs of themselves or others in a constructive manner. This includes promoting fairness, equity, and inclusion within the school community, including reporting bullying or harassment. Students who advocate for positive change demonstrate a commitment to social responsibility.

Beautification: Contributing to the improvement of the school community through activities such as planting, cleaning, or creating positive visual displays. This includes respecting school property, participating in beautification projects, and promoting a clean and welcoming environment.

Citizenship: Consistently behaving in a manner that promotes a positive, respectful, and productive learning environment. This includes adhering to school rules/PBIS norms, respecting the rights of others, and contributing to a positive school culture.

Collaboration: Actively participating in group activities or projects, contributing ideas, skills, and effort to achieve shared goals. This includes listening to and respecting diverse perspectives, fulfilling assigned roles, and working constructively to resolve disagreements. Students who foster a positive and inclusive team environment demonstrate effective teamwork.

Compassion: Demonstrating support, empathy, and kindness to peers who are experiencing distress or difficulty. This includes providing a listening ear, offering words of encouragement, and creating a safe and inclusive environment. Students who extend comfort demonstrate compassion and care for the well-being of others.

Conflict Resolution: Seeking to effectively address and resolve disagreements or conflicts through respectful communication and problem-solving. This includes asking for help, actively listening to all parties involved, seeking mutually agreeable solutions, and avoiding retaliation. Students who facilitate peaceful resolutions demonstrate maturity and interpersonal skills.

Curiosity: Taking the initiative to explore topics discussed in class, actively engage in inquiry, and other actions to enhance their learning.

Diligence: Demonstrating focused effort, attention to detail, and a commitment to completing tasks thoroughly and accurately. This includes managing time effectively, meeting deadlines, and striving for excellence in all academic endeavors. Students who exhibit diligence demonstrate a strong work ethic and a dedication to learning.

Educational Commitment: Consistently placing academic pursuits and learning above other non-academic activities during school hours and in their study habits. This includes attending class regularly, participating actively, and allocating sufficient time for homework and studying. Students who prioritize education demonstrate a commitment to their academic growth.

Inclusivity: Fostering a sense of belonging and respect for all individuals in their learning environment, regardless of their background, abilities, or identities. This involves recognizing and valuing diversity, challenging biases, and creating opportunities for all students to participate and thrive.

Integrity: Demonstrating honesty, trustworthiness, and ethical behavior in all interactions with students, school staff and building visitors. This includes upholding academic honesty, respecting the property of others, and adhering to school rules and values. Students who act with integrity build trust and contribute to a positive school climate.

Positive Student Behaviors

Leadership: Taking the initiative to guide and support others in a positive and constructive manner. This includes modeling responsible behavior, facilitating group discussions, motivating peers, and representing the school positively. Leadership can be demonstrated in formal roles or through informal actions that promote a positive school climate.

Peer Support: Actively assisting and encouraging peers. This includes offering assistance with coursework, when appropriate, participating in peer mentoring, peer mediation and/or other forms of peer support at school.

Perseverance: Maintaining a determined and persistent approach to challenges, demonstrating the ability to overcome obstacles and setbacks. This includes learning from mistakes, seeking help when needed, and maintaining a positive attitude in the face of difficulty. Students who persevere demonstrate resilience and a growth mindset.

Polite Language: Consistently using respectful and courteous language in all interactions, both verbal and written. This includes addressing others respectfully, avoiding offensive or derogatory language, and communicating in a manner that promotes positive relationships.

Preparedness: Arriving to class and school activities on time, with all necessary materials and assignments completed. This includes actively participating in class discussions, seeking clarification when needed, and demonstrating a proactive approach to learning. Students who are prepared demonstrate responsibility and a commitment to academic success.

Proactive Safety Measures: Actively contributing to a safe and secure school environment by identifying and reporting potential hazards, following safety protocols, and promoting a culture of awareness. This includes reporting suspicious activity, participating in safety drills, and advocating for a safe and respectful campus.

Productive Use of an Electronic Device: Utilizing electronic devices (laptops, tablets, phones) in a manner that enhances learning, facilitates collaboration, or promotes responsible digital citizenship. This includes using devices for research, note-taking, educational applications, or approved communication, while adhering to school policies and respecting digital etiquette.

Prosocial Organization Affiliation: Actively participating in school-sanctioned clubs, organizations, or activities that promote positive social interaction, community service, or personal development, and remain in good standing with the group for the duration of its existence. This includes contributing to group initiatives, representing the school positively, and/or attending athletic/academic competitions to support peers.

Punctuality: Consistently arriving to scheduled classes and activities on time and remain present for the duration. This includes submitting assignments and other required materials by established deadlines. Students who demonstrate timeliness and punctuality show respect for the time of others, exhibit responsibility, and contribute to a productive learning environment.

Resilience: Demonstrating the capacity to adapt and recover from adversity or challenges. This includes maintaining composure in stressful situations, seeking constructive solutions, and learning from experiences. Students who exhibit resilience demonstrate emotional maturity and a strong sense of self.

Service: Volunteering time, skill or resources to assist others without expecting personal recognition or reward. This includes participating in community service projects, mentoring peers, or assisting school staff. Students who engage in selfless service demonstrate a commitment to serving the greater good.

Welcoming Entry onto School Property: Contributing to a positive school climate by assisting authorized visitors with entering the building, such as holding doors or providing courteous access, and offering a warm greeting as individuals arrive on campus. This also includes refraining from allowing students or visitors to enter the building through unauthorized entry ways or propping a door open to get back in.

Code Violation Behavior Matrix

The matrix includes behaviors or code of conduct “violations,” their definitions, and appropriate responses. The levels indicate what responses can be implemented per offense and per grade band. However, just because a behavior is eligible for a level, does not mean a school must issue that response. “N/A” indicates that the response cannot be applied.

BEHAVIOR DEFINITIONS		RESPONSES				
Behavior definitions must be carefully read to ensure the appropriate code is being used.	RESPONSE GUIDANCE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
	See Guide to Supporting Student Behavior for more detailed information on behavior responses.	<i>In-School Response Only</i>	<i>Short-term OSS and/or other Responses</i>	<i>Long-Term OSS and/or other Responses</i>	<i>Disciplinary Hearing Eligible</i>	<i>Expulsion Referral Eligible</i>
Classroom/School Level Managed Only - Minors	*Indicates Required Response	School Discretion	School Discretion	AS/OSRR Approval	AS/OSRR Approval	Board Approval
Profane Language/Gestures. Cursing or using vulgar or sexually explicit language and/or gestures. The language does not have to include an intended target. NOTE: Patterns of behavior or certain circumstances may rise to an Office Discipline Referral for biased based behavior or harassment.	- Restorative Conversation* - Parent/Guardian Contact* - Reflection or Apology - Parent/Guardian Conference - Loss of Privilege <u>Social Skills Lesson</u> - Seat Change - Detention - Referral to School Counselor	All Grades	N/A	N/A	N/A	N/A
Taunting/Name Calling. Calling other community members something other than their preferred name; making comments that may be perceived as harmful. NOTE: Patterns of behavior or certain circumstances may rise to an Office Discipline Referral for Bullying.	- Restorative Conversation* - Parent/Guardian Contact* - Reflection or Apology* - Parent/Guardian Conference - Loss of Privilege <u>Social Skills Lesson</u> - Seat Change - Detention - Referral to School Counselor	All Grades	N/A	N/A	N/A	N/A
Disruptive Behavior. Intentionally disrupting the school environment by not following expectations despite non-verbal and verbal redirection provided. Disruptive behavior can include: - leaving assigned seat without permission - speaking when voice level should be zero - failing to adhere to posted classroom norms	- Use of <u>Classroom Management Strategies</u>* - Restorative Conversation* - Parent/Guardian Contact* - Calm Corner - Reflection or Apology - Parent/Guardian Conference - Loss of Privilege or other Logical Consequence <u>Social Skills Lesson</u> - Seat Change Detention - Classroom Job - Daily Report or Check-in/Check-Out - Referral to School Counselor	All Grades	N/A	N/A	N/A	N/A

BEHAVIOR DEFINITIONS		RESPONSES				
Behavior definitions must be carefully read to ensure the appropriate code is being used.	RESPONSE GUIDANCE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
	See Guide to Supporting Student Behavior for more detailed information on behavior responses.	<i>In-School Response Only</i>	<i>Short-term OSS and/or other Responses</i>	<i>Long-Term OSS and/or other Responses</i>	<i>Disciplinary Hearing Eligible</i>	<i>Expulsion Referral Eligible</i>
Classroom/School Level Managed Only - Minors	*Indicates Required Response	School Discretion	School Discretion	AS/OSRR Approval	AS/OSRR Approval	Board Approval
Minor Physical Aggression. Engaging in physical aggression with another community member. This behavior is distinct from assault and a mutual fight, which involves the intent to cause physical harm. Minor physical aggression can include: • Play-fighting/horseplay • Pushing, shoving, and/or bumping • Tripping or blocking another student's path • Throwing objects at another student in a non-harmful manner • Grabbing or pulling another student's belongings without permission NOTE: Patterns of physical aggression or the targeting of a specific student(s) may rise to Office Discipline Referrals (i.e. Mutual Fight, Assault, Bullying).	• Restorative Conversation* • Parent/Guardian Contact* • Reflection or Apology* • Calm Corner • Parent/Guardian Conference • Loss of Privilege or other Logical Consequence • <u>Social Skills Lesson</u> • Seat Change • Mediation or Circle • Detention • Referral to School Counselor	All Grades	N/A	N/A	N/A	N/A
Cheating. Submitting or intending to submit work that is not their own. NOTE: More severe forms of cheating may rise to an Office Discipline Referral for Academic Dishonesty.	• Logical Consequence (i.e. failing grade)* • Opportunity to submit own work* • Parent/Guardian Contact* • Parent/Guardian Conference • Seat Change • Project/Lesson -Detention (could be utilized to re-do assignment)	All Grades	N/A	N/A	N/A	N/A
Class Cutting. Intentionally refusing to attend classes on a weekly or daily basis. NOTE: To be used for K-8 schools as high schools track class cuts in daily attendance but responses still apply.	• Complete missed work* • Parent/Guardian Contact* • Detention (could be utilized to complete work) • Failing grade for incomplete assignments • Parent/Guardian Conference • Behavior Contract • Daily Report or Check-in/Check-Out • Mentoring • Career Interests Exploration	All Grades	N/A	N/A	N/A	N/A
Elopement. Leaving the classroom, school grounds or a designated supervised area without explicit permission from school staff. NOTE: More severe circumstances of elopement may rise to an Office Discipline Referral for Reckless Endangerment.	• Allow Re-Entry* (through proper entry procedures) • Parent Contact* • Safety Plan* (if recurrent) • Daily Report or Check-in/Check-Out • Mentoring	All Grades	N/A	N/A	N/A	N/A

BEHAVIOR DEFINITIONS		RESPONSES					
Behavior definitions must be carefully read to ensure the appropriate code is being used.		RESPONSE GUIDANCE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
All incidents must be fully investigated before an Office Discipline Referral (ODR) is created. All incidents must be documented regardless of response level.		See Guide to Supporting Student Behavior for more detailed information on behavior responses.	<i>In-School Response Only</i>	<i>Short-term OSS and/or other Responses</i>	<i>Long-Term OSS and/or other Responses</i>	<i>Disciplinary Hearing Eligible</i>	<i>Expulsion Referral Eligible</i>
Classroom/School Level Managed Only - Minors		*Indicates Required Response	School Discretion	School Discretion	AS/OSRR Approval	AS/OSRR Approval	Board Approval
Minor Inappropriate Use of Electronic Device. Students who use a cell phone or electronic device (including smart phones/watches, laptops, etc.) during unauthorized times. NOTE: Severe cases of inappropriate use of device involving harmful content may rise to an Office Discipline Referral for Inappropriate Use of Electronic Device.		- Restorative Conversation* - Parent/Guardian Contact - Parent/Guardian Conference - Loss of Privilege-Detention - Classroom Job	All Grades	N/A	N/A	N/A	N/A
#	Misuse of School/Personal Property - ODR	*Indicates Required Response	School Discretion	School Discretion	AS/OSRR Approval	AS/OSRR Approval	Board Approval
1	Academic Dishonesty & Forgery. Producing a signature for anyone other than self and/or altering documents or official school records such as grades, attendance or reports. Cheating, including plagiarism, on higher level assignments such as state testing, exams, presentations, etc.	- Parent/Guardian Conference* - Logical Consequence (Loss of Privilege, Detention, Community Service, Loss of Credit, etc.) - Long-term OSS and disciplinary hearing referrals may only be utilized for severe or repeated cases.	All Grades	Grades 3-12	Grades 3-12	Grades 6-12	N/A
2	Destruction of Property (Less than \$500). Damaging or defacing school property or the personal property of another community member.	- Parent/Guardian Contact* - Community Service* - Restorative Conversation* - Report to Incident Control Unit* - Restitution can be requested but not required by the SDP as a consequence. - OSS should only be utilized for repeat offenses. - In some cases a student who is displaying destructive behavior is in crisis. Schools should follow behavioral health emergency protocols.	All Grades	Grades 3-12	N/A	N/A	N/A
3	Destruction of Property (More than \$500). Damaging or defacing school property or the personal property of another community member.	- The same guidance for less than \$500 applies to this behavior. - Long-term OSS and disciplinary hearing referrals may only be utilized for severe or repeated cases. - In some cases a student who is displaying destructive behavior is in crisis. - Schools should follow behavioral health emergency protocols.	All Grades	Grades 3-12	Grades 3-12	Grades 6-12	N/A

BEHAVIOR DEFINITIONS		RESPONSES					
Behavior definitions must be carefully read to ensure the appropriate code is being used. All incidents must be fully investigated before an Office Discipline Referral (ODR) is created. All incidents must be documented regardless of response level.		RESPONSE GUIDANCE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
		See Guide to Supporting Student Behavior for more detailed information on behavior responses.	<i>In-School Response Only</i>	<i>Short-term OSS and/or other Responses</i>	<i>Long-Term OSS and/or other Responses</i>	<i>Disciplinary Hearing Eligible</i>	<i>Expulsion Referral Eligible</i>
#	Misuse of School/Personal Property - ODR	*Indicates Required Response	School Discretion	School Discretion	AS/OSRR Approval	AS/OSRR Approval	Board Approval
4	Theft (Less than \$500). Taking the school property or the personal property of another community member.	- Parent/Guardian Contact* - Restorative Conversation* - Reflection or Apology* - Report to Incident Control Unit* - Logical Consequence (Loss of Privilege, Detention, Community Service etc.) - Parent/Guardian Conference - Short-term OSS if student does not return property; context and intent must be considered.	All Grades	Grades 3-12	N/A	N/A	N/A
5	Theft (More than \$500). Taking the school property or the personal property of another community member.	- The same guidance for less than \$500 applies to this behavior. - If a student does not return the property and harm cannot be repaired, the behavior may result in a long-term suspension and disciplinary hearing referral.	All Grades	Grades 3-12	Grades 3-12	Grades 6-12	N/A
6	Robbery. Taking or attempting to take the property of another student or community member by force, threat of force, or by putting the victim in fear.	- Parent/Guardian Contact* - Restorative Conversation* - Reflection or Apology* - Parent/Guardian Conference* - Report to Incident Control Unit* - Restitution can be requested but not required by the SDP as a consequence. - Logical Consequence (Loss of Privilege, Detention, Community Service etc.) - Long-term suspension may only be utilized for purpose of creating a safety plan. - Disciplinary hearing referral may be submitted if harm cannot be repaired.	All Grades	Grades 3-12	Grades 3-12	Grades 6-12	N/A
7	Unauthorized Entry into School Property. Providing and/or gaining entry into School District property without the appropriate authorization. Unauthorized Entry can include: - attending/visiting school during suspension - allowing themselves/other students/community members into a school without following entrance protocols. NOTE: If a student returns to school at the conclusion of their suspension without a parent/guardian, this should NOT be coded as unauthorized entry.	- Parent/Guardian Contact* - Restorative Conversation* - Logical Consequence (Loss of Privilege, Detention, Community Service etc.) - Parent/Guardian Conference - If there is no suspicion of harmful intent, the response should only be addressed at school level unless the behavior constitutes a pattern. - OSS and disciplinary hearing referrals should only be utilized for situations where a student allowed other students in a building or entered another building with the intent to cause harm.	All Grades	Grades 3-12	Grades 3-12	Grades 6-12	N/A

BEHAVIOR DEFINITIONS		RESPONSES					
Behavior definitions must be carefully read to ensure the appropriate code is being used. All incidents must be fully investigated before an Office Discipline Referral (ODR) is created. All incidents must be documented regardless of response level.		RESPONSE GUIDANCE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
		See Guide to Supporting Student Behavior for more detailed information on behavior responses.	In-School Response Only	Short-term OSS and/or other Responses	Long-Term OSS and/or other Responses	Disciplinary Hearing Eligible	Expulsion Referral Eligible
Physical Aggression - ODR		*Indicates Required Response	School Discretion	School Discretion	AS/OSRR Approval	AS/OSRR Approval	Board Approval
8	Mutual Fight. Engaging in a one-on-one physical altercation with the intent to inflict harm through physical contact. This is a physical altercation in which neither of the participants are identified as victims. Participation can include: - Offering or accepting escalation invitations•Declining de-escalation opportunities - Rejecting adult assistance - Refusing opportunities to walk away NOTE: Persistent instigation and participation in mutual fights despite multiple interventions may rise to an Office Discipline Referral for Instigation.	- Parent/Guardian Contact* - Mediation or Circle* (attempted) - Parent/Guardian Conference - Reflection or Apology - Stay Away Contract - Logical Consequence (Loss of Privilege, Detention, Community Service etc.) - OSS should only be utilized for repeat offenses - Long-term OSS may only be utilized for purposes of creating a safety plan.	All Grades	Grades 3-12	Grades 3-12	N/A	N/A
9	Mutual Group Fight. Engaging in a physical altercation with multiple willing participants. This is a physical altercation in which none of the participants are identified as victims, only offenders. Participation can include: - Offering or accepting escalation invitations - Declining de-escalation opportunities - Rejecting adult assistance - Refusing opportunities to walk away	- The same guidance for mutual fight applies to this behavior. - For more serious matters, reach out to school safety or PPD for mediation support. - Long-term OSS may only be utilized for purposes of creating a safety plan. - Disciplinary hearing referral may be submitted if group fight results in injury and/or conflict is beyond repair.	All Grades	Grades 3-12	Grades 3-12	Grades 6-12	N/A
10	Group Assault. Participating in an assault against one or more community members. This is an incident in which participants can clearly be identified as victims and offenders. NOTE: The difference between a group assault and a mutual group fight lies in intent and agreement to engage in group physical conflict.	- Parent/Guardian Contact* - Reflection/Apology* - Parent/Guardian Conference* - Safety Plan* - Report to Incident Control Unit* - Logical Consequence (Loss of Privilege, Detention, Community Service etc.) - Mediation or Circle - Long-term OSS may only be utilized for purposes of creating a safety plan. - For more serious matters, reach out to school safety or PPD for mediation support. - Level of participation and context must be considered in decision to submit disciplinary hearing referral.	All Grades	Grades 3-12	Grades 3-12	Grades 6-12	*Grades 6-12

Behavior Definitions		Responses					
Behavior definitions must be carefully read to ensure the appropriate code is being used. All incidents must be fully investigated before an Office Discipline Referral (ODR) is created. All incidents must be documented regardless of response level.		Response Guidance	Level 1	Level 2	Level 3	Level 4	Level 5
		See Guide to Supporting Student Behavior for more detailed information on behavior responses.	<i>In-School Response Only</i>	<i>Short-term OSS and/or other Responses</i>	<i>Long-Term OSS and/or other Responses</i>	<i>Disciplinary Hearing Eligible</i>	<i>Expulsion Referral Eligible</i>
Physical Aggression - ODR		*Indicates Required Response	School Discretion	School Discretion	AS/OSRR Approval	AS/OSRR Approval	Board Approval
11	Assault. Intentionally causing physical harm on a community member including punching, kicking, spitting at, stomping on or other forms of physical or offensive contact without serious injury.	- Parent/Guardian Contact* - Reflection/Apology* - Parent/Guardian Conference* - Safety Plan* - Report to Incident Control Unit* - Logical Consequence (Loss of Privilege, Detention, Community Service etc.) - Mediation or Circle - Long-term OSS may only be utilized for purposes of creating a safety plan. - For more serious matters, reach out to school safety or PPD for mediation support. - Level of participation and context must be considered in decision to submit disciplinary hearing referral.	All Grades	Grades 3-12	Grades 3-12	Grades 6-12	N/A
12	Causing Serious Bodily Injury.* Intentionally engaging in a mutual fight or assault that results in bodily injury to another community member. This is an injury that warrants medical treatment beyond school first aid procedures. NOTE: IDEA definition of serious bodily injury under special circumstances for students with IEPs- An injury that creates a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or mental faculty.	- Medical documentation* - Parent/Guardian Contact* - Reflection/Apology* - Parent/Guardian Conference* - Report to Incident Control Unit* - Safety Plan* - Logical Consequence (Loss of Privilege, Detention, Community Service etc.) - Long-term OSS may only be utilized for purposes of creating a safety plan. - Disciplinary Hearing Referral*	All Grades	All Grades	Grades 3-12	Grades 6-12	Grades 6-12
13	Instigation. Urging, encouraging, inviting, challenging or otherwise advising a community member to commit an act of physical aggression or other dangerous behavior. Instigation can include: - Enlisting community members to engage in a fight - Encouraging physical conflict verbally or through social media - Playing an active role in an incident (i.e. planning time, location or planning to record the incident) - Persistent engaging in mutual fights	- Parent/Guardian Contact* - Reflection/Apology* - Parent/Guardian Conference* - Safety Plan - Logical Consequence (Loss of Privilege, Detention, Community Service etc.) - Long term OSS may only be utilized for purposes of creating a safety plan. - For more serious matters, reach out to school safety or PPD for mediation support. - Level of participation and context must be considered in decision to submit disciplinary hearing referral.	All Grades	Grades 3-12	Grades 3-12	Grades 6-12	N/A

Behavior Definitions		Responses					
Behavior definitions must be carefully read to ensure the appropriate code is being used. All incidents must be fully investigated before an Office Discipline Referral (ODR) is created. All incidents must be documented regardless of response level.		Response Guidance	Level 1	Level 2	Level 3	Level 4	Level 5
		See Guide to Supporting Student Behavior for more detailed information on behavior responses.	<i>In-School Response Only</i>	<i>Short-term OSS and/or other Responses</i>	<i>Long-Term OSS and/or other Responses</i>	<i>Disciplinary Hearing Eligible</i>	<i>Expulsion Referral Eligible</i>
Physical Aggression - ODR		*Indicates Required Response	School Discretion	School Discretion	AS/OSRR Approval	AS/OSRR Approval	Board Approval
14	Reckless Endangerment. Knowingly engaging in conduct that puts community members at risk of injury. This is an incident where the student objectively should have known that their actions could cause harm. Reckless Endangerment can include: - Throwing or swinging heavy objects - Tampering with objects that can cause harm - Intentionally setting off fire alarm - Impeding traffic - Flashing/using a lookalike weapon such as a toy gun (possession of a true toy gun without wielding or using it should be coded as minor disruption)	- Behavior must qualify under examples provided in the definition.* - Parent/Guardian Contact* - Reflection/Apology* - Parent/Guardian Conference* - Referral to Incident Control Unit* - Safety Plan - Logical Consequence (Loss of Privilege, Detention, Community Service etc.) - Long-term OSS may only be utilized for purposes of creating a safety plan. - Level of participation and context should be considered in decision to submit disciplinary hearing referral.	All Grades	Grades 3-12	Grades 3-12	Grades 6-12	N/A
Sexualized Behaviors, Bullying & Harassment - ODR		*Indicates Required Response	School Discretion	School Discretion	AS/OSRR Approval	AS/OSRR Approval	Board Approval
15	Consensual Sexual Act. Students who engage in a consensual sexual act.	- Parent/Guardian Contact* - Referral to Counselor* - Safety Plan	All Grades	Grades 3-12	N/A	N/A	N/A
16	Non-Consensual Inappropriate Touch/Exposure. Engaging in unwanted touching of another community member or exposing oneself or another community member. Non-consensual touch or exposure can include: - groping/grabbing slapping someone on the butt - exposing oneself (flashing) - exposing another community member (pantsing) - exposing another community member by creating and/or sharing a recording of them (using the restroom, engaging in sexual activity)	Any reported groping, grabbing, or exposure of private parts (their own or someone else's) must be reported to the Director, Compliance Monitoring for a Title IX assessment. Follow these directions: Obtain a statement from the complainant ONLY and email it to antiharassment@philasd.org (include all involved students' names in the email). DO NOT get statements from the accused student(s) or any witnesses. DO NOT issue any discipline. - Parent/Guardian Contact* - Report to Incident Control Unit* - Restorative Conversation (with education around boundaries)* - Referral to Counselor* - Safety Plan* - Document in Guardian (Bullying/Harassment system)* - Long-term OSS may only be utilized for purposes of creating a safety plan (suspension can only be issued AFTER a Title IX assessment) - Intent and impact should be considered in decision to submit disciplinary hearing referral.	All Grades	Grades 3-12	Grades 3-12	Grades 6-12	N/A

BEHAVIOR DEFINITIONS		RESPONSES					
Behavior definitions must be carefully read to ensure the appropriate code is being used. All incidents must be fully investigated before an Office Discipline Referral (ODR) is created. All incidents must be documented regardless of response level.		RESPONSE GUIDANCE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
		See Guide to Supporting Student Behavior for more detailed information on behavior responses.	<i>In-School Response Only</i>	<i>Short-term OSS and/or other Responses</i>	<i>Long-Term OSS and/or other Responses</i>	<i>Disciplinary Hearing Eligible</i>	<i>Expulsion Referral Eligible</i>
Sexualized Behaviors, Bullying & Harassment - ODR		*Indicates Required Response	School Discretion	School Discretion	AS/OSRR Approval	AS/OSRR Approval	Board Approval
17	Bias-Based Behavior. Unwelcome conduct relating to an individual's known or perceived protected classification. Protected classifications are: race, color, ethnicity, age, religion, sex, sexual orientation, gender identity or expression, shared ancestry and ethnic characteristics, national origin, marital status, pregnancy, English language proficiency, veteran status, and disability. Bias-based behavior can include: • Graffiti or online posts containing offensive words, phrases or images • Using slurs, making jokes or negative comments toward or about another person based on their legally protected characteristic. NOTE: This code should be used for behaviors that do not rise to harassment as defined below.	• Restorative Conversation (with education on origin of the action or word/phrase and the impact it has on others)* • Parent/Guardian Contact* • Reflection/Apology* • Parent/Guardian Conference • Logical Consequence (Loss of Privilege, Detention, Community Service etc.) • OSS should only be utilized for repeated behavior that has not been resolved through education/intervention.	All Grades	Grades 3-12	Grades 3-12	N/A	N/A
18	Harassment. Participating in unwelcome conduct relating to an individual's known or perceived protected classification. Protected classifications are: race, color, ethnicity, age, religion, sex, sexual orientation, gender identity or expression, shared ancestry and ethnic characteristics, national origin, marital status, pregnancy, English language proficiency, veteran status, and disability. In order to be characterized as harassment, the conduct must be 1. subjectively and objectively offensive; and 2. So severe or pervasive that it limits or denies a person's ability to participate in or benefit from the services, activities, or opportunities offered by a school.	Please note sexual harassment and sexual assault are included in the definition of harassment. Any alleged sexual assaults or sex based harassment, including allegations related to sexual orientation and gender identity must be reported to the Director, Compliance Monitoring for a Title IX assessment. Follow these directions: Obtain a statement from the complainant ONLY and email it to antiharassment@philasd.org (include all involved students' names in the email). DO NOT get statements from the accused student(s) or any witnesses. DO NOT issue any discipline. • Parent/Guardian Contact* • Report to Incident Control Unit* • Restorative Conversation* • Referral to Counselor* • Parent/Guardian Conference* • Safety Plan* • Document in Guardian (Bullying/Harassment system)* • Long-term OSS may only be utilized for purposes of creating a safety plan only AFTER a title IX assessment. • Intent and impact should be considered in decision to submit Disciplinary Hearing Referral.	All Grades	Grades 3-12	Grades 3-12	Grades 6-12	Grades 6-12

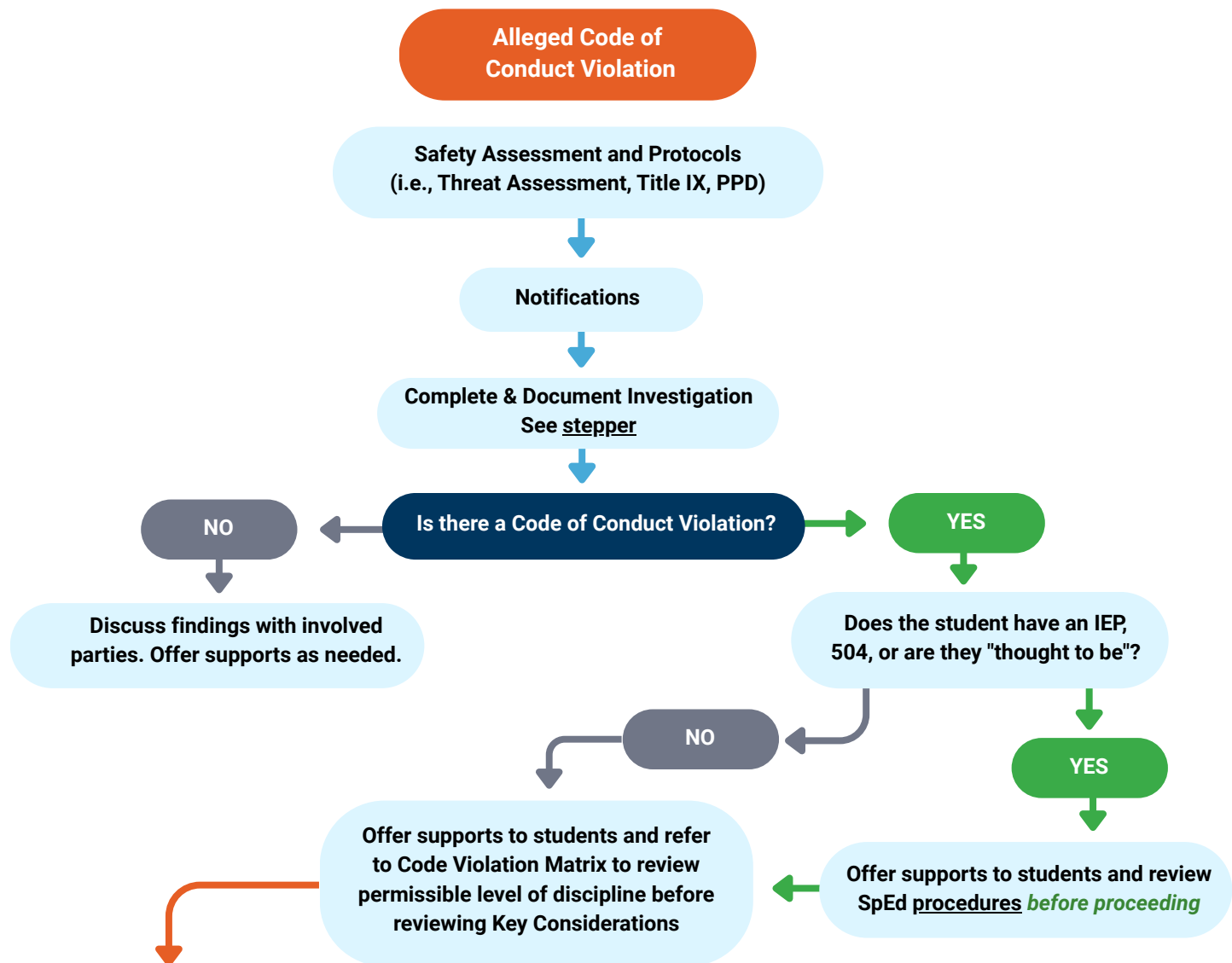
BEHAVIOR DEFINITIONS		RESPONSES					
Behavior definitions must be carefully read to ensure the appropriate code is being used. All incidents must be fully investigated before an Office Discipline Referral (ODR) is created. All incidents must be documented regardless of response level.		RESPONSE GUIDANCE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
		See Guide to Supporting Student Behavior for more detailed information on behavior responses.	<i>In-School Response Only</i>	<i>Short-term OSS and/or other Responses</i>	<i>Long-Term OSS and/or other Responses</i>	<i>Disciplinary Hearing Eligible</i>	<i>Expulsion Referral Eligible</i>
Sexualized Behaviors, Bullying & Harassment - ODR		*Indicates Required Response	School Discretion	School Discretion	AS/OSRR Approval	AS/OSRR Approval	Board Approval
19	Bullying/Cyberbullying. Participating in intentional electronic, written, verbal, nonverbal, or physical act or series of acts directed at a student or students, which occurs in a school setting, as well as off-campus conduct, including online or social media conduct, that has a continuing effect on the campus, and which is severe, persistent, or pervasive AND has the effect of doing any of the following: 1.Substantially interfering with a student's education; 2.Creating of a threatening school environment; 3.Substantially disrupting the orderly operation of the school. Bullying can take many forms and can include a variety of behaviors including conduct that is physical, verbal, nonverbal, psychological or relational and cyber/online activity.	• Parent/Guardian Contact* • Report to Incident Control Unit* • Reflection/Apology* • Restorative Conversation* • Referral to Counselor* • Parent/Guardian Conference* • Safety Plan* • Document in Guardian (Bullying/Harassment system)* • Long-term OSS may only be utilized for purposes of creating a safety plan. • Intent, impact and ability to repair harm should be considered in decision to submit Disciplinary Hearing Referral.	All Grades	Grades 3-12	Grades 3-12	Grades 6-12	Grades 6-12
20	Inappropriate Use of an Electronic Device. Students who use electronics (cell phones, chromebooks etc.) in inappropriate ways that cause harm. Inappropriate Use of Device can include • Posting sexual images/videos • Recording someone in a place where they have an expectation of privacy • Impersonating school community members • Posting an incident on social media	Any reported inappropriate use of device involving the non-consensual sharing of sexual content must be reported to the Director, Compliance Monitoring for a Title IX assessment. Follow these directions: Obtain a statement from the complainant ONLY and email it to antiharassment@philasd.org (include all involved students' names in the email). DO NOT get statements from the accused student(s) or any witnesses. DO NOT issue any discipline. • Parent/Guardian Contact* • Report to Incident Control Unit* • Restorative Conversation (with education around boundaries)* • Referral to Counselor* • Parent/Guardian Conference* • Safety Plan* • if non-consensual sexual content document in Guardian (Bullying/Harassment system)* • Long-term OSS may only be utilized for purposes of creating a safety plan only AFTER a title IX assessment. • Intent and impact should be considered in decision to submit Disciplinary Hearing Referral.	All Grades	Grades 3-12	Grades 3-12	Grades 6-12	N/A

Behavior Definitions		Responses					
Behavior definitions must be carefully read to ensure the appropriate code is being used. All incidents must be fully investigated before an Office Discipline Referral (ODR) is created. All incidents must be documented regardless of response level.		Response Guidance	Level 1	Level 2	Level 3	Level 4	Level 5
		See Guide to Supporting Student Behavior for more detailed information on behavior responses.	<i>In-School Response Only</i>	<i>Short-term OSS and/or other Responses</i>	<i>Long-Term OSS and/or other Responses</i>	<i>Disciplinary Hearing Eligible</i>	<i>Expulsion Referral Eligible</i>
Threats & Intimidation - ODR		*Indicates Required Response	School Discretion	School Discretion	AS/OSRR Approval	AS/OSRR Approval	Board Approval
21	Threats/Intimidation. Threatening to engage in an act that could cause harm and/or induce fear in another community member. Threats can be made verbally, in writing, with gestures or on social media, including posting content that materially impacts the school community (such as a weapon or perceived weapon). Intimidation can include intentionally frightening or threatening someone, typically to make them comply with a request or to deter them from an action.	If the incident involves threatening to use a weapon, or a threat to kill, and/or inflict severe injury, the school must follow the threat assessment process before proceeding with discipline. - Parent/Guardian Contact* - Report to Incident Control Unit* - Restorative Conversation* - Reflection/Apology* - Referral to Counselor* - Parent/Guardian Conference* - Safety Plan* - In some cases a student who makes threats is in crisis. Schools should follow behavioral health emergency protocols. - Long-term OSS may only be utilized for purposes of creating a safety plan. - Intent and impact should be considered in decision to submit Disciplinary Hearing Referral.	All Grades	Grades 3-12	Grades 3-12	Grades 6-12	N/A
22	Threatening Mass Violence. Threatening to engage in an act that could cause serious physical harm or create a substantial risk of serious physical harm to a school community.	The same guidance for threats/intimidation applies to this behavior.	All Grades	Grades 3-12	Grades 3-12	Grades 6-12	Grades 6-12
Hazing & Gang Affiliation - ODR		*Indicates Required Response	School Discretion	School Discretion	AS/OSRR Approval	AS/OSRR Approval	Board Approval
23	Hazing. Forcing a student to violate criminal law, consume a substance that subjects the student to harm, endure physical, mental or sexual brutality or perform any activity that endangers another for the purpose of initiating or enhancing a student's membership in a school organization/activity.	Any hazing that is sexual in nature must be reported to the Director, Compliance Monitoring for a Title IX assessment. Follow these directions: Obtain a statement from the complainant ONLY and email it to antiharassment@philasd.org (include all involved students' names in the email). DO NOT get statements from the accused student(s) or any witnesses. DO NOT issue any discipline. - Parent/Guardian Contact* - Report to Incident Control Unit* - Parent/Guardian Conference* - Safety Plan* - Document in Guardian (Bullying/Harassment system)* - Long-term OSS may only be utilized for purposes of creating a safety plan only AFTER a title IX assessment. - Intent and impact should be considered in decision to submit disciplinary hearing referral.	All Grades	Grades 3-12	Grades 3-12	Grades 6-12	N/A

BEHAVIOR DEFINITIONS		RESPONSES					
Behavior definitions must be carefully read to ensure the appropriate code is being used. All incidents must be fully investigated before an Office Discipline Referral (ODR) is created. All incidents must be documented regardless of response level.		RESPONSE GUIDANCE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
		See Guide to Supporting Student Behavior for more detailed information on behavior responses.	<i>In-School Response Only</i>	<i>Short-term OSS and/or other Responses</i>	<i>Long-Term OSS and/or other Responses</i>	<i>Disciplinary Hearing Eligible</i>	<i>Expulsion Referral Eligible</i>
Hazing & Gang Affiliation - ODR		*Indicates Required Response	School Discretion	School Discretion	AS/OSRR Approval	AS/OSRR Approval	Board Approval
24	Gang Affiliation. Engaging in dangerous activities on behalf of an identified gang to commit disruptive or illegal acts on school property on behalf of the gang. Gangs may be identified by signs, symbols, slogans, colors, codes, verbal calls, or clothing items leading to behavior that is disruptive to the school community.	Any information regarding gangs or gang related activity, should be immediately reported to school administration and can also be reported to the Office of School Safety at 215-400-SAFE. The code should only be utilized when there is clear evidence that the behavior is directly connected to the student's gang affiliation. • Parent/Guardian Contact* • Report to Incident Control Unit* • Parent/Guardian Conference* • Safety Plan* • Referral to Intensive Prevention Service (IPS) • Long-term OSS may only be utilized for safety plan.	All Grades	Grades 3-12	Grades 3-12	Grades 6-12	Grades 6-12
Tobacco, Drugs & Alcohol - ODR		*Indicates Required Response	School Discretion	School Discretion	AS/OSRR Approval	AS/OSRR Approval	Board Approval
25	Possession/Use of Tobacco. Possessing or using tobacco including products containing tobacco, alternative nicotine, electronic cigarettes, cigars, vapor product, and hookah.	• Parent/Guardian Contact* • Restoration Conversation * • Report to Incident Control Unit* • Logical Consequence (Loss of Privilege, Detention, Community Service etc.) • Referral to Counselor for SAP* • Educational course (Stanford) • OSS may only be utilized for repeat offenses.	All Grades	Grades 3-12	N/A	N/A	N/A
26	Possession/Use of Alcohol or Drugs. Possessing or using alcohol or other drugs, which includes drugs in edible, liquid, pills, powder or vape form.	• Parent/Guardian Contact* • Restoration Conversation * • Report to Incident Control Unit* • Parent/Guardian Conference* • Logical Consequence (Loss of Privilege, Detention, Community Service etc.) • Referral to Counselor for SAP* • Educational course (Stanford) • Referral to Intensive Prevention Service (IPS) • Long-term OSS may only be utilized for repeated/severe situations for a safety plan. • Disciplinary hearing referral may not be submitted for first time offenses of personal use quantity.	All Grades	Grades 3-12	Grades 3-12	Grades 6-12	N/A
27	Distribution of Alcohol or Drugs. Selling, distributing and/or exchanging drugs/alcohol or having the intent to sell, distribute and/or exchange drugs/alcohol (i.e. intent could be determined by quantity, paraphernalia, witnesses).	• The same guidance for possession applies to this behavior. • Long-term OSS may only be utilized for purposes of creating a safety plan. • Disciplinary hearing referral may be submitted if widespread.	All Grades	Grades 3-12	Grades 3-12	Grades 6-12	Grades 6-12

BEHAVIOR DEFINITIONS		RESPONSES					
Behavior definitions must be carefully read to ensure the appropriate code is being used. All incidents must be fully investigated before an Office Discipline Referral (ODR) is created. All incidents must be documented regardless of response level.		RESPONSE GUIDANCE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
		See Guide to Supporting Student Behavior for more detailed information on behavior responses.	<i>In-School Response Only</i>	<i>Short-term OSS and/or other Responses</i>	<i>Long-Term OSS and/or other Responses</i>	<i>Disciplinary Hearing Eligible</i>	<i>Expulsion Referral Eligible</i>
Tobacco, Drugs & Alcohol - ODR		*Indicates Required Response	School Discretion	School Discretion	AS/OSRR Approval	AS/OSRR Approval	Board Approval
28	Possession/Use of a Weapon. Any object, device, or instrument, which, in its inherent and functional purpose, is intended to be a weapon. Weapons include but is not limited to, firearms, whether loaded or not; bullets/loaded magazine, pellet or BB gun, knives, cutting instruments, nunchaku, brass knuckles, electric shock devices, or mace and any other tool, instrument, or object used or intended to be used to inflict serious bodily injury to another. Weapons do NOT include water or gel blaster toy guns, Note: See minor physical disruption and reckless endangerment for action involving non-weapons or threats/intimidation for weapons social media.	The Weapons Protocol provides guidance around weapons, including reporting protocols. • Parent/Guardian Contact* • Restoration Conversation* • Report to Incident Control Unit* • Parent/Guardian Conference* • Weapons Rubric (Grades 6-12)* • Safety Plan* • Logical Consequence (Loss of Privilege, Detention, Community Service etc.) • Referral to Intensive Prevention Service (IPS)	All Grades	Grades 3-12	Grades 3-12	Grades 6-12 or Weapons Waiver	Grades 6-12
Incendiary Devices & Weapons - ODR		*Indicates Required Response	School Discretion	School Discretion	AS/OSRR Approval	AS/OSRR Approval	Board Approval
29	Possession of an Incendiary Device. Possessing incendiary devices such as matches, lighters, fireworks, or firecrackers.	• Parent/Guardian Contact* • Restoration Conversation* • Report to Incident Control Unit* • Parent/Guardian Conference* • Restorative Project/Reflection on on Fire Safety* • Safety Plan • Logical Consequence (Loss of Privilege, Detention, Community Service etc.) • A disciplinary hearing referral should only be submitted for extenuating circumstances (i.e. not first time possession with no intent to harm).	All Grades	Grades 3-12	Grades 3-12	Grades 6-12	N/A
30	Use of an Incendiary Device. Using or activating incendiary devices such as matches, lighters, fireworks, or firecrackers. This may include accidental or intentional fire starting.	• The same guidance for possession applies to this behavior. • In some cases a student who attempts to start a fire is in crisis. Schools should follow behavioral health emergency protocols.	All Grades	Grades 3-12	Grades 3-12	Grades 6-12	Grades 6-12

Incident Flowchart



Key Considerations Before Determining Discipline Three outcome paths:

Alternative Consequence

If there are no prior suspensions and/or harm can be repaired, an alternative consequence is likely appropriate.

Alternative consequences (e.g., mediation, community service, detention, reflection) should always be considered and offered before resorting to out-of-school suspension.

Suspension

*If this is a repeat behavior and/or time is needed to put a safety plan in place, a short-term suspension (1–3 days) is likely appropriate. K–2 suspensions must be approved by the Office of Student Rights and Responsibilities.

All long-term suspensions require approval:

- 4–6 days: Assistant Superintendent
- 7–10 days: Office of Student Rights and Responsibilities

Disciplinary Hearing Referral (Grades 6-12)

If harm cannot be repaired and the student has not responded to all other interventions, a referral for a disciplinary hearing is likely appropriate. Assistant Superintendent approval is required.

CODE OF CONDUCT COMPANION DOCUMENT: GUIDE TO SUPPORTING STUDENT BEHAVIOR



Scan the code or download the guide at
bit.ly/sdpguidediscipline



THE SCHOOL DISTRICT OF
PHILADELPHIA

2025-2026 CODE OF CONDUCT



For more information visit

bit.ly/sdpcoc

*The information in this handbook
may be updated during the course
of the school year.*

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The School District of Philadelphia does not discriminate in employment or education programs or activities based on race, creed, color, national origin, religion, ancestry, age, marital status, sexual orientation (known or perceived), gender identity expression (known or perceived), sex, handicap, disability, nationality, citizenship, union membership, or limited English proficiency.

This policy of non-discrimination extends to all other legally protected classifications.

Publications of this notice are in accordance with state and federal laws including Title IX of the Education Amendments of 1972 and Sections 503 and 504 of the Rehabilitation Act of 1973.