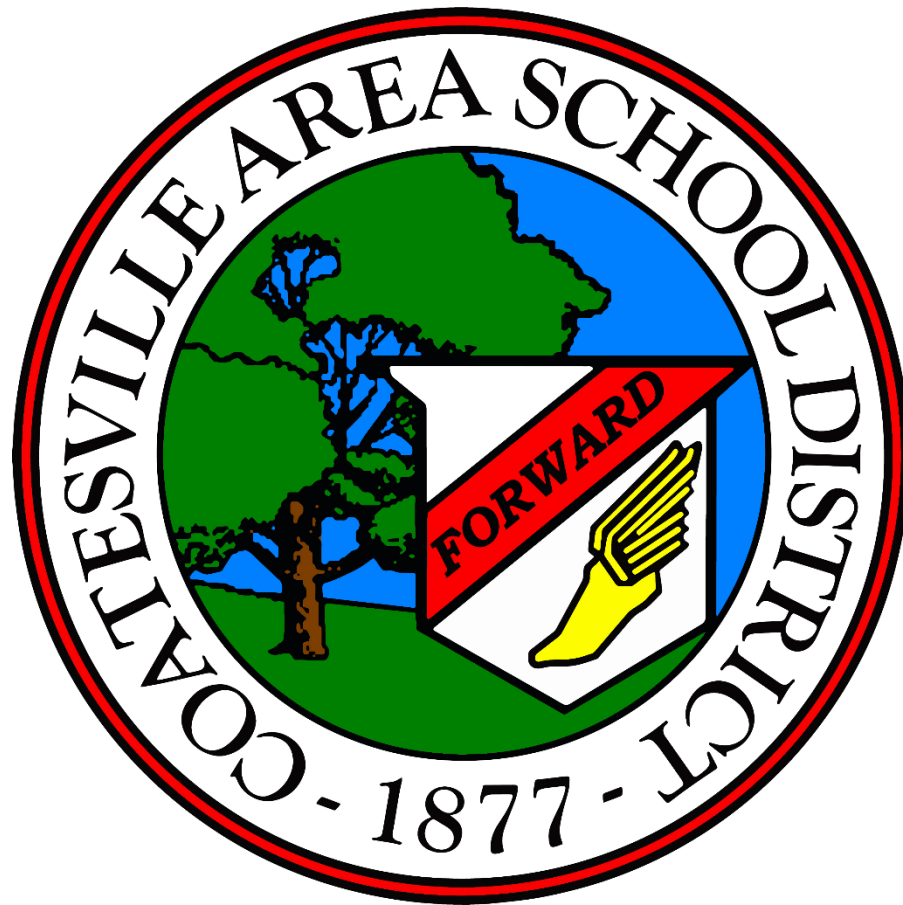


STUDENT CODE OF CONDUCT 2026 -2027



The mission of the Coatesville Area School District is to create innovative educational experiences that are funded by taxpayers, supported by the community, and delivered by dedicated teachers and administrators, to ensure that all students will become responsible, contributing global citizens.

Table of Contents

Introduction to the Code of Conduct.....	4
When does the Code of Conduct Apply?	4
Community Member Responsibilities.....	4
RESPONSIBILITIES OF EVERYONE.....	4
RESPONSIBILITIES OF STUDENTS (CASD School Board Policy No. 235)	4
EXPECTATIONS AND RESPONSIBILITIES OF PARENTS/GUARDIANS	5
RESPONSIBILITIES OF TEACHERS	5
RESPONSIBILITIES OF ADMINISTRATORS & THE SCHOOL BOARD	6
RESPONSIBILITIES OF SCHOOL VISITORS (CASD School Board Policy No.907)	6
Student and Guardian Supports	7
STUDENT ASSISTANCE PROGRAM (SAP).....	8
CARE SOLACE.....	8
VICTIM SERVICES.....	8
Bullying, Harassment, Discrimination and Title IX	8
TITLE IX	9
Disciplinary Consequences and Procedures	9
GENERAL DISCIPLINARY REQUIREMENTS AND PROCEDURES	9
DETERMINATION OF DISCIPLINE AND OTHER CONSEQUENCES.....	10
Levels of Infractions and Disciplinary Consequences	10
RESTORATIVE PRACTICE (Exclusion from class).....	12
Suspension and Expulsion Procedures.....	13
GENERAL SUSPENSION AND EXPULSION PROCEDURES.....	13
IN-SCHOOL SUSPENSION (Secondary Only)	13
OUT OF SCHOOL SUSPENSION.....	14
EXPULSION.....	15
Disciplinary Hearing Process	15
INFORMAL HEARINGS.....	16
FORMAL HEARINGS.....	16
Investigations and Searches.....	17
REASONABLE SUSPICION DRUG AND ALCOHOL TESTING.....	18
Discipline for Students with Disabilities.....	18
SUSPENSIONS	18
MANIFESTATION DETERMINATION PROCESS.....	19
45-DAY INTERIM PLACEMENTS	20
Required Documentation of Student Discipline	20
Rules and Procedures	21
CONFIDENTIAL COMMUNICATIONS (CASD School Board Policy No. 207)	21
DISCRIMINATION.....	21

FREEDOM OF EXPRESSION (CASD School Board Policy No. 220)	21
DRESS CODE	22
FLAG SALUTE AND THE PLEDGE OF ALLEGIANCE	23
LIABILITIES	23
PLAYGROUND RULES (Elementary Schools)	24
VIDEO/AUDIO SURVEILLANCE	24
CASD Police Department Referrals	25
OPERATION OF MOTOR VEHICLE (Secondary Only)	25
Prohibited Conduct, Guidance as to Levels of Infractions.	26
Matrix of Infractions and Disciplinary Consequences.....	26
Attendance.....	33
COMPULSORY ATTENDANCE	33
EXCLUSIONS FROM PUBLIC SCHOOL ATTENDANCE	34
ACCEPTABLE REASONS FOR ABSENCES, LATENESS OR EARLY DISMISSAL	35
UNACCEPTABLE REASONS FOR ABSENCES, LATENESS OR EARLY DISMISSALS	36
DOCUMENTATION REQUIRED FOR ABSENCE, LATENESS OR EARLY DISMISSAL	36
CUMULATIVE LAWFUL ABSENCES	36
WORK EXPERIENCE FOR SENIORS	37
SCHOOL RESPONSE TO UNLAWFUL ABSENCES	37
TRUANCY	39
Parent/Student Acknowledgement Statement	40

Introduction to the Code of Conduct

The Coatesville Area School District is committed to ensuring that all students have a safe school environment conducive to learning and growing as students and citizens. The Code of Conduct serves as an important written guide for students and their families, outlining the expectations of the Coatesville Area School District. 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 purpose of the Student Code of Conduct is to:

- Outline clear expectations for all school community members.
- Provide information around student and parent/guardian rights and supports.
- Equip staff with guidelines for addressing student behavior.
- Promote equity by reducing disproportionate discipline for Black and Brown students and encouraging alternatives to exclusionary practices.

When does the Code of Conduct Apply?

The Code of Conduct applies to students while they are in school and/or at any school sponsored activity, such as a class trip or event. The document applies to all students while they are traveling to and from school, using any mode of transportation (walking, school bus, vehicle, etc.). Finally, the Code of Conduct may apply to conduct that occurs off school grounds, virtually, and/or after hours (including weekends), depending on the extent to which this conduct may impact members of the school community. All individual schools must follow the District's Code of Conduct.

Community Member Responsibilities

Each school community member plays an important role in creating safe and supportive learning environments for our students. These responsibilities include:

RESPONSIBILITIES OF EVERYONE

- Respect the rights of all members of the school community.
- Maintain a positive school climate by being responsible, inclusive, and cooperative.
- Practice using good judgment to prevent minor incidents from becoming major problems.

RESPONSIBILITIES OF STUDENTS (CASD School Board Policy No. 235)

- Seek to understand and comply with District, school level, and classroom expectations.

- Accept responsibility, reflect on behavior, and admit mistakes.
- Be accountable and strive for growth and success.
- Regular and punctual school attendance and conscientious effort in the classroom are essential to learning.
- Dress and groom to meet standards of safety and health and not to cause substantial disruption to the educational processes.
- Contribute information on matters relating to health, safety and welfare of the school community and protection of property.
- Students should express their ideas, opinions, and disagreements in a respectful manner.
- Ask for help and support whenever needed.
- Comply with applicable law.

EXPECTATIONS AND RESPONSIBILITIES OF PARENTS/GUARDIANS

- Support the policies of the district and Code of Conduct
- Advocate for your child and their education. Support and pursue your child's best interests at school.
- Make school attendance a priority and emphasize the importance of showing up to school every day, 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.
- Respect the decisions made by school leaders, even if you do not agree with them.
- Model appropriate behavior and social-emotional skills for students.
- Contribute to a safe school environment by seeking to resolve conflict peacefully.

RESPONSIBILITIES OF TEACHERS

- 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.
- When making a disciplinary referral, the teacher shall contact the student's parent/guardian within one workday of the referral.
- Cultivate and maintain a learning environment that leads to academic success.
- Institute classroom disciplinary consequences in alignment with team or department protocols, the Student Code of Conduct, and School Board policies.
- Report any reasonable suspicion of child abuse or neglect to Childline as a mandated reporter.
- Maintain confidentiality of student records.

RESPONSIBILITIES OF ADMINISTRATORS & THE SCHOOL BOARD

- 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 Dignity and Belonging.
- Work with students, parents/guardians, teachers, and administrators to establish and maintain an atmosphere of openness and mutual respect.
- Respond to Code of Conduct violations with interventions and support to address student behavior.
- Promote a climate of mutual respect and assume responsibility for dissemination, explanation, and enforcement of the Student Code of Conduct.
- Ensure that new students enrolling in District schools receive the Student Code of Conduct at registration.
- Implement the District Security Plan to ensure the health and safety of all members of the school community.
- Ensure that an appropriate Student Code of Conduct is developed, distributed, implemented, and maintained.
- Be available to staff, students, and parents/guardians to promptly resolve discipline problems and attempt to prevent problems.
- Comply with pertinent laws governing hearings, suspensions, and student rights.
- Report any reasonable suspicion of child abuse or neglect to Childline.
- Maintain confidentiality of student records.

RESPONSIBILITIES OF SCHOOL VISITORS (CASD School Board Policy No.907)

- Schedule visits in advance whenever possible.
- When arriving at a school, report to the main office to sign in, state the reason for the visit, present photo identification, and receive authorization from a staff member to proceed with the visit.
- Understand that school leaders cannot guarantee a meeting at the time of an unscheduled visit.
- Refrain from all abusive and profane language.
- Refrain from all physical confrontation and refrain from encouraging/inciting physical confrontation.
- Refrain from bringing weapons of any kind onto school property; doing so will result in immediate exclusion.

We value a strong partnership with our families and appreciate your help in keeping our school a safe, respectful, and welcoming place for everyone. Parents and guardians are expected to follow the responsibilities outlined above. If concerns arise, the school will work to address them collaboratively.

In situations where expectations are not met, the school may need to limit a parent/guardian's access to school grounds for a specific period of time. If this becomes necessary, the school will provide written communication, and whenever possible, families will receive a warning in advance so concerns can be addressed.

In rare cases involving serious or unsafe behavior, immediate action may be required to protect the school community. During any time when access is limited, parents/guardians may stay connected by scheduling appointments approved by school leadership. When appropriate, meetings may be held virtually to ensure ongoing communication and support.

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 education access.

Family and Community Resources

- **Integrated Multi-Tiered System of Supports (I-MTSS):** is a proactive, team-based approach used by schools to provide academic, behavioral, and social-emotional support to all students. Through MTSS, educators regularly review student data to identify strengths and areas of need, then provide increasing levels of support—ranging from whole-class strategies to more targeted or individualized interventions.

Families are important partners in this process. Schools communicate with parents/guardians about their child's progress, involve them in problem-solving, and offer strategies to support learning at home. The goal of MTSS is to ensure every student receives the right level of support at the right time, helping them succeed in a positive, responsive, and collaborative environment.
- **School Counseling:** School counselors work with caregivers, school staff, and community partners to ensure that student needs are met. Counselors advocate for students' well-being and provide valuable resources for their education 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.
- **Family Liaisons:** Liaisons work primarily with our Hispanic and multilingual families to assist with navigating the District, address concerns, and offer parental learning opportunities and community resources.
- **Social Workers:** CASD Social Workers support school counselors and attendance office personnel with student attendance concerns. They organize Student Attendance Improvement Plans (SAIP) and work with families to ensure that the plan is followed. This year their role in the buildings will be expanded as part of the MTSS process (Multi-Tiered System of Support) by serving on the core team, holding small groups for students and working to remove barriers that prevent access to school.

- **Home and School Visitor:** The Home and School Visitor serve as a liaison between the school, families, and community agencies to support student attendance, academic success, and overall well-being. Responsibilities include conducting home visits, addressing attendance concerns, facilitating communication between home and school, connecting families with community resources, and collaborating with school staff to remove barriers that may impact student engagement and achievement. The Home and School Visitor works with the building staff to assist in the development of Student Attendance Intervention Plans.

STUDENT ASSISTANCE PROGRAM (SAP)

The Student Assistance Program helps identify students experiencing other-than-academic problems, such as mental health concerns and drug/alcohol abuse that pose a barrier to their learning and school success. Referrals can be made by staff, students, parents, and teachers. SAP is a team of specially trained staff members who work together to support students and families through referrals and appropriate interventions.

Each building has a school team of comprising teachers, guidance counselors and administrators who meet to identify students in need. The district contracts with Devereux Advanced Behavioral Health who provide school liaison services to support the Student Assistance Program. The Devereux liaison will attend two core team meetings per month where available.

SAP training is offered annually to counselors, teachers and administrators as needed through Compass Mark at no cost to the district.

CARE SOLACE

Coatesville Area School District is committed to the health, safety, and well-being of our students, staff, and families. We are proud to partner with Care Solace, who can connect you to community providers offering mental health and drug and alcohol counseling. With a network of over 560,000 providers and services, Care Solace will help you find the right help. They will connect you with providers accepting all medical insurances, including Medicaid, Medicare, and sliding scale options for those without insurance. No matter what you are experiencing there is hope and help.

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.

Bullying, Harassment, Discrimination and Title IX

The District recognizes the negative impact that bullying, harassment, and/or discrimination has on student health, welfare, and safety and on the learning

environment. All such conduct is prohibited by law and CASD Board Policy Nos. [103](#), [249](#) and [252](#).

Reports may be made verbally, in writing or electronically to any staff member or administrator about bullying, harassment and/or discrimination. All reports will be investigated regardless of how the complaint was received.

TITLE IX

Title IX is a federal law that prohibits discrimination based on sex, which encompasses sexual assault and other forms of sexual violence and harassment.

There are numerous ways to make a report:

- Completing the [CASD School Board Administrative Regulation Form 249](#)
- Submitting a complaint via [Safe2Say](#) or by phone at 1-844-SAF2SAY (723-2729)
- Emailing the Title IX Coordinator directly at snyderm@casdschools.org
- Reporting the incident to the building principal or designee, or to any other member of the school staff, including teachers, counselors, family liaisons, and coaches.

If there are concerns or questions related to Title IX, please contact:

Inquiries related to Title IX:
Michele Snyder Director of Pupil Services Title IX Coordinator snyderm@casdschools.org 3030 CG Zinn Rd. Thorndale PA 19372 610-466-2400 ext. 82508

Disciplinary Consequences and Procedures

GENERAL DISCIPLINARY REQUIREMENTS AND PROCEDURES

1. School environments that are positive, equitable, and that support students in building social-emotional skills and strong relationships can result in:
 - Decreased behavioral disruptions.
 - Increased student engagement
 - Improved academic outcomes.
 - Positive interpersonal interactions between and among staff and students.
2. The District's approach to discipline is based on several understandings:
 - 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 learning rather than punishment.
- Schools should utilize in-school interventions before considering exclusion.
- In cases where exclusion is appropriate, additional interventions must also be put in place.

Students shall not be subject to disciplinary action because of race, sex, color, religion, sexual orientation, national origin, or handicap/disability. The Coatesville Area School District is committed to improving educational equity and reducing disproportionality in punitive and exclusionary discipline. Research cited by the U.D. Department of Education shows significant disparities in disciplinary practices. The District is committed to reducing such disproportionality. ([CASD School Board Policy No. 218](#))

DETERMINATION OF DISCIPLINE AND OTHER CONSEQUENCES

When disruptive behavior does occur, schools must respond by referring to the Behavior Matrix beginning on page 26 and make decisions in accordance with the District's approach to discipline:

- Except in cases of most Level 3 and ALL Level 4 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.

Notwithstanding anything in this code to the contrary, the disciplinary consequences will be determined based upon the consideration of relevant factors, which may include any one or more of the following:

- The seriousness of the student's conduct
- The student's academic record
- The student's past disciplinary record
- Mitigating factors; and
- Aggravating factors

The Director of Pupil Services may directly handle referrals of extreme cases, or s/he may advise the principal in the proper disposition of the case. The Director of Pupil Services will notify the Superintendent/Assistant Superintendent of the incident. If expulsion is indicated, the Director of Pupil Services will refer the case to the Board.

Levels of Infractions and Disciplinary Consequences

Students who violate this Code or classroom rules may face appropriate disciplinary action. When inappropriate behavior occurs, disciplinary measures should be applied

within a framework that emphasizes correction, support, and learning rather than punishment. The District has identified specific infractions along with a level of severity designation for each to serve as guidelines.

Repeated infractions may result in progression to a higher level with more significant consequences. Discipline may take the form of:

LEVELS OF INFRACTIONS AND DISCIPLINARY CONSEQUENCES

Level One Infractions

Level 1 infractions are minor incidents that generally do not involve or affect other persons. It includes student behaviors that impede orderly classroom procedures or interfere with school operation to a minor or negligible extent. Except where there are repeated instances of Level 1 infractions or other aggravating circumstances, Level 1 infractions generally do not result in suspension, in-school suspension, or expulsion.

Examples of Level One Consequences

Verbal reprimand	Referral to a counselor
Parent/Guardian notification	Teacher detention
Seat change	Social emotional learning
Restorative conference	Apology/reflection

Level Two Infraction

Level 2 infractions are more serious than Level 1 infractions and are typically repetitive, disruptive, or significantly affect others. Except where there are repeated instances of Level 1 or Level 2 infractions or other aggravating circumstances, Level 2 infractions generally do not result in suspension, in-school suspension and never result in expulsion.

Level Two Consequences

Parent Conference	Administrative Detention
Referral to Restorative Practice Center	Community Service
Loss of Privilege	Small Group Intervention
Check In/Check Out	SAP Referral

Level Three Infractions

Level 3 infractions are serious infractions which result or could result in the violation of the legal rights of others, violence to another person, damage, or destruction of property, conduct that poses a direct threat to the safety of others in school, or conduct that may constitute a criminal offense where exclusion from school would be justified. Level 3 Infractions can also include repeated Level 1 or Level 2 infractions where progressive discipline does not appear to be working.

Level Three Consequences	
Restorative Practice In-School Suspension Removal from Transportation Suspension of Parking Privileges Safety Plan	Out of School Suspension (1-3 days) Exclusion of Extra-Curricular Activities Removal from class, program, or activity
Level Four Infractions	
Level 4 infractions are the most serious and may include criminal behavior, where expulsion from school is justified and may require referral to law enforcement. Level 4 infractions can also include repeated Level 1, Level 2, or Level 3 infractions where progressive discipline does not appear to be working.	
Level Four Consequences	
Out of School Suspension (4-10 Days) Informal Hearing Manifest Determination	Formal Board Hearing Expulsion Alternate Placement

RESTORATIVE PRACTICE *(Exclusion from class)*

Restorative practices are an approach used in schools to build strong relationships, foster a positive school climate, and support students in learning from their experiences. Rather than relying solely on punishment when challenges arise, this approach helps students understand how their actions affect others and guides them in taking responsibility and making things right. The goal is to ensure that every student feels respected, heard, and supported as a valued member of the school community.

In our schools, restorative practices are used both proactively and in response to conflict. Students participate in activities such as classroom meetings or “circles” to build trust, strengthen communication, and create a sense of belonging. When concerns arise, staff work with students to reflect on what happened, who was impacted, and how relationships can be repaired. This approach is grounded in a commitment to equity—ensuring that all students are supported fairly and consistently while reducing reliance on exclusionary discipline practices that can result in lost instructional time.

Overall, restorative practices help create safe, inclusive learning environments where students can grow both academically and socially. By focusing on empathy, accountability, and problem-solving, schools can address behavior in a meaningful way while keeping students engaged in their education whenever possible. This approach supports student growth, promotes fairness, and helps ensure that all students have access to the support they need to be successful in school and beyond.

At the foundation of Restorative Practices is a key belief:

People are more likely to make positive changes when adults work *with* them rather than doing things *to* them or *for* them.

This approach emphasizes:

- Relationships as central to school success
- Shared responsibility among students, staff, and families
- Repairing harm rather than simply assigning consequences

A student may not receive an assignment to the Restorative Practice Center unless the student has been informed of the reasons for the assignment and has been given an opportunity to respond before the assignment becomes effective. The school must communicate with the parents or guardians before assigning a student to the center.

Suspension and Expulsion Procedures

GENERAL SUSPENSION AND EXPULSION PROCEDURES

In addition to school-based behavior responses, schools may determine that exclusionary discipline is warranted for safety reasons. The U.S Department of Education indicates that in exclusionary discipline, 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 education equity and reducing racial disproportionality. (CASD School Board Policy No. 233)

IN-SCHOOL SUSPENSION (Secondary Only)

In-School suspension is an exclusion from the classroom and allows a student to remain under the direct supervision of school staff. Students assigned to in-school suspension will have the opportunity to complete assignments.

In-School Suspension (ISS) and Restorative Practices are complementary approaches used to address student behavior in a manner that prioritizes accountability, learning, and the preservation of the school community. In-School Suspension provides a structured, supervised setting within the school where students are temporarily removed from the regular classroom to reflect on their actions, complete academic work, and receive support to improve decision-making. Restorative Practices, in contrast, focus on repairing harm, rebuilding relationships, and fostering a sense of responsibility by engaging students in reflection, dialogue, and problem-solving. Together, these approaches shift discipline from a purely punitive model to one that is corrective and supportive, helping students understand the impact of their behavior, develop social-emotional skills, and successfully reintegrate into the school environment.

A student may not receive an in-school suspension unless the student has been informed of the reasons for the suspension and has been given the opportunity to respond before the suspension becomes effective. Communication with the parents/guardians shall immediately follow the suspension action taken by the school.

OUT OF SCHOOL SUSPENSION

“Suspension” means exclusion from school for a period of one (1) to ten (10) consecutive school days. Suspension may be imposed by the principal, director of pupil services, director of special education, the assistant superintendent or superintendent. ([CASD School Board Policy No. 233](#))

Kindergarten, first, and second-grade students may **not** be suspended unless their actions result in documented serious level 4 infractions. Schools must consult with their Superintendent and/or the Director of Pupil Service before issuing a suspension for students in these grades. The student must also be referred to the counselor for a meeting to discuss appropriate behavioral health interventions and supports.

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 their behavior.

Level 3 suspension: an exclusion from school and/or any school activity or function for a period of one (1) to three (3) school days.

Level 4 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 the Director of Pupil Services before issuing a level 4 suspension. Schools must also complete and submit a serious incident report and file a police report if needed.

The following guidelines apply to all suspensions (ISS and OSS):

- A student may not be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond; provided, however, prior notice of the intended suspension need not be given when the health, safety or welfare of the school community is threatened.
- The student’s parent/guardian will be notified immediately when a student is suspended. Written notifications will follow.
- When a suspension exceeds three (3) school days, the student and parents/guardians shall be given the opportunity for an informal hearing consistent with Applicable Law.
- Suspensions may not be made to run consecutively beyond the ten (10) school day period for any one infraction.
- Schoolwork must be proactively provided to the student if the suspension exceeds four (4) days, and the assignment(s) should be completed by reinstatement.
- A parental 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 return to school upon conclusion of their suspension.
- A student serving an in-school or out of school suspension is not permitted to participate in extra-curricular activities or attend school sponsored events.
- A student serving an out of school suspension is not allowed to come onto school property.
- A student may be considered trespassing if they come onto school grounds while serving an OSS.
- When the in-school suspension exceeds ten (10) consecutive school days, an informal hearing with the principal shall be offered to the student and the student's parent/guardian prior to the eleventh school day in accordance with Applicable Law.

EXPULSION

“Expulsion” means an exclusion from school for a period exceeding ten (10) school days and may include a permanent expulsion. Expulsion may be imposed only by the Board after a hearing in accordance with Applicable Law. Before the Board's hearing and decision in an expulsion case, the student shall be placed in his/her normal class except as allowed under Applicable Law. Students under eighteen (18) years old are subject to the compulsory school attendance law even though expelled.

In incidents of weapons, drugs or serious bodily injury, the superintendent may recommend modifications of such expulsion requirements on a case-by-case basis. Any exception to this policy may be made by the Superintendent, who shall prescribe special conditions or Administrative Regulations to be followed.

Upon formal approval of a student's expulsion by the Board, the initial responsibility for providing the required education rests with the student's parents/guardians, through placement in another school, tutorial or correspondence study, or another educational program approved by the Superintendent. Within thirty (30) days of action by the Board, the parents/guardians shall submit to the Superintendent written evidence that the required education is being provided in Accordance with Applicable Law or that they are unable to so provide. If the parents/guardians are unable to provide the required education, the District shall, within ten (10) days of receipt of the notification, make provision for the student's education.

Suspension or expulsions affecting students with disabilities shall be governed by Applicable Law, including [22 Pa. Code § 14.143](#) (*relating to disciplinary placements*) and [34 CFR 300.519—300.529](#) (*relating to discipline procedures*).

Disciplinary Hearing Process

Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.

INFORMAL HEARINGS

The purpose of the informal hearing is to enable the student to meet with the appropriate school official to provide context or reasons why suspension may be appropriate. The following due process requirements shall be observed regarding the informal hearing:

- Notice of a conference will be provided to the parent/guardian within the written notice of suspension.
- The notification will be provided in their preferred language and sent by mail, email, or by other reasonable means.
- Parents are expected to attend all scheduled conferences and school leaders should make every attempt to engage guardians so that they are able to participate in-person or virtually, as needed.
- Interpreter services will be provided upon request of the parent/guardian or recommendation from staff members familiar with the parent/guardian and student.
- A student has the right to question any witnesses present at the hearing.
- A student has the right to speak and produce witnesses on his/her own behalf.
- Parents/Guardians may request a copy of student records, and any evidence related to the incident(s). Video recordings and photographs of incidents may be shown but copies cannot be provided to the parent/guardian.
- The school entity shall offer to hold the informal hearing within the first five (5) days of the suspension.

FORMAL HEARINGS

A formal school board hearing is required in all expulsion actions when a student is excluded from school for a period of more than ten (10) days. This hearing may be held before the governing board or an authorized committee of the board, or a qualified hearing examiner appointed by the board. When a committee of the board or a hearing examiner conducts the hearing, a majority vote of the entire governing board is required to expel a student.

The following due process requirements shall be observed regarding the formal hearing:

- Notification of the Student Code of Conduct violation(s) shall be sent to the student's parents/guardians in their preferred language by certified mail.
- At least three (3) days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.

- The hearing shall be held in private unless the student or parent/guardian requests a public hearing.
- The student may be represented by counsel, at the expense of the parent/guardian, and may have a parent/guardian attend the hearing.
- The student has the right to be present with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
- The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
- The student has the right to be present, receive the names of witnesses against them, and access copies of their statements.
- A written record shall be kept of the hearing. The student is entitled, at their expense, to a copy. *A copy shall be provided at no cost to a student who is indigent.*
- The hearing shall be held within fifteen (15) school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:

- Laboratory results are needed from law enforcement agencies.
- Evaluations or other court or administrative proceedings are pending due to a student invoking his/her rights under the Individuals with Disabilities Education Act ([20 U.S.C.A. §§ 1400–1482](#)); or
- In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.

- Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decisions.

Investigations and Searches

Student Code of Conduct violations are taken seriously and require that an administrator investigate any alleged violation. This includes conduct that occurs off school 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 on the function of the school*). (CASD School Board [Policy 226](#))

The following guidelines apply to conducting investigations and searches:

- 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 student statements related to alleged misconduct.
- School Officials have the authority to lawfully search students or their belongings, including lockers, automobiles, school district issued electronic devices, purses, backpacks, clothing, and other possessions, without a warrant, when in School, on School grounds or when otherwise under School supervision.

- if there is a reasonable suspicion that the place or thing to be searched contains: (a) prohibited contraband, (b) material that would pose a threat to the health, safety and welfare of the School population, or (c) evidence that there has been a violation of law, Policy, or School District Requirements.
- Illegal or prohibited materials seized during a student search may be used as evidence against the student.
- If the conduct includes a threat to use a weapon, kill, or cause serious bodily harm with intent or a specific plan, the school must follow the District Threat Assessment process by contacting the CASD Police Department.
- If the complaint includes allegations of sexual harassment or sexual violence, the Title IX Coordinator must be notified before proceeding with an investigation or discipline.
- Some alleged conduct may require a notification to the CASD Police Department.
- At times, it may be necessary to share some information about a serious incident with the school community (parents/guardians and students). Schools should confer with the Director of Pupil Services, who will reach out to the Assistant Superintendent or Superintendent when considering whether a letter/communication will be sent.

REASONABLE SUSPICION DRUG AND ALCOHOL TESTING

The District may require drug and alcohol testing if it has reasonable suspicion that the student is under the influence. Reasonable suspicion may be based on the student's behavior, medical symptoms, vital signs, or other observable factors. Where there is reasonable suspicion, the testing may include blood analysis, urine analysis, saliva analysis or the administration of a breathalyzer test.

Discipline for Students with Disabilities

Students with disabilities can receive discipline in accordance with the code of conduct. They must also be provided with Free and Appropriate Public Education (FAPE). Schools must adhere to all regulations provided under the Individuals with Disabilities Act (IDEA). **Students shall not be subject to disciplinary action because of handicap/disability.** (CASD School Board Policy 113.1)

SUSPENSIONS

The suspension guidelines stated above apply to all students, including those with disabilities. In addition, the following regulations must be followed:

STUDENTS WITH INTELLECTUAL DISABILITIES

Students who are identified as intellectually disabled can only be removed from the school building for suspension if there is a written agreement from the parent/guardian in a

NOREP (Notice of Recommended Educational Placement). For any incidents involving a student with an intellectual disability, please contact the Director of Special Education prior to making any disciplinary decisions.

MANIFESTATION DETERMINATION PROCESS

A manifestation determination meeting must be conducted whenever there is a change in placement. For a student identified as intellectually disabled, even a one-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 disciplinary transfer.

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

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

If the behavior is not deemed a manifestation of the student's disability, the school may proceed with the recommended disciplinary action in accordance with the Code of Conduct. If the behavior is deemed a manifestation of the student's disability, the proposed change in placement may not be granted.

The following guidelines apply to the Manifestation Determination process:

- The District shall 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, including the school psychologist.
- This meeting must be held before the informal hearing or within ten (10) days of the incident.
- During the meeting, the student's most recent evaluation, IEP, and placement will be reviewed as well as the details of the incident that led to the proposed discipline.
- The completed manifestation determination must be signed by the parent/guardian and IEP team, including the School Psychologist.
- Ensure all necessary revisions discussed during the IEP meeting are made.
- Issue a Notice of Recommended Educational Placement (NOREP) with the results of the determination and a copy of the Procedural Safeguard Notice to the parent/guardian.

- Ensure IEP complies as well as other corresponding documents, if applicable. For example, a Functional Behavior Assessment (FBA) or Positive Behavior Support Plan (PBSP) may be needed in accordance with the IEP.

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 is 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 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 pocketknife with a blade of less than 2 ½ 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. Serious bodily injury must be substantiated by documented evidence.

ALL OTHER STUDENTS RECEIVING SPECIAL EDUCATION SERVICES OR A 504 PLAN

The District may suspend students receiving special education services 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.

Required Documentation of Student Discipline

All behavioral interventions and supports provided to a student in response to behavioral incidents must be entered into the District's online system, regardless of whether a disciplinary action is imposed. Consequences assigned by an administrator must also be documented.

Rules and Procedures

CONFIDENTIAL COMMUNICATIONS (CASD School Board Policy No. 207)

- Use of a student's confidential communications to school personnel in legal proceedings is governed by Applicable Law. See, for example, [42 Pa.C.S. § 5945](#) (relating to confidential communications to school personnel).
- Information received in confidence from a student may be relayed to the student's parent/guardian, the principal or other appropriate authority when the health, welfare, or safety of the student or other persons is clearly in jeopardy.
- CASD will follow all guidance from the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g and 34 CFR Part 99

DISCRIMINATION

Consistent with the Pennsylvania Human Relations Act ([43 P. S. §§ 951—963](#)), and other Applicable Law, a student may not be denied access to a free and full public education or be subject to disciplinary action based on race, sex, color, religion, sexual orientation, national origin, disability, or any other legally protected characteristic. Students also have a responsibility to contribute to a safe and respectful school environment.

FREEDOM OF EXPRESSION (CASD School Board Policy No. 220)

The rights of students to freedom of speech are guaranteed by the Constitution of the United States, the Constitution of the Commonwealth, and Applicable Law.

- Subject to the terms, conditions, limitations, and exceptions outlined in Applicable Law, students shall have the right to express themselves unless the expression materially and substantially interferes with the education process, threatens serious harm to the school or community, teachers, administrators, students, or others, or encourages unlawful activity or interferes with another individual's rights.
- Students may use publications, handbills, announcements, assemblies, group meetings, buttons, armbands, and any other means of communication, provided that the use of public-school communications facilities shall be by the regulations of the District of the rules established by the Principal or Superintendent. While the following list is not intended to be exhaustive, such expression shall not be protected if:
 - Violates Federal, State, or Local Laws, Board Policy, or District rules or procedures.
 - Is libelous, defamatory, obscene, lewd, vulgar, or profane.
 - Advocates the use or advertises the availability of any substance or material that may reasonably be believed to constitute a direct and serious danger to the health or welfare of students, such as tobacco/nicotine, alcohol, or illegal drugs.
 - Incites violence, advocates use of force, or threatens serious harm to the school or community.

- It is likely to or does materially or substantially interfere with the educational process, such as school activities, schoolwork, discipline, safety, and order on school property or at school functions.
- Interferes with, or advocates interference with, the rights of any individual or the safe and orderly operation of the schools and their programs.
- Violates written District procedures on time, place, and manner for posting and distribution of otherwise protected expression.
- Students are responsible for being aware of others' feelings and opinions and giving others a fair opportunity to express their views.
- Identification of the individual student or at least one responsible person in a student group may be required on posted or distributed materials.
- School officials may require students to submit for prior approval a copy of materials to be displayed, posted, or distributed on school property, subject to Applicable Law.
- Bulletin boards must conform to the following:
 - The District may restrict the use of bulletin boards.
 - Bulletin board space may be provided as determined by the District for the use of students and student organizations.
 - School officials may require that notices or other communications be officially dated before posting, and that the materials be removed after a prescribed reasonable time to assure full access to the bulletin boards.
- The wearing of buttons, badges or armbands shall be permitted as a form of expression, but it is subject to the terms, conditions, limitations, and exceptions outlined in Applicable Law.
- The district may set forth the time and place of distribution of materials so that distribution would not materially or substantially interfere with the requirements of appropriate discipline in the school's operation.
 - A proper time and place set for distribution would allow the students to reach fellow students.
 - The place of the activity may be restricted to permit the normal flow of traffic within the school and at exterior doors.

DRESS CODE

Students have the right to dress in a manner that celebrates their racial, cultural, and religious identity and allows them to focus on their academic, social, and emotional growth.

The District has the authority to impose limitations on students' dress in school. Students have the responsibility to keep themselves, their clothes, and their hair clean. The following are District Guidelines:

- Protective hairstyles such as braids, locs, puffs, afros, twists, etc., must be permitted under 16 PA Code Ch.41.
- School officials may impose limitations on student participation in the regular instructional program when there is evidence that the lack of cleanliness constitutes a health hazard.
- Clothing that depicts profanity, violence, drugs, alcoholic beverages, and weapons is prohibited.
- Students have the right to wear religious garb by their religious practices, which cannot be restricted or banned.
- Ski-masks or other non-religious face coverings (not to include medical face masks) are not permitted for any reason.
- For playground safety for elementary students flip-flops and slides are not permitted.

Students may be required to wear certain types of clothing while participating in physical education classes, technical education, extracurricular activities, or other situations where special attire may be required to ensure the health or safety of the student.

Administrators and/or teachers, in their discretion, and in line with Board policy and Applicable Law may also impose special dress codes appropriate for the occasion or events including, but not limited to, graduation ceremonies, music concerts, induction ceremonies, award ceremonies, and other school related functions.

Students who do not have access to resources to adhere to the school dress code should discuss these circumstances with their school counselor. Per [24 P.S. § 13-1331.1](#), students experiencing educational instability shall not be penalized for a dress code violation related to a delay in obtaining appropriate clothing.

FLAG SALUTE AND THE PLEDGE OF ALLEGIANCE

District schools shall provide opening exercises that include a salute to the flag and/or recitation of the Pledge of Allegiance or the National Anthem. Students and staff may decline to recite the Pledge of Allegiance or National Anthem and/or decline to salute the flag on the basis of personal belief or religious conviction. Students and staff shall respect the rights and interests of others, regardless of whether they choose to participate or not. (CASD School Board Policy No. 807)

LIABILITIES

The District shall not be liable for the loss, damage, theft or misuse of any personal electronic device or other student property. While the District is not liable for personal property loss or damage under most circumstances, students are encouraged to report theft or misuse to administration for investigation. The District also shall not be responsible for any accidents or injuries to a student or any other person or persons except as may be permitted under Applicable Law.

PLAYGROUND RULES *(Elementary Schools)*

These general rules apply to any school that has playground areas and equipment available for student use:

- Stay off the equipment if it is wet.
- Do not jump off the equipment – use the stairs and ladders.
- Do not touch moving children or equipment.
- Leave the mulch on the ground.
- Use the equipment as it was intended to be used.
- Use only appropriate language.
- No running or chasing on the equipment.
- Look before sliding down the slide or fire pole.
- Keep balls out of the equipment area.
- Wait for people to finish before starting out on the monkey bars, slides, balance beam, etc.
- Stay in line and wait your turn patiently at the equipment.
- Do not play tag on the equipment and mulched area.
- Go down slides' feet first, on bottoms and no climbing up the slides.
- Do only chin ups on the bars.
- Monkey bars are for hanging, not climbing.

Rough play is not permitted – no tackle football, wrestling, snowball throwing or “pretend fighting.” No student may leave the play area without permission from a school staff member. Any disrespect involving an aide or teacher will not be tolerated. Students must line up immediately when signaled. Students who violate these rules will attend restorative sessions and may face additional consequences.

The school and CASD are not responsible for children on school playgrounds before school or on days when school is not in session, or who return to the playground after school hours.

VIDEO/AUDIO SURVEILLANCE

The use of video/audio recording is intended to assist the administration, CASD School Police and drivers in observing behavior, preventing violation of bus rules, school rules, regulations, district policies and Pennsylvania law, and utilizing and/or dispensing such surveillance when required for disciplinary, civil, and/or criminal matters.

Video/Audio recording devices may be placed on all buses. Video recorders may be placed in all schools and district buildings or property areas where no reasonable expectation of privacy exists. All students are subject to being videotaped in these spaces at any time.

The video/audio media are intended for use with respect to issues relating to safety and behavior on the bus and at school. Video/audio media are not intended for general viewing by a student, employee, parent/guardian, or public and shall not be made available for general viewing purposes unless required by applicable law or regulation.

CASD Police Department Referrals

Certain student behaviors that violate the Code of Conduct may also constitute violations of Pennsylvania law. These may include, but are not limited to, assault, bomb threats, burglary, drug/alcohol offenses, false alarms, arson, child abuse, hate crimes, sexual offenses, property damage, theft, trespassing, and weapons offenses.

In accordance with the Memorandum of Understanding between the District and the Chester County District Attorney's Office, the CASD Police Department may refer students to a Diversion Program in lieu of arrest. This program is available to students who have committed nonviolent, first-time offenses on school grounds and who have no prior arrests.

Students in the Diversion Program receive social work support through the Juvenile Probation Office and are given an opportunity to address behavior without entering the criminal justice system. Parents/guardians will be notified when a referral is made.

OPERATION OF MOTOR VEHICLE *(Secondary Only)*

Any student who violates the [CASD Board Policy No. 223](#) Use of the Motor Vehicles Policy who disregards the parking regulations of CASD or on CASD property, or who unsafely operates a motor vehicle, bicycle, motorcycle, or minibike on school grounds is subject to disciplinary action.

Students who wish to drive to school must apply for a CASD parking permit and comply with all parking and motor vehicle regulations. Parking permits are limited and issued on a first-come, first-served basis. The District will make efforts to ensure fair access to permits for students who demonstrate significant transportation needs.

Students who receive a parking permit are acknowledging that they will be responsible for their own transportation to and from school and may forfeit their daily bus assignment. However, transportation services may be reinstated in certain circumstances upon parent request or administrative discretion.

Students who park without a valid permit or who violate vehicle regulations are subject to disciplinary action, which may include ticketing, towing (at the owner's expense), suspension of parking privileges, or other measures.

Prohibited Conduct, Guidance as to Levels of Infractions.

The District will follow all state and federal laws regarding the discipline of students with disabilities as set forth in Board Policies [113](#), [113.1](#), [113.2](#), [218](#), and [233](#), as amended, and other Board Policies that may be adopted and become applicable in the future. Nothing in the student code of conduct should be interpreted or applied in conflict with those laws, policies, and regulations.

The conduct described in the following chart is prohibited at school or where indicated. Conduct outside of school that is prohibited will not consist of a suspension, in-school suspension, or expulsion, unless Applicable Law allows it. Notwithstanding anything herein to the contrary, any student who violates any of the rules is subject to discipline, including possible expulsion. As a guide, the following chart sets forth the minimum infraction level a violation would justify absent any relevant mitigating or aggravating circumstances.

At the District’s discretion, and in line with Board policy and Applicable law, any violation of the School District’s policies, school rules, or any conduct for which prior notice was provided to the student may subject the student to discipline, including expulsion.

The District reserves the sole discretion whether to apply progressive discipline in any given situation. The building administrator reserves the right to place students on progressive discipline for frequent repeated disciplinary code violations. Progressive discipline may include detentions, in-school suspensions, restorative practice centers, out-of-school suspensions, and referrals for expulsion from school. Parent/guardian notification will be made by phone and written communication, including email when such a decision is made.

Matrix of Infractions and Disciplinary Consequences

Infractions:	Levels of Response				Notes:
	1	2	3	4	
<u>ARSON:</u> Students who intentionally start a fire or cause an explosion, or assist others in doing so, whether on school property or school school-sponsored event may be charged with arson and face school disciplinary and legal consequences. This includes actions that place others, such as firefighters, staff, or students at risk of serious harm.				X	
<u>ASSAULT:</u> Assault includes intentionally and without provocation causing or attempting to cause bodily harm to another student, staff member, or adult.			X	X	

Confrontation involving any student or school personnel that results in requiring medical treatment by a physician or hospital because of fighting or assault.					
<u>GROUP ASSAULT:</u> Students, along with other community members, who participate in an assault against one or more students, staff, or other adults.			X	X	
<u>BULLYING/CYBERBULLYING:</u> (School Board Policy 249) Bullying is defined as repeated, intentional behavior involving an imbalance of power that causes harm or distress. Cyberbullying includes these behaviors when carried out via electronic communication. All incidents should be reported to school personnel using the attached CASD Reporting form.		X	X	X	CASD Report Form for Complaints of Bullying
<u>BUS VIOLATIONS:</u> (School Board Policy No. 810) Students must obey and cooperate with the bus driver, teachers, or any other persons assigned to supervise the bus or any part of the school transportation system. The bus driver is responsible for maintaining order and may report violations to school administration for appropriate disciplinary follow-up.	X	X	X		
<u>CUTTING CLASS/ELOPEMENT:</u> Students who intentionally do not attend their classes on a consistent basis (weekly, daily), affect student learning and school climate. This includes hall walking and eloping from the classroom/building	X	X	X 6 –12 grades only		Restorative Practice Recommended In-School Suspension only
<u>CONTROLLED SUBSTANCE/PARAPHERNALIA:</u> (School Board Policy 227) Students found to be in: • Possession, use, or under the influence of a controlled substance • Sale, possession, use, or under the influence of alcohol. • Includes drugs in edible, liquid, or vape form. Distribution of Alcohol or Drugs: Students who are found to be selling and/or distributing alcohol or drugs, which includes drugs in edible, liquid, or vape forms. Distribution will result in a 10 day out of school suspension and formal board hearing.			X	X	<u>First Offense:</u> 5 days out of school suspension w/referral to counseling services. <u>Second Offense:</u> 10 day out of school suspension w/referral to counseling services <u>Third Offense:</u> Formal Hearing with possible expulsion.

<u>DEFACING SCHOOL PROPERTY/VANDALISM:</u> Defacing School Property (Less than \$500): Students who damage or deface school property or the personal property of another school community member. Vandalism (more than \$500): Students who damage or deface school property or the personal property of another school community member.		X	X		Possible Expulsion for vandalism
<u>DEFIANCE OF AUTHORITY/INSUBORDINATION:</u> Students who defy and/or refuse to follow a reasonable directive of a teacher, administrator or school district employee acting within the scope of his/her/their authority are considered insubordinate and in defiance of authority. • Failure to follow directions from a staff member. • Failure to sign in at the designated attendance office when late to school. • Failing to acknowledge staff, providing name or identification	X	X			
<u>FALSIFYING SCHOOL RECORDS/FORGERY:</u> Students who reproduce the signature of another and/or alter documents or official school records such as grades, attendance, or reports, regardless of whether they are paper-based, or technology-based, including but not limited to generative Artificial Intelligence (AI).		X	X		Use of restorative measures is recommended.
<u>FIGHTING:</u> Students who willingly engage in a one-on-one physical altercation in which none of the participants are identified as victims. This includes a mutual group fight with multiple willing participants. Students who intentionally engage in a mutual fight or assault that causes bodily injury, which is defined as serious, permanent disfigurement, or protracted loss or impairment of the function of any body part or organ.		X	X		If a fight disrupts the effective operation of the school or causes serious bodily injury, then the infraction category moves to Level 4. Multiple offenses move to level 4.
<u>GAMBLING:</u> No person shall engage in the practice of gambling in a school setting or school-sponsored activity. Gambling is defined as: • Any game involving cards, dice, or similar games of chance entered between two or more people, for the purpose of economic gain. • Economic gain shall include proceeds in the form of monies or property or any tabulation or notation indicating the same.		X	X		
<u>GANG AFFILIATION:</u> Engaging in disruptive or illegal acts on school property as part of an organized group or at the direction of one.			X	X	

<u>HAZING: (CASD School Board Policy No. 247)</u> Students who for the purpose of initiating or enhancing a student's membership in a school organization/activity, causes or forces that student to violate any criminal law, consume a substance that subjects the student to harm, endure physical, mental, or sexual brutality or perform any activity that endangers another.				X	
<u>INAPPROPRIATE BEHAVIOR, PROFANE LANGUAGE, GESTURES, OR NAME CALLING:</u> Students who curse or use sexually explicit language/gestures toward another student, staff member, or community member. Students are prohibited from: - Cheating - Rough or boisterous behavior, including running, shoving, pushing, and shouting. - Participating in practical jokes or pranks - Solicitation of unauthorized merchandise is prohibited without the consent of the administration. - Classroom disruption is causing a disturbance in a classroom that interferes with the teaching and learning of others. - Making comments that constitute a violation of CASD Board Policy 300 Civility.	X	X	X		
<u>INAPPROPRIATE USE OF DISTRICT TECHNOLOGY AND/OR PERSONAL CELL PHONES (INCLUDING DAMAGE):</u> Students who use electronics (cell phones, Chromebooks, iPad, etc.) in inappropriate ways, including: - Sexting (sending sexual images/videos) - Recording fights - Recording someone in a place where they expect privacy. - Posting content that materially impacts the school community, such as a weapon or perceived weapon. Recording anyone without their knowledge and permission is prohibited under CASD School Board Policy No. 237 and may also be punishable under federal and state law.	X	X	X	X	
<u>LATE TO CLASS (PER SEMESTER): SECONDARY STUDENTS</u> Students are expected to arrive on time for all classes during the school day, including lunch. Being late to class directly interferes with learning and academic success. Staff members are 1-3 Lates: Warning/recorded on student's record, student issued a teacher detention. - Beginning with the 4th late teacher will refer student to the administration for further interventions and consequences.	X	X	X		In-School Suspension only

<u>LEAVING SCHOOL PROPERTY WITHOUT PERMISSION (SECONDARY):</u> Students are not permitted to leave school district property without permission from parent/guardian and building administration. For High School Students repeated infractions could result in loss of parking privileges.	X	X	X		All actions require parent/guardian notification and/or conference with administration. Additional infractions may result in out of school suspensions
<u>MINOR ALTERCATION:</u> An incident that involves a single offender who commits a minor violent act against another individual, and the other individual does not respond, and the incident does not elevate to a more severe type of incident, such as a fight or assault.	X	X			
<u>NODISCRIMINATION IN SCHOOL AND CLASSROOM PRACTICES:</u> CASD School Board Policy No. 103. Harassment is a form of discrimination based on the protected classifications listed in the Policy consisting of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance when such conduct is: 1. Sufficiently severe, persistent or pervasive; and 2. A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives, or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities or opportunities offered by a school or the District. Protected classifications include but are not limited to an individual's actual or perceived: race, color, age, creed, religion, sex, gender, sexual orientation, gender identity, gender expression, ancestry, nation origin/ethnicity, veteran status, marital status, disability, or membership in any other protect class. Harassment includes Title IX sexual harassment, which means conduct on the basis of sex that satisfies one or more of the following: 1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct: 2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity; or	X	X	X	X	

3. Sexual assault, dating violence, domestic violence, or stalking. Harassment can also be conduct that violates the boundaries of civility, in accordance with CASD Board Policy No. 300 .					
<u>NUISANCE ITEMS:</u> Students are prohibited from bringing nuisance items such as remote controls, laser pointers, skateboards, roller blades, water guns, etc. Such items may be confiscated until retrieved by a parent or by the student at the end of the school year. If an item is confiscated more than once, it may be kept for up to 90 days.	X	X			
<u>PLAGIARISM:</u> Students are prohibited from plagiarizing. Plagiarism is intentionally copying or imitating the language, ideas, thoughts, or work of another individual and presenting them as one's own original work. This includes presenting the output of generative AI as one's own original work.	X	X			
<u>RECKLESS ENDANGERMENT:</u> Students who take any action that creates a substantial risk such that serious harm could result to any student or staff member. <i>Reckless endangerment includes:</i> • Knowingly causing a false alarm of fire or another emergency to be initiated • Taking a fire extinguisher off its fixture without justification • Breaching school security • Throwing objects that can cause harm across a room/out of a window. • Intentionally calling/engaging a student to incite violence • Having knowledge of and failing to report a gun/weapon or look-alike gun/weapon. • Possession or detonation of fireworks, smoke bombs, stink bombs, and similar devices. • Possession of mace, pepper spray, or other dangerous substances		X	X		
<u>SEXUAL MISCONDUCT:</u> Consensual Sexual Act: Students are not permitted to engage in a consensual sexual act while at school, on school transportation, or at any school-sponsored event. Non-Consensual Inappropriate Touch: Students who engage in unwanted touch or exposure of themselves or another student, staff member, or community member while at school. Any groping, grabbing, or exposure of private parts (their own or someone else's) must be reported to the Title IX Coordinator for possible harassment.			X	X	Must be reported to Title IX Coordinator before discipline action

<u>TERRORISTIC THREATS/ACTS:</u> (School Board Policy 218.2) A person commits the crime of terroristic threats if the person communicates, either directly or indirectly, a threat to: - Commit any crime of violence with the intent to terrorize another. - Cause evacuation of a building, place of assembly, or facility of public transportation Otherwise causes serious public inconvenience, or cause terror or serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience.			X	X	Threat assessment must be completed.
<u>THEFT:</u> Students who take school property or the personal property of another student, staff or community member. Robbery: Students who take or attempt to take the property of another student or staff member by force, threat, or force, or by putting the victim in fear.			X	X	
<u>THREATENING OR INTIMIDATING A SCHOOL OFFICIAL OR A STUDENT:</u> Students who threaten to engage in an act that causes harm and induces fear in another student, staff member or community member. Threats can be made verbally, in writing, with gestures or on social media. Intimidation can include persistent looks, following someone and/or intentionally trying to make another fearful.		X	X		
<u>POSSESSION/USE OF TOBACCO:</u> Students who use or possess tobacco or any electronic smoking device. This includes but is not limited to products containing tobacco, electronic cigarettes, cigars, vaping, and hookah.			X		
<u>TRESPASSING AND LOITERING:</u> Students are not permitted in school buildings or on school grounds after hours without permission from school administration, extracurricular sponsors, or coaches. Any student suspended or expelled from school is not allowed to attend any school activity or school-sponsored activity. They are also not permitted to be on school grounds or in school buildings for the suspension or expulsion period.		X	X		
<u>UNAUTHORIZED ENTRY INTO SCHOOL PROPERTY:</u> Students who gain entry to a school building at an authorized time. This includes: Attending/visiting school during suspension		X	X		

• Allowing themselves or other students/non-students into the school not using the main entrance.					
<u>WEAPONS:</u> (School Board Policy 218.1) The district prohibits students from possessing and bringing weapons and replicas of weapons into any school district buildings, onto school property, to any school-sponsored activity, and onto any public vehicle providing transportation to school or a school-sponsored activity or while the student is coming to or from school. • Weapons include firearms, whether loaded or not, knife, cutting instrument, cutting tool, nunchaku, shotgun, rifle, and replica of a weapon. • If an item is capable of inflicting serious bodily harm when used in its intended manner, it could qualify as a “weapon.” • Use/discharge of mace or pepper spray in the commission of a crime will be considered use of a weapon. For example, if mace/pepper spray is used during an assault, then it would be a weapon used to gain an advantage. • The improper use of mace/pepper spray would initiate an investigation, which may be grounds for additional violations of the code of conduct. A student is in possession of a weapon when the weapon is found on the person of the student, in the student’s locker, desk, backpack, or in the student’s vehicle, and the weapon is under the student’s control while the student is on school property, on property being used by the school, at any school function or activity, at any school-sponsored activity held away from the school, on any conveyance providing transportation to a school or school-sponsored activity, or while the student is on his/her/their way to or from school.				X	

Attendance

Research shows that attendance is a critical factor in student achievement. Students who attend school on time every day are more likely to: ([CASD School Board Policy No. 204](#))

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

COMPULSORY ATTENDANCE

Under Pennsylvania law, all students between the ages of six (6) and eighteen (18) must attend school every day. Once a student enrolls in school, this includes five (5) year olds students in kindergarten, they are subject to compulsory school attendance laws until the student reaches age eighteen (18). A parent/guardian who enrolls their student in kindergarten may formally withdraw their student from school prior to reaching

compulsory school age six (6) at which point the student would no longer be subject to compulsory school laws until they turn six (6).

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.
- Receiving approved tutorial instruction or health, or therapeutic services
- Engaged in approved homebound instruction.
- The student's placement is instruction in the home.

Parents/Guardians are expected to:

- Ensure that students between the ages of six (6) and eighteen (18) are enrolled in school and attend school regularly, on time, and for the entire school day.
- Provide the school with the 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 that students receive the necessary student health examinations and immunizations.
- Provide a written not for every absence, late arrival, or early dismissal, per policy.
- Participate in school attendance improvement conferences to improve daily student attendance, when necessary.

EXCLUSIONS FROM PUBLIC SCHOOL ATTENDANCE

- In accordance with the Public-School code and State Board Regulations, the district will excuse the following children from attendance in public schools:
- Students attending an approved non-public or private school who have met the requirements of Applicable Law.
- Students sixteen (16) or seventeen (17) years of age enrolled in approved private trade or business school.
- Children of at least fifteen (15) years of age and engaged in farm work or private domestic work pursuant to a permit approved by the School Board in accordance with the regulations prescribed by the Superintendent or Public Institution.
- Children fourteen (14) years of age, who have completed elementary school and are engaged in farm work or private domestic work pursuant to a permit approved by the School Board in accordance with Applicable Law.

- Children who are sixteen (16) years of age regularly engaged in useful and lawful employment during the school session with a valid employment certificate. Regularly engaged means thirty-five (35) or more hours per week of employment.
- Students with the approval of the Superintendent receive private instruction from a properly qualified tutor.
- Students receiving instruction at home who are temporarily unable to attend school for medical reasons.
- Applications for Homebound Instruction ([School Board Policy No. 117](#)) must have a physician's signature and all applicants must be approved by the School Board and recommended by the Superintendent.
- Students participating in a work study or career exploration program approved by the School Board.
- Students participating in a work release program, which includes school attendance for a part of the school day where the principal's permission has been obtained.
- Senior students taking a combination of college and high school courses.
- Senior students attending a college under an early entrance arrangement with the principal's approval.
- Students gaining early entrance to military service with the principal's approval.
- Graduating students participating in supervised commencement preparation provide that such participation does not last more than three (3) days.
- Students in a Home Education Program approved in accordance with Applicable law and that meets its standards.

ACCEPTABLE REASONS FOR ABSENCES, LATENESS OR EARLY DISMISSAL

- Observance of religious holidays
- Religious instruction (maximum of 36 hours per school year)
- Trips to exhibitions, colleges, places of constructive educational interest and planned vacations may be excused, to a total of two (2) weeks per year,
 - Provided prior written notification is received from the Parents/Guardians,
 - The students are in good academic standing.
 - Approval is granted by the principal or his/her designee.
- Domestic shelters, clinics, medical or dental appointments that cannot be arranged after school hours. Verification from the provider or a note from the parent/guardian is required.
- Tutorial work in a field not offered by the District.
- Illness or recovery from an accident

- Quarantine of the home
- Death in the family
- Court appearance
- Unavoidable family emergency documented with records required by the principal.

UNACCEPTABLE REASONS FOR ABSENCES, LATENESS OR EARLY DISMISSALS

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 attendance policy.

The following are non-exclusive examples of unacceptable reasons for absences, lateness, or early dismissals:

- Missing the school bus/ride or suspension from the school bus
- Baby-sitting
- Running errands
- Shopping
- Participating in private lessons or hobbies
- Failure of car to start.
- Weather conditions
- Oversleeping

DOCUMENTATION REQUIRED FOR ABSENCE, LATENESS OR EARLY DISMISSAL

- A note from a parent is required following any absences. The sending of a note, in and of itself, does not make an absence, lateness or early dismissal excusable.
- Absences for three (3) or more consecutive days may require a physician’s excuse. The District will determine whether a physician’s excuse is required.
- Parents/guardians and students should submit written excuses within three (3) school days of the absence.
- If a written explanation is not submitted within this period, the absence becomes unlawful.

CUMULATIVE LAWFUL ABSENCES

- After an accumulation of ten (10) days of absences in one school year, a physician’s excuse and parental conference may be requested.

- If such a request is made but not complied with, all subsequent absences will be unexcused/illegal.
- A physician's excuse may also be required for any consecutive absence of three (3) or more school days.
- Funerals and pre-approved educational trips will not be included in the ten (10) limits after which a physician's excuse could be required. Other exceptions: extenuating circumstances as determined by the principal.

WORK EXPERIENCE FOR SENIORS

- A senior may be excused from school after a half day of attendance for work experience purposes, at the discretion of the building Principal.
- Any student excused for a work experience program must be enrolled in properly scheduled classes to fulfill the graduation requirements of Chapter IV curriculum regulations and District policy.
- Any request for participation in a work experience program and early excusal from school must be submitted in writing by the student's parents/guardians and must be granted by the principal.
- A senior student must be gainfully employed while he/she is excused for work experience and have proper working papers.
- An accurate, up-to-date list of students involved in work experience programs, must be on file with the Principal. This listing is to include each student's name, address, and telephone number of employer and any other data appropriate to the work experience program.
- The excused student is to leave the school immediately using his/her own means of transportation and is not to loiter around the school or community.
- Once the student is excused, he/she becomes the responsibility of the parent/guardian and is no longer a charge of the school district.
- A student granted the privilege of participating in a work experience program who loses his/her job, loiters around the school or community, or otherwise violates the spirit of these rules will have his/her permission to participate revoked and will be reassigned to classes.
- There will be a periodic review of job status for participating students by the high school Principal or his/her designee. The school and CASD are not responsible for children on school playgrounds before school or on days when school is not in session, or who return to the playground after school hours.

SCHOOL RESPONSE TO UNLAWFUL ABSENCES

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. A habitually truant child may

not transfer during the school year to a cyber charter school unless a judge determines that the transfer is in the best interest of the child. Students who have ten (10) or more unexcused absences are considered chronically truant. See below for the absence notification schedule:

- **First Unlawful Absence:** Parent/guardian is sent notice via regular mail, phone call or email of unlawful absence.
- **Second Unlawful Absence:** Parent/guardian is sent second notice via regular mail, phone call or email of unlawful absence.
- **Third Unlawful Absence:** Parent/guardian is sent third notice of unlawful absence by certified mail providing “official notice of child’s third illegal 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.

Truancy Court: After the third notice of unlawful absence has been issued and the SAIP meeting has been held, the next time during the school year, that the pupil is **illegally absent** shall constitute a violation of the compulsory attendance provisions of the Pennsylvania Public School Code.

Act 138 of 2016 provides that parent/guardians or persons in parental relation, having charge of any child of compulsory school age who fails to comply with the provisions of this act regarding compulsory attendance may be fined:

- Up to three hundred dollars (\$300) per offense plus court costs for the first offense
- Up to five hundred dollars (\$500) for the second offense
- Up to seven hundred and fifty dollars (\$750) for a third and any subsequent offenses
- Or be sentenced to complete a parenting education program,
- And in default of payment of such fines, costs, or completion of the parent education program by the person so offending shall be sentenced to the county jail for not exceeding three (3) days.

Subsequent illegal absences may necessitate the issuance of additional fines. Additional fines shall not be filed if a citation is pending, a Chester County Department of Children, Youth and Families (CYF) referral is pending, or a dependency petition is pending.

If a child of compulsory school age has attained the age of fifteen (15) years and fails to comply with the provisions of the Act regarding compulsory attendance or who is habitually truant without justification, the school must either:

- Refer the child to a school-based or community-based attendance improvement program.
- File a citation against the student or parent/guardian.

If the referred to attendance improvement program and child continues to be truant or refuses to participate, the school may refer to CYF. The magistrate may impose community service or require the child to attend an appropriate course or program designed to improve school attendance. If the child fails to satisfy conditions imposed by the magistrate, the court may initiate the license suspension process.

The Home and School Visitor, and/or the Attendance Officer are authorized by the Pennsylvania School Code to apprehend students in violation of the Compulsory School Attendance laws of the Commonwealth.

Non-Compulsory School Age Students (18 years old and over): Students who attend school beyond the compulsory education age must show commitment to regular school attendance and compliance with the Student Code of Conduct. Non-compulsory students absent from school for ten consecutive school days without an excuse may be removed from the active membership roll.

TRUANCY

- Frequent or prolonged absence, without satisfactory reason, or willful violation of compulsory attendance laws, shall be handled in conformity with the procedures applicable under federal, state, and local law, and any applicable Board Policy.
- Corrective measures for excessive absence, lateness, or truancy may include counseling, parental conference reprimand, referral to The Academy Truancy Diversion Program, after school detention or in-school suspension. If these measures do not prove effective, a student may be referred to Children, Youth, and Family Services.
- Tardiness will be computed per ninety (90) days penalties could be imposed for students who have accumulated 6 or more lates. Building administration and/or school counselors should consult with the Supervisor of Pupil Services for students who meet this threshold.

Parent/Student Acknowledgement Statement

We have received, read, and reviewed the Coatesville Area School District's Student Code of Conduct. We acknowledge that we have been informed of our rights under due process and understand them. We are signing this agreement voluntarily.

Please return this fully signed statement to the Principal by October 1.

Student's Printed Name

Grade

Signature of Student

Date

Parent's/Guardian's Printed Name

Signature of Parent/Guardian

Date

In her current role as Director of Pupil Services, Mrs. Michele Snyder supervises discipline in all buildings and works to analyze discipline data, ensuring that the implementation of the district's policies and practices concerning discipline is equitable and regularly reviews discipline referral data by race, infraction, and discipline imposed to identify possible disparate treatment in the administration of student discipline, in addition to other responsibilities. Her focus continues to be on the academic, social, and emotional growth of the students she serves daily. She looks forward to her continued service to the students, parents/guardians, and community members of the Coatesville Area School District. Mrs. Snyder is available via email at snyderm@casdschools.org. Mrs. Snyder can be reached by phone at 610-466-2400 extension 82508. Her office is in the Coatesville Area School District Administration Building.