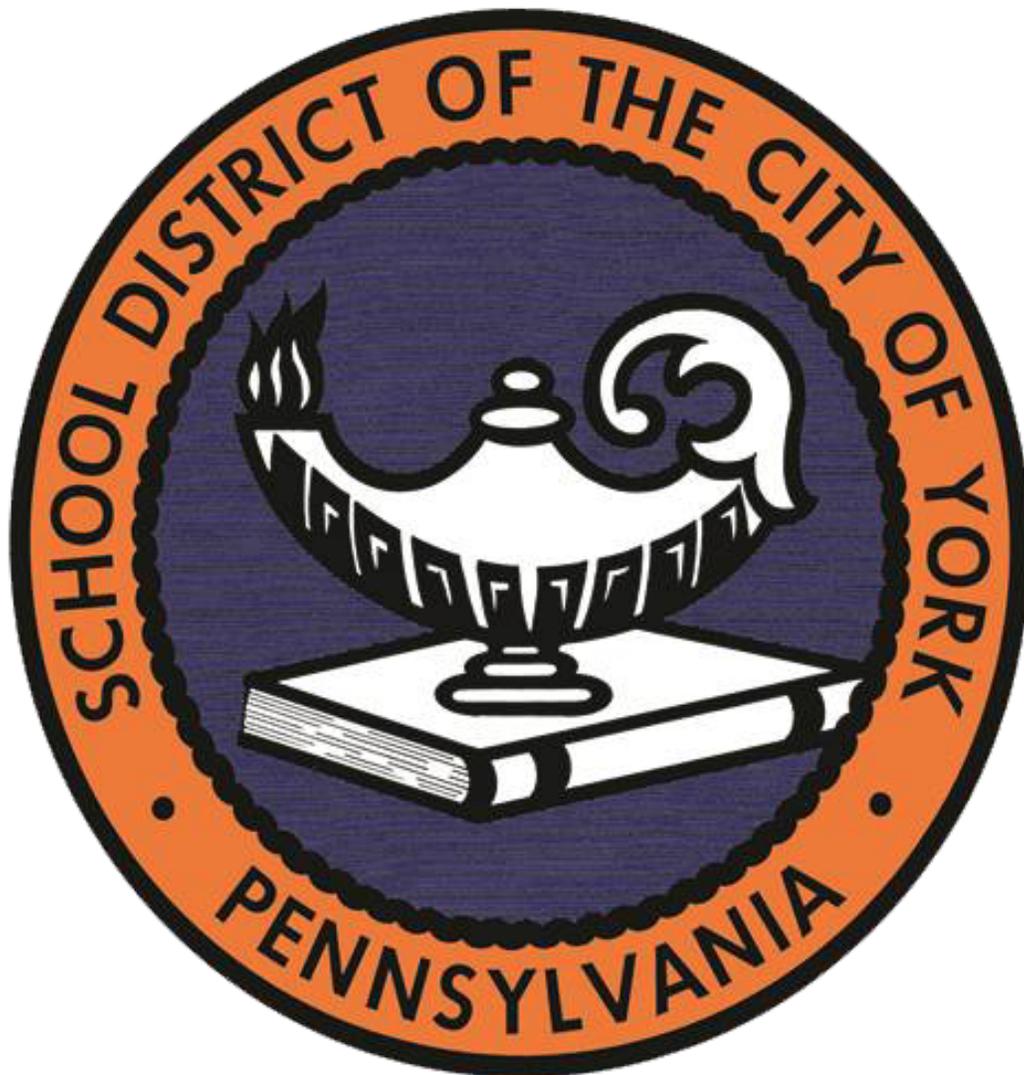


2021/2022 School Year

Code of Student Conduct - Families & Students

School District of the City of York (SDCY)



**We Can't Hide
That Bearcat P.R.I.D.E.**

Dear SDCY Students, Families, and Staff,

Each school year, The School District of the City of York renews its commitment to creating a safe, positive, equitable, restorative, and trauma-informed learning environment for all students, staff, parents/guardians, and community partners.

The Code of Student Conduct provides guidance for all members of the Bearcat community regarding the expectations and standards the School District of the City of York holds for students and the support(s) that are available to assist them in becoming both responsible and productive citizens in the society in which they live.

The Board of School Directors has developed policies ([School Board Policy 218](#)) that governs the content of this Code of Student Conduct. These policies are referenced within each relative section. The first purpose of the Code of Student Conduct is to state standards for students' acceptable conduct and explain the consequences of not meeting these standards. The second purpose is to provide district staff and administrators with guidance on the application of equitable interventions and consequences (disciplinary action).

Critical updates for the 2021–2022 school year include the following:

- Restructured infraction levels
- Modified infraction codes within each level
- Operational definitions for each infraction code
- Descriptions for listed prevention and intervention/consequence strategies
- Updated transportation guidelines

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*The policies highlighted in this document align with the information presented in the full version of the Code of Student Conduct. To access **all** district policies refer to the School Board Policy Manual at the [Board Docs](#).*

District Initiatives to Support: Climate, Culture, & Practices

The School District of the City of York is committed to creating and sustaining positive, equitable, and trauma-sensitive learning experiences for all students, staff, and families. As a result of our commitment, SDCY implements evidence-based practices through multi-tiered systems of support (**MTSS**). The multi-tiered framework enhances academic, behavior, and social-emotional skills for all students and includes Positive Behavior Interventions and Supports (**PBIS**).

Positive Behavior Interventions and Supports (PBIS) is a district-wide, evidence-based approach that serves as the basis for our Code of Student Conduct. It uses an MTSS framework to teach and reinforce positive behavioral expectations for all students, including students with disabilities.

A core feature of the MTSS/PBIS framework emphasizes a set of universal (provided to all students) culturally responsive practices and focus on strengthening the student-staff relationship. SDCY has identified the following universal practices:

- Teaching socially and culturally relevant behavioral expectations and rules across all learning environments
- Reinforcing and acknowledging student demonstration of prosocial behaviors
- Responding to behavior errors through proactive, instructive, and/or restorative approaches
- Assuring individual student needs are met with equitable supports in all learning experiences

Fidelity of implementation of PBIS is vital for ensuring positive outcomes are sustainable for all students.

Equity - The School District of the City of York believes that educational equity is an inherent human right and must shape our mindsets. It is the expectation that we establish and sustain equitable school system policies, procedures, and practices. Our mission ensures all stakeholders are centered in the care of implementing and modeling practices for continuous growth and reflection.

Trauma-Informed - The School District of the City of York adopts an equitable and trauma-informed approach to education that:

- realizes the widespread impact of trauma and understands potential paths for recovery
- recognizes the signs and symptoms of trauma in students, families, staff, and others involved with the school district
- responds by fully integrating knowledge about trauma into policies, procedures, and practices, and
- seeks to resist re-traumatization actively.

Integrated within the multi-tiered system is an evidence-based social-emotional learning (**SEL**) initiative, Positive Action (**PA**). PA is a comprehensive SEL curriculum that teaches students skills for:

- improving their self-concept
- using positive actions for a healthy body and mind
- managing themselves responsibly
- treating others the way they like to be treated
- telling themselves the truth
- improving themselves continually
- developing skills for setting and achieving goals

As a result of integrating an evidence-based social-emotional curriculum within the larger framework, the continuum of instruction and support becomes more robust and comprehensive. These skills also improve student and staff resilience.

In addition to PBIS and Positive Action, another evidence-based framework used is Restorative Practices (**RP**). The restorative practice approach is about building community and strengthening relationships. Instead of using punishments and rewards to influence students' behavior, restorative practices seek to address the underlying reasons for a student's hurtful behavior and nurture their intrinsic desire to treat others with care and respect.

Guiding Principles Governing Student Conduct

The School District of the City of York identified five guiding principles that comprise the core of a safe learning environment. These principles apply to all staff, students, and visitors. They rely on guidance from the staff with a gradual release of external control to guide students in becoming self-aware, self-actualized, and self-disciplined. These principles create the acronym P.R.I.D.E. and are described below.

PREPARATION **R**ESPECT **I**NTEGRITY **D**ETERMINATION **E**NGAGED

Preparation - For optimal learning, being prepared requires students to enter the learning environment with intent and focus on learning. Some ways to be prepared include students bringing all available learning tools to the learning environment (Ipad, laptop, chargers, etc.), being ready to use them during instruction, and completing homework assignments.

Respect - Showing respect means that one speaks and acts in a way that honors and values others. Using kind words and actions fosters positive relationships. In addition, treating others with respect increases respect in return. Positive interactions in school enhance learning and contribute to a safe and orderly school climate and community.

Integrity - Integrity is doing the right thing even when “nobody's watching.” Showing integrity means being honest and trustworthy. Integrity is standing up for what one believes is right, living by one’s highest values. A person of solid integrity shows positive character, and their positive words match their positive actions.

Determination - Students who are determined set goals and put forth the effort to achieve success. Displaying determination is also an indicator of one’s character. Being determined, even in the face of roadblocks/obstacles, requires focus and persistence until “the job” is done.

Engaged - Being engaged involves listening, paying attention to details, showing interest, and a positive attitude when learning. It requires one to remove or overcome items that may cause distraction. An engaged student also demonstrates an effort to recognize, share and feel the emotions of others, which fosters positive relationships within the whole school community.

Shared Rights & Responsibilities

Student Rights

Right to a Free Public Education

See Title 22, [Pennsylvania Code, Chapter 12, section 12.1](#)

School Rules

See Title 22, [Pennsylvania Code, Chapter 12, Section 12.3](#). SDCY's Code of Student Conduct shall be distributed digitally to students, families and staff and will be available in English, Spanish, and Haitian-Creole. Printed copies of the code are also available in each school's library and each school's main office.

Discrimination

See Title 22, [Pennsylvania Code, Chapter 12, section 12.4](#)

Corporal Punishment

See Title 22, [Pennsylvania Code, Chapter 12, Section 12.5](#)

Right to Freedom of Expression

See Title 22, [Pennsylvania Code, Chapter 12, Section 12.9](#) and [School Board Policy 220 and 220.1](#).

Rights Regarding Salute and Pledge of Allegiance

See Title 22, [Pennsylvania Code, Chapter 12, Section 12.10](#) and [School Board Policy 807](#).

Hair and Dress

See Title 22, [Pennsylvania Code, Chapter 12, Section 12.11](#) and [School Board Policy 221](#).

Confidential Communication

See Title 22, [Pennsylvania Code, Chapter 12, Section 12.12](#). Confidential communications may also be revealed in the scope of a mandated report of suspected child abuse made in accordance with state law and District policy.

Searches

See Title 22, [Pennsylvania Code, Chapter 12, Section 12.14](#) and [School Board Policy 226](#).

Homeless Students

See [School Board Policy 251](#).

Student Responsibilities

Students have a significant impact on the daily atmosphere of The School District of the City of York. It is expected all students become familiar with the Code of Student Conduct and adhere to the student responsibilities outlined below.

See Title 22, [Pennsylvania Code, Chapter 12, Section 12.2](#), [School Board Policy 807](#), and [School Board Policy 245](#).

School Official's Responsibilities

Authority Over Students

Title 22, [Pennsylvania Code, Chapter 10, Section 10.25](#) provides direction for the authority of teachers, vice-principals (*assistant principals*), and principals over pupils (*students*). See IV. Assistance of School Entities: In Loco Parentis.

School officials are responsible for providing each student with a safe and orderly learning environment to grow academically, socially, and emotionally. Having expectations and rules that maintain order and allow students to learn and feel safe is crucial in developing positive experiences. An effective Code of Student Conduct provides clear expectations and reasonable disciplinary consequences that recognize the need for a positive environment and mutual respect for each individual. All school staff members must understand and consistently enforce the Code of Student Conduct and all school expectations and rules.

Staff Responsibilities

- Consistently apply progressive discipline measures that involve students and families in the process.
- Review Code of Student Conduct with students quarterly.
- Lead by example and demonstrate P.R.I.D.E. principles in interactions with students, staff, and families.
- Cultivate an inclusive learning environment through the promotion of culturally responsive and trauma-informed practices.
- Proactively address behavior errors through regular teaching and reinforcing the school-wide expectations and rules.
- Remain calm and tactfully approach behavioral errors.
- Minimize loss of instructional time and reduce exclusionary practices.

-
- Document ongoing patterns of classroom-managed behavior errors and immediately inform administrators regarding behavior errors of Level 100r or above.
 - Focus on and support school-wide PBIS as one of the top three building initiatives.

Administrator Responsibilities

- Consistently apply progressive discipline measures that involve students and families in the process.
- Lead by example and demonstrate P.R.I.D.E. principles in interactions with students, staff, and families.
- Address behavior errors with an array of strategies to keep students in the least restrictive learning environment.
- Collaborate with school personnel to develop and implement a comprehensive crisis/safety plan.
- Ensure that all students, staff, and families have access to and are provided with a copy of the Code of Student Conduct in their preferred language.
- Be responsive to all office-managed behavior errors.
- Focus on and support school-wide PBIS as one of the top three building initiatives.

Family Responsibilities

Parents/Guardians and Families

Parents/guardians and families have a responsibility to advocate for their students while at the same time respecting the school's right to set forth guidelines and expectations for acceptable behavior. Families can partner with the school district to provide a positive learning environment by:

- Knowing the Code of Student Conduct and discussing with their student
- Ensuring students adhere to the various expectations designed to make everyone's experiences at the School District of the City of York positive.
- Participate in conferences related to their student's academic and/or behavior performance.

Parents/guardians and families needing to communicate with their student(s) during the school day hours are expected to contact the main office.

Responsibility to Attend School

See [School Board Policy 204](#).

Standards and Procedures for Attendance and Dress Code

Attendance

The student attendance policy and its associated guidelines are intended to promote regular school attendance and facilitate students' academic, social, emotional, and physical development in the district. Parents or guardians are responsible for their student's school attendance. See [School Board Policy 204](#).

Dress Code

The administration recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. The school will not interfere with the right of students and their parents/guardians to make decisions regarding their appearance except when their choices affect the educational program of the school or the health and safety of others.

The Student Dress Regulations apply to all school-sponsored events, i.e., dances, co-curricular events, field trips, etc. ([School Board Policy 221.1](#) & [221.2](#)).

	Grades Pre K-4	Grades 5-8	STEAM Academy	William Penn SHS
Shirts	Solid light blue, white, navy, or khaki with a collar, mock turtleneck, or a henley.	Any solid-colored polo shirt with a collar. No t-shirts, tank tops, and spandex.	Solid burgundy/ maroon polo shirt with a collar that has the Edgar Fahs Smith STEAM Academy Insignia. <i>Parents/guardians will be required to purchase the shirts through the E.F. Smith STEAM Academy.</i>	Tank tops, tube tops, halter tops, low-cut shirts (front, back, and sides), or mid-level revealing shirts are not permitted.
Sweaters & sweatshirts	Solid colors in white, light blue, or navy with shirt collar exposed.	Any solid color with shirt collar exposed.	Any solid color with shirt collar exposed.	-
Pants	Solid navy or khaki – (pleated or plain front) pants, capris.	Khaki, navy, or black denim. Capris and shorts must be knee-length or longer. Athletic shorts are not acceptable attire.	Solid navy or khaki- (pleated or plain front) pants, capris. No jeans will be allowed unless designated by the building administrator.	Pants worn below the waist will not be permitted.
Skirts, shorts, & skorts	Solid navy or khaki. They should be no more than two inches above the	Any color can be worn. They should be no more than two inches above the	Solid navy or khaki. They should be no more than two inches above the knee.	Skirts, shorts, and dresses shall be no shorter than mid-thigh length and

	knee.	knee.		not below the waist.
Jumpers	Solid navy or khaki, accompanied by an approved shirt.	-	Solid navy or khaki, they should be no more than 2 inches above the knee.	-
Socks & leggings	Worn under school-approved bottoms. Solid white, light blue, navy, or black.	Solid colors and worn under shorts, skirts, or dresses.	Worn under school-approved bottoms. Solid white, light blue, navy, or black.	-
Belts	Should be worn with slacks and shorts that have belt loops.	Should be worn with slacks and shorts that have belt loops.	Should be worn with slacks and shorts that have belt loops.	Clothing with ornamentation (chains, studded bracelets, or belts, or other items not commonly sold or accepted as clothing or jewelry) which will scratch or mark furniture or present possible danger or injury to the wearer or others is not permitted.
Jewelry	-	Kept to a minimum.	Kept to a minimum.	Students are encouraged not to wear valuable clothing or jewelry to school as any loss or theft is not covered by school insurance.
Hats or other outerwear	Must be removed upon entering the building	Must be removed upon entering the building	Must be removed upon entering the building.	Hats, head coverings, headbands, and sunglasses are not worn or carried in school. Exceptions for religious or medical purposes require documentation.
Shoes & boots	-	-	Shoes should have a non-skid sole. Open-toed shoes or sandals are not allowed.	Bare feet, flip flops, or athletic slides are not permitted.

Standards for Addressing Behavior Errors

Discipline Framework for the School District of the City of York

The Code of Student Conduct applies to students while they are in any learning environment, including, but not limited to, remote learning sessions, school buildings, on the way to or from school, on school transportation, on school premises, and at school-sponsored events.

The SDCY discipline framework includes three levels of discipline with corresponding consequences. The Code of Student Conduct defines each level and the types of behavior errors specified within classroom-managed (**MIR**), and office-managed (**ODR**).

Once it is determined that a student's or a group of students' behaviors have violated the Code of Student Conduct, interventions and consequences will be utilized in addressing the behavior error(s). Possible interventions and consequences for classroom-managed and office-managed behaviors are arranged in a table that provides mandatory and supplemental guidance.

Level 100 Classroom- Managed (MIR) - Minor student behavior errors that impede orderly classroom procedures or interfere with the orderly operation of the school. These incidents may occur in the classroom, hallway, or other parts of the building or learning environment and can usually be handled by an individual staff person but may sometimes require other school support personnel intervention.

When [a repeated pattern](#) of level 100 behavior errors is identified, they become Level 100r and require administrative or other personnel intervention because Level 100 classroom-managed interventions and consequence strategies failed to correct the behavior error.

Level 200 Non-PIMS Reportable/ Office-Managed (ODR) - Level 200 behavior errors are disruptive to the learning environment due to frequency and/or seriousness. They may be directed against persons or property or a single serious event. All level 200 behaviors should be referred to an administrator through an office discipline referral (ODR).

PIMS Reportable Office-Managed (ODR) - Behavior errors that may result in violence toward another person(s) or property or which pose an imminent direct threat to the safety of oneself and/or others. These acts may be criminal and serious in nature that they:

- require administrative action, and/or
- may result in the immediate suspension of the student from school, and/or
- may include intervention by law enforcement authorities

Mandatory and Supplemental Guidance

This discipline guidance is designed to provide teachers and administrators with a combination of structured, yet flexible options for responding to behavior errors.

The guidance provides a set of interventions/consequences to be consistently applied for all students (mandatory) and supplemental guidance to provide educators and staff with an array of autonomous options for responding to behavior errors. The goal is to have a discipline system that is equitable for both students and staff.

Criminal Behavior and School Discipline - Any student who commits a criminal offense may be recommended for possible expulsion or another educational placement. Police may be contacted, and charges filed if deemed appropriate. Criminal offenses include, but are not limited to:

- Arson
- Assault/Violent acts
- Disorderly conduct as defined by state law
- Harassment as defined by state law
- Extortion
- Indecent exposure
- Offenses sexual in nature
- Theft
- Criminal mischief
- Robbery
- Possession, sale, or use of controlled substances
- Possession, sale, or use of alcoholic beverages, or look-alike drugs
- Leading or participating in a school riot or other disturbance on school property
- Terroristic threats
- Pulling fire alarm

Assault against any employee of the school district is a second-degree felony. Charges may be filed against a student(s) who assault any employee of the school district. ([School Board Policy 218](#))

Prevention Measures

Prevention implies the planning for taking action to prevent the occurrence of behavior errors. The School District of the City of York uses a multi-tiered model of behavioral intervention suited to:

- each individual student's needs and abilities
- enhancing trauma-informed and behavioral practices that are strength-based, culturally sensitive, equitable, developmentally appropriate, and anchored in compassionate relationships.

These practices build student resilience, social-emotional competency, ability to learn, and self-esteem, which maximize a student's ability to graduate, college and career ready, and to become productive members of our society.

Activities that are designed to prevent behavior errors include, but are not limited to:

Classroom Prevention
<ul style="list-style-type: none">• Clearly articulated, equitable, trauma-informed, and positively stated classroom expectations, rules, routines, and procedures aligned with the school-wide expectations that include intentional regulation activities.• Arrange an orderly physical environment with clearly defined traffic patterns, desk and furniture arrangement for maximum student/teacher visibility, and clearly labeled/easily accessible materials.• Relationship-focused and community building activities (ex: class meetings and restorative circles)• Active supervision (move, scan, and interact - 10 times within 20 minutes). Frequent and positive feedback and interactions to encourage, reinforce, and correct, and strengthen or maintain relationships.• Using the school-wide acknowledgment/reinforcement system (LiveSchool)• Provide specific praise for behavior that allows for a sense of student control.• Maintenance of 4:1 or better reinforcement to correction ratio. <i>The recommended ratio of BSPS to error correction is even higher for students impacted by trauma due to the predictability it creates.</i>• Engaging, equitable, and effective instruction at the student instructional level.• Ongoing teaching and re-teaching of classroom expectations• Social problem-solving techniques such as teaching conflict resolution skills and/or reteaching Positive Action lessons specific to the problem.• Precorrection to remind students about expectations in the absence of behavior errors.• Identify frequent opportunities within your lesson plans to increase opportunities for students to respond and provide adequate time for students to process or apply their learning.

School-wide Prevention

- A common set of positively stated expectations and rules - P.R.I.D.E.
- Consistent system for acknowledging positive student behaviors - LiveSchool™
- Schedule for teaching and re-teaching school-wide expectations, rules, routines, and procedures
- Evidence-based SEL curriculum - Positive Action™
- Collect and analyze student data points for decision-making purposes
- Teaming structures for monitoring and oversight of Tier 1 implementation
- Counselor-led instruction (i.e., character traits, anti-bullying, transition strategies, drug and alcohol awareness)
- School-wide and grade-level assemblies to boost prevention strategies
- Ongoing targeted professional development to all SDCY faculty and staff

Intervention Strategies

Intervention strategies are used when prevention strategies have not been effective. The following disciplinary measures are grouped into classroom-managed and office-managed. These measures may be used once prevention strategies have been implemented.

For the list of interventions and their associated definitions, see [Appendix A](#).

Appendix A: Descriptions for Classroom-Managed & Office-Managed Interventions/Consequences

Classroom-Managed Interventions/Consequences

- 1. Planned ignoring** - To purposefully ignore (refrain from giving attention, but monitor for safety) student behavior errors when their motivation is attention, and to continue instruction without stopping.
- 2. Physical proximity** - Using teacher nearness to communicate teacher awareness, caring, and concern.
- 3. Direct eye contact** - Make direct eye contact to get the student's attention with the intent to check-in, redirect, or non-verbally prompt a student.
- 4. Signal or non-verbal cue** - Teacher gestures to prompt the desired behavior, response, or adherence to a classroom procedure and routine.
- 5. Behavior-specific praise of appropriate peers in proximity** - Use Behavior-Specific Praise with a different student or group to remind all students of the expected rule/expectation.
- 6. Re-teach to the whole or small group** - State and demonstrate the matrix behavior. Have the student demonstrate. Provide immediate feedback.
- 7. Praise approximations** - Reinforcing one behavior and not another. For example, praise the positive behavior while ignoring the student's inappropriate behavior.
- 8. Provide choices** - Give appropriate alternative choices to lead to the same target outcome. Examples: accomplish the task in another location, change the order of task completion, use alternate supplies to complete the task, or offer a different type of activity that accomplishes the same instructional objective.
- 9. Change in seating** - Having a student change seats with another student, with an empty desk in the room, or another spot in the room to limit distractions, provide a break from another student, or a change or routine.
- 10. Conversation w/ student - teacher** - Teacher and student engage in 1-1 conversation to identify some of the antecedent/setting factors that may have contributed to the behavioral error. The interaction should be respectful and inquiry-based vs. punitive.
- 11. Restorative practices**

- 11.1. **Restorative circles** - Process or content circles used to prevent or discuss situations impacting learning and/or relationships.
 - 11.2. **Restorative questions(one on one conference w/ the teacher)** - Ask the five restorative questions. (What happened? Why did it happen? Why is it a problem? How can we prevent it from happening again? Is there anything you need to do to make things right?)
 - 11.3. **Mediation** - Facilitated or directed conversation between two parties used to identify mutually agreeable solutions.
- 12. **Provide modifications or accommodations to assignment** - Alterations of the process, content, or product of the learning task to assist the learner in meeting goals of instruction.
 - 13. **Provide break from task** - Time away from the assigned task meant to reduce tension or provide fresh perspective/energy to complete the process.

[Both Classroom and Office-Managed Interventions/Consequences](#)

- 14. **Referral to Multi-Tiered Systems of Support (MTSS) team** - Team membership may include School Psychologist, School Counselor, School Social Worker, Administrator, Classroom Teacher, and family member.
A referral to the MTSS team may result in:
 - Case consultation and multi-tiered intervention planning (Academic and Behavioral)
 - Review of multi-tiered intervention data (Academic and Behavioral)
- 15. **Re-direct/review expectations and rules** - Restate the desired behavior as articulated on the teaching matrix.
- 16. **Specific error correction** - Error correction is an informative statement provided by a teacher or other adult following the occurrence of undesired behavior. It is *contingent* (occurs immediately after the undesired behavior); *specific* (tells the learner exactly what they are doing incorrectly and what they should do differently in the future); and *brief* (after redirecting back to appropriate behavior, move on)
- 17. **Written reflection** - Students use a guided form to help them reflect on why they were engaging in a behavior error and how their behavior affected others. Typically used after engaging in distracting, annoying, or disrespectful behavior.
- 18. **Time out** - An evidence-based behavior management tool that involves a student spending time in a less reinforcing or rewarding environment such as a "Buddy Room." Students spend a brief period of time in a "Buddy Room" to give them a break and time to reflect on their behavior error(s).
- 19. **Loss of privilege** - Withholding or removing access to an activity. Examples include but are not limited to recess, attending/participating in extracurricular

school activities, school-provided transportation, etc.

20. **Contact parent/guardian** - School district staff contacts the student's parent/guardian via phone, email, text, or other communication systems to inform the parent/guardian of the behavior error and the associated intervention/consequence(s). Communication with the parent/guardian implies that the initiator receives a reply to the communication or some assurance that the receiving party knows the information. The communicator documents the nature/details of the conversation in Sapphire communication manager.
21. **Parent/guardian conference** - A meeting between the student's parent(s)/guardian(s) and teacher and/or administrator to discuss and find solutions regarding the student's behavior errors. The meeting may take place in-person or via remote connection. The conference is documented in Sapphire communication manager.
22. **Behavior contract** - Agreement between parties (student and school personnel) on the expected student behavior and school-provided learning environment for a specific learner. A behavior contract may serve as a supportive but less formally articulated agreement on behavior and learning conditions than a PBSP (Positive Behavior Support Plan).
23. **Detention (AM or PM) - teacher or administrator assigned** - Assignment of a learner to an alternate learning environment with the provision of appropriate materials to continue learning in some fashion either independently or with guidance from an adult. Prosocial skill learning may be provided to enhance the outcomes. Detention could occur before or after school hours.
24. **Confiscation of item** - when a teacher, administrator, SPO, or their designee temporarily takes away an item from a student for security or legal reasons.
25. **Peer mediation** - A process where identified and trained students act as neutral mediators to assist peer students in resolving social conflicts.
26. **Referral to:**
 - 26.1. **Student Assistance Program (SAP)** - A systematic team process used to mobilize school resources to remove barriers to learning. SAP is designed to assist in identifying alcohol, tobacco, other drugs, and mental health issues that pose a barrier to a student's success. The primary goal of the Student Assistance Program is to help students overcome these barriers so that they may achieve, advance, and remain in school.
 - 26.2. **Student Attendance Improvement Plan (SAIP)** - A meeting for a specific student and their support persons (i.e., school counselor, parent, teacher) with the school attendance officer to create a plan around removing barriers to consistent school attendance.

Available Interventions:

- a. Check and Connect*

26.3. School Social Worker - Responsibilities may include providing direct interventions to students, including individual and group therapy, counseling, and educational and informational programs. Social workers may assist in planning therapeutic, remedial, and behavioral modification activities provided by the school district and assist students and their families gain access to formal and informal community resources.

Available Interventions:

- a. Cognitive Behavior Interventions for Trauma in Schools (CBITS)
- b. Bounce Back
- c. Supporting Students Exposed to Trauma (SSET)
- d. Peer Mediation

26.4. School Counselor - Responsibilities may include providing a comprehensive school counseling program for all students in kindergarten through twelfth grade and acting as leaders, advocates, collaborators, and agents of systemic change to assure that students have the best possible school services to enable them to take advantage of future post-school opportunities.

Available Interventions:

- a. Check-in/Check-out (CICO)
- b. Peer Mediation
- c. Supporting Students Exposed to Trauma (SSET)
- d. Informal Positive Behavior Support Plan
- e. Contact parent(s)/guardian(s)

26.5. School Psychologist - Responsibilities may include providing consultation, support, and direct assessment of academic achievement and behavioral health within the school environment, diagnosing and identifying diverse learners and their needs according to PA Code. The school psychologist manages referrals for special education testing.

Available Interventions:

- a. Trauma-Informed Functional Behavior Assessment (FBA)
- b. Positive Behavior Support Plan (PBSP)

26.6. Social Academic Instructional Group (SAIG) - Adult led, small instructional groups of students, aimed to intentionally support skill acquisition in the areas of social-emotional and behavior regulation (ex: anger management skills, anxiety coping skills, social problem-solving skills); as well as academic-behavior skills (ex: how to come prepared for class, how to be engaged during instructional time).

26.7. Advanced Tier(s) Planning Team - An advanced tier team supports students not succeeding in Tier 1 and uses collected data to determine the specific supports a student may need.

Available Support(s):

- a. Trauma-Informed Team Created Crisis Plan

26.8. Local/Community-based Agency Supports & Partnerships -

Organizations that provide advanced-tier support to students and/or families.

- a. School-based outpatient (PA Counseling)
- b. Community School-based Behavioral Health - Family support in school (CSBBH)*
- c. Communities in Schools (CIS)*
- d. Mental Health - Intellectual & Developmental Disabilities (MH-IDD)
- e. Community of Hope (CoH)*
- f. Family First Health*

26.9. Student's IEP Team - Referral to IEP Team for manifestation determination for students with disabilities, revision(s) to the IEP, PBSP, or 504 plan.

Office-Managed Interventions/Consequences

- 27. Student conference w/ administrator** - A meeting between the student and building administrator or their designee to discuss and find solutions regarding the student's behavior errors. The meeting may take place in-person or via remote connection.
- 28. Restorative conference (formal or informal)** - A meeting between offenders, victims, and both parties' family and friends, in which they deal with the consequences of the crime or wrongdoing and decide how best to repair the harm.
- 29. Change in student schedule** - Alteration to assigned learning environment or timing of instruction to meet learner needs.
- 30. Change in class** - Alteration to student's assigned classroom to ensure a nurturing, safe, and orderly learning environment for all.
- 31. Detention (Saturday)** - For grades 9-12, specified hours on a Saturday are an option. A consequence in which students are required to remain in a presumably undesirable place (detention room) for a specified amount of time outside of school hours.
- 32. Home visit** - A meeting between a student's parent(s)/guardian(s) and school staff (administrator, social worker, SPO, etc.) held at the family's home, or other outside the school building location, for two-way communication with the student's family regarding a variety of issues.
- 33. Physical Restraint** - The application of physical force, with or without the use of

any device, for the purpose of restraining the free movement of a student's body.

- The term **does not** include briefly holding, without force, a student to calm or comfort, guiding a student to an appropriate activity, or holding a student's hand to safely escort them from one area to another.
- The term **does not** include hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents and specified in the IEP.
- The term **does not** include devices used for physical or occupational therapy, seat belts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.

Conditions when physical restraint may occur:

- To control acute or episodic aggressive or self-injurious behavior.
- When the student is acting in a manner as to be a clear and present danger to himself/herself, to other students, or to employees.
- Only when less restrictive measures and techniques have proven to be or are less effective.

34. **Referral to law enforcement** - Providing information to law enforcement about a threat made by a student or a crime committed by a student.
35. **ISS (In School Suspension)** - A consequence that keeps students in school and doing work but removes them from their normal schedule. Typically, students are relocated to a room designated for ISS.
36. **OSS (Out of School Suspension)** - A temporary, complete exclusion from school and activities. In other words, a student is banned from being on school property.
37. **Community service hours** - Unpaid work performed by a person or group of people for the benefit and betterment of their community without any form of compensation. Community service can be assigned as a means of restitution for behavior errors.
38. **Suspension from school athletics (remainder of season)** - Complete exclusion from participating in school athletics for the remainder of the season in which the suspension occurred. (Ex.: fall sports, winter sports, spring sports)
39. **Suspension from school athletics (remainder of season & following season)** - Complete exclusion from participating in school athletics for the remainder of the current sports season and the following sports season.
40. **Suspension from school athletics (permanent)** - Complete and permanent exclusion from all school athletics.
41. **Suspension from district provided transportation** - Eligibility or privilege of student to ride district provided transportation is revoked or suspended.

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42. **Expulsion (less than one calendar year)** - Complete removal or banning of a student from school, school grounds, and associated school activities for the period of time equal to less than one calendar year.
 43. **Expulsion (one calendar year)** - Complete removal or banning of a student from school, school grounds, and associated school activities for the period of time equal to one calendar year.
 44. **Expulsion (more than one calendar year)** - Complete removal or banning of a student from school, school grounds, and associated school activities for the period of time equal to more than one calendar year.
 45. **Home study instruction** - A form of instruction conducted in compliance with the law by the parent/guardian or person having legal custody of a child and precipitated by the need to remove or ban the student from school, school grounds, and associated school activities.
 46. **Special Education student removed to an interim Alternative Educational setting by school personnel**
 47. **Special Education student removed to an interim Alternative Educational setting by Due Process Hearing Officer**

** indicates the service/support may not be available in all buildings*

Procedures for Addressing Behavior Errors

Temporary Exclusions from School

Exclusions from school may take the form of suspensions or expulsions. See Title 22, [Pennsylvania Code, Chapter 12, Section 12.6](#), [Chapter, Section 14.143](#), and [School Board Policy 233](#).

Temporary Exclusions from Classes

Temporary exclusions from classes may take the form of in-school suspension. See Title 22, [Pennsylvania Code, Chapter 12, Section 12.7](#), and [School Board Policy 233](#).

Hearings

Hearings may be general or formal. See Title 22, [Pennsylvania Code, Chapter 12, Section 12.8](#), and [School Board Policy 233](#).

Disciplining Students with Disabilities

Students with disabilities who engage in behavior errors, disruptive or prohibited activities, and/or actions injurious to themselves or others shall be disciplined in accordance with their Individualized Education Program (IEP), positive behavior support plan, Board policy, and applicable law. When necessary, positive behavior support plans shall be developed and maintained for students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. See [School Board Policy 113.1](#).

Operational Definitions of Behavior Errors

Level 100 Classroom-Managed (MIR) Definitions:

100 - Academic Dishonesty (minor) - Any act which interferes with the evaluation of academic work through the misrepresentation of the work being evaluated and the student's actual knowledge. Examples of academic dishonesty (minor) include, but are not limited to the following:

- Cheating - Using or attempting to use unauthorized assistance, information or study aids in any academic exercise
 - Copying answers from or looking at another student's exam/work
 - Accessing or possessing any material not expressly permitted during an exam, such as cheat sheets, notes, books, etc.
 - Using electronic devices such as cell phones, digital cameras, PDA's, data storage devices, computers, internet or other electronic devices unless expressly permitted by the teacher
- Fabrication - Submitting false or altered information in any academic exercise
 - Changing answers after an exam has been returned
 - Falsifying/omitting data and/or sources, otherwise violating the ethical principles of research
- Facilitating Academic Dishonesty - Knowingly helping or attempting to help another to violate any provision of this policy
 - Allowing another student to copy one's work
- Plagiarism - Representing the words, research findings or ideas of another person as your own
 - Copying of intellectual property without proper attribution
- Unfair advantage - Attempting to gain an unauthorized advantage over fellow students in an academic exercise

Any of the activities listed as academic dishonesty are considered unethical and a violation of the Academic Integrity of the School District of the City of York (Source: University of Pennsylvania, Office of the Provost. 1996. July 11, 2006 (<http://www.vpul.upenn.edu> - Code of Academic Integrity))

101 - Cutting Class - When a student has entered the building and accumulates fifteen(15) or more minutes of unexcused absence from assigned class/regularly scheduled activities, including lunch, study hall, meeting with student services, or media center.

102 - Damaging of Property (minor) - Defacing property belonging to a student, teacher/staff, or the school, without the need for replacement or repair (Examples include but are not limited to: writing on a desk in pencil - can be cleaned, tearing a paper off the wall - can be re-adhered, etc.)

103 - Defiance - Engaging in brief or low-intensity failures to respond to classroom rules and/or adult requests. Examples include but are not limited to refusal to work, failure to follow teacher directive(s), food/drink out without permission.

104 - Did Not Attend Teacher Assigned Detention - Intentionally not showing up or being present for detention as assigned by the teacher.

105 - Disrespect - Delivering low intensity, socially rude, or dismissive messages to adults or students, including culturally insensitive statements.

106 - Disruption of School - Verbal or physical disturbance or interruptions that cause an event, activity, or process to be adversely affected. Examples include but are not limited to: repeatedly talking out in class or out of turn, being exceptionally loud, singing, humming, running, throwing objects, etc.

107 - Indirect Profanity/Obscenity - Offensive remarks or gestures, cursing, written or verbal insults, etc., not directed toward a particular person or group.

108 - Leaving Class without Permission - Exiting the learning environment without the consent of the teacher/instructor.

109 - Misrepresentation - Delivering a false message. Examples include but are not limited to: spreading rumors, gossiping, lying, etc.

110 - Misuse of Electronic Device/Network (minor) - Electronic devices (including cell phones) used without permission or at an inappropriate time(s) that do not meet criteria for “major” disciplinary action. Examples include but are not limited to: texting, using social media accounts, phone calls, browsing the internet, capturing video or photos that are appropriate in nature but at an inappropriate time(s), etc.

111 - Name-Calling - Using offensive names or insulting demeaning labels directed at an individual or group whether verbally, in writing, or electronically.

112 - Pestering, Teasing, or Horseplay - Verbal, electronic, or physical contact or communication with another student made for non-educational purposes and is disruptive to the educational process. Engaging in rowdy, rough behavior that interferes with the safe and/or purposeful order of a school (does not result in injury). Examples include but are not limited to: chasing another student in the classroom or non-classroom areas, throwing items, etc.

113 - Public Display of Affection (PDA) - Acts of physical intimacy in the view of others. Examples include, but are not limited to, intimate touching, hand holding, fondling, cuddling, and kissing.

114 - Tardy for Class -

K-8	9-12
Arriving at class, but not at the assigned time. (Less than 15 minutes late.)	Students are given 3 minutes plus a 2 minute grace period for a total of 5 minutes to move between classes. A student is considered tardy if they arrive at

	class after the teacher closes the door and locks it. See Major Disciplinary Measures .
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115 - Violation of Student Dress Regulations - See [Standards of Dress Code](#)

Level 200 Non-PIMS Reportable/Office-Managed (ODR) Definitions:

200 - Academic Dishonesty (major) - Any act which interferes with the evaluation of academic work through the misrepresentation of the work being evaluated and the student's actual knowledge. Examples of academic dishonesty (major) include, but are not limited to the following:

- Cheating - Using or attempting to use unauthorized assistance, information or study aids in any academic exercise
 - Continuing to write after a timed exam has ended
 - Taking the exam from the room and later claiming the teacher lost it
 - Fraudulent possession of a test prior to exam date, or possession of a similar test (e.g. from a different section of a class) that has not been distributed back to students
 - Submission of the same term paper or other work to more than one teacher, where no prior approval has been given
 - Submission of purchased term papers or projects done by others
- Fabrication - Submitting false or altered information in any academic exercise
 - Changing answers after an exam has been returned
 - Falsifying/omitting data and/or sources, otherwise violating the ethical principles of research
- Facilitating Academic Dishonesty - Knowingly helping or attempting to help another to violate any provision of this policy
 - Having another person take an exam or complete an assignment
 - Taking an exam or completing an assignment for another student
- Plagiarism - Representing the words, research findings or ideas of another person as your own
 - Copying word for word without proper attribution.
 - Paraphrasing without proper attribution.
 - Using phrases from another source embedded into original material without proper attribution
- Misrepresentation of Academic Records - Misrepresenting, tampering with or attempting to tamper with any school document
 - Creating or altering a transcript, diploma, verification of enrollment or any other document
 - Forgery, alteration or misuse of official district documents

Any of the activities listed as academic dishonesty are considered unethical and a violation of the Academic Integrity of the School District of the City of York (Source: University of Pennsylvania, Office of the Provost. 1996. July 11, 2006 (<http://www.vpul.upenn.edu> - Code of Academic Integrity)

201 - Did Not Attend Office Assigned Detention - Intentionally not showing up or being present for detention as assigned by an administrator

202 - Direct Profanity/Obscenity - Offensive remarks or gestures, cursing, written or verbal insults, etc., directed toward a particular person or group.

203 - Engaging in Unprotected Expression/Threatening - Using speech that can be classified into obscenity, fighting words, fraudulent misrepresentation, false accusations, advocacy of imminent lawless behavior, and defamation. Threats are also treated as unprotected speech because they constitute intimidation.

204 - Explosive Devices/Smoke Bombs - Exploding devices such as firecrackers are against the laws of the Commonwealth of Pennsylvania, and possession on school property is prohibited. They are a particular hazard in the school setting because of the potential fire and personal injury caused. Possession of or setting off any explosive devices includes but is not limited to smoke bombs and firecrackers.

205 - Extortion - Obtaining something, especially money, through force or threats (verbal or physical). For example, a student threatens to release embarrassing pictures of someone unless given a specific dollar amount.

206 - Fire Alarm/Equipment Abuse - Wantonly and willfully give or cause to be given, or to advise, counsel, or aid and abet anyone in giving, a false alarm of fire, or to break the glass key protector, or to pull the slide, arm, or lever of any station or signal box of any fire-alarm system, except in case of fire, or willfully misuse or damage a portable fire extinguisher, or in any way to willfully interfere with, damage, deface, molest, or injure any part or portion of any fire-alarm, fire-detection, smoke-detection or fire-extinguishing system.

207 - Forgery - Making, altering, using, or possession of false writing to commit fraud. It can occur in many forms, such as an action where someone signs the name of an administrator, staff member, or parent; or alters the information on a pass or excuse.

208 - Fraud - A knowing misrepresentation of the truth or concealment of a material fact to induce another to act to his or her detriment.

209 - Hazing - Acts of hazing *only* include those acts which are done for the purpose of pledging, being initiated into, affiliating with, participating in, holding office in, or maintaining membership in any organization. It can include any activity that recklessly or intentionally:

- Endangers the mental and/or physical health or safety of a student for the purpose of initiation or membership in or affiliation with any organization recognized by the Board.
- Endangers the physical health which shall include but not be limited to, any brutality of a physical nature, such as whipping; beating; branding; forced calisthenics; exposure to the elements; forced consumption of any food, alcoholic beverage, drug, or controlled substance; or other forced physical activity that could adversely affect the physical health or safety of the individual.
- Endangers the mental health, which shall include any activity that would subject an

individual to extreme mental stress, such as prolonged sleep deprivation, forced prolonged exclusion from social contact, forced conduct which could result in extreme embarrassment or any other forced activity which could adversely affect the mental health or dignity of the individual.

Whether by an individual or a group, any hazing activity shall be presumed to be a forced activity, even if a student willingly participates. ([School Board Policy 247](#))

210 - Inappropriate Behavior Resulting in Unintentional Injury - Engaging in rowdy, rough behavior that interferes with the safe and/or purposeful order of a school and results in unintentional injury to either the participant or someone else.

211 - Inappropriate Touching - Any form of touch that makes one feel uncomfortable or is non-consensual. Examples include but are not limited to forceful attempts to hold or touch another person's hand or any other part of their body, trying to hug someone without their consent, etc.

212 - Insubordination - Willful failure or refusal to follow instructions or directions of adult authority while on school property, in a remote learning environment, or during school-sponsored events.

213 - Leaving Building Grounds Without Permission - Knowingly leaving the school building grounds and property without permission from a staff member or administrator.

214 - Misuse of Electronic Device/Network (major) - See [School Board Policy 815](#) and [School Board Policy 237](#). Devices should never be used in a way that violates local, state, or federal law. Such use may include, but is not limited to items outlined in School Board Policy 237 and the following:

- Use of electronic devices in locker rooms, bathrooms, and other changing areas.
- Copying or using unauthorized copies of commercial software.
- The use of a network(s) accounts for non-school-related activities.
- Any violations of the current Internet Acceptable Use Policy. ([School Board Policy 815](#))

Access to the district information technology and network resources is a privilege, not a right. Students will be held accountable for noncompliance with the policy. Electronic communication devices, including personal electronic communication devices that violate this policy, will be confiscated. The confiscated devices shall be returned to the owner or parent.

215 - Possession of Lighters/Matches - "Lighter(s)" means a flame-producing product commonly used by consumers to ignite cigarettes, cigars, and pipes, although the lighter may be used to ignite other materials. In contrast, matches describe a tool for starting a fire. Typically, matches are made of small wooden sticks or stiff paper. One end is coated with a material ignited by frictional heat generated by striking the match against a suitable surface.

216 - Transportation Guideline Violations - Failure to adhere to safety guidelines and behavioral expectations for all transportation (ex: to and from school, field trips,

extracurricular activities, etc.).

217 - Trespassing - Being in an unauthorized area of the building without permission. Any student on external suspension or expulsion shall be considered trespassing if the student is in any school district building, on any school property, or attending any school-sponsored event without the express consent and knowledge of the school administrator.

218 - Verbal Altercation - An incident that involves one or several offenders who engage in verbal *exchanges* that are abusive, profane, obscene, or threatening comments.

219 - Willful and/or Wanton Misconduct - Consciously acting in disregard of or acting with reckless indifference to the consequences, such as when a student is aware of their conduct and from their knowledge of existing circumstances and conditions, that their conduct would probably result in injury.

PIMS Reportable Office-Managed (ODR) Definitions:

1 - Simple Assault on Student - An unlawful attack by one student upon another. By definition there can be no attempted assaults, only completed assaults. The act should intentionally, knowingly, or recklessly cause bodily injury and/or serious bodily injury to a student(s).

2 - Aggravated Assault on a Student - An unlawful attack by one person upon a student in which the offender uses a weapon or displays it in a threatening manner, or the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe lacerations, or loss of consciousness. This also includes assault with disease (as in cases when the offender is aware that he/she is infected with a deadly disease) by biting, spitting, etc.

3 - Simple Assault on Staff - An unlawful attack by one person upon another. By definition there can be no attempted assaults, only completed assaults. The act should be intentionally, knowingly, or recklessly causing bodily injury or serious bodily injury to an employee(s).

4 - Aggravated Assault on Staff - An unlawful attack by one person upon a staff member in which the offender uses a weapon or displays it in a threatening manner, or the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe lacerations, or loss of consciousness. This also includes assault with disease (as in cases when the offender is aware that he/she is infected with a deadly disease) by biting, spitting, etc.

5 - Rape - Rape may be statutory or forcible.

- Forcible Rape is vaginal intercourse committed by force and without the consent of the victim, regardless of age.
- Statutory Rape is vaginal intercourse committed on a child under the age of 16 by a person who is at least 12 years old and at least 4 years older than the victim, regardless of whether the victim consented. Consensual vaginal intercourse

between a 13, 14 or 15 year old girl or boy and a 16 year old girl or boy is not a crime; statutory rape requires at least four years between birthdays of the victim and perpetrator. Some examples of incidents which must be reported under this category are consensual intercourse between a 19-year old and a 15-year old; consensual intercourse with a person who is mentally handicapped or incapacitated, or physically helpless, regardless of whether the victim consented; or intercourse with an intoxicated or drugged victim who is too incapacitated to give consent.

6 - Involuntary Deviate Sexual Intercourse - A person commits a felony of the first degree when the person engages in deviate sexual intercourse with a complainant:

- (1) By forcible compulsion
- (2) By threat of forcible compulsion that would prevent resistance by a person of reasonable resolution
- (3) Who is unconscious or where the person knows that the complainant is unaware that the sexual intercourse is occurring
- (4) Where the person has substantially impaired the complainant's power to appraise or control his or her conduct by administering or employing, without the knowledge of the complainant, drugs, intoxicants or other means for the purpose of preventing resistance
- (5) Who suffers from mental disability which renders him or her incapable of consent
- (6) Who is less than 16 years of age and the person is four or more years older than the complainant and the persons are not married to each other.

7 - Statutory Sexual Assault - A person commits a felony of the second degree when that person engages in sexual intercourse with a complainant under the age of 16 years and that person is four or more years older than the complainant and the complainant and the person are not married to each other.

8 - Sexual Assault - An assault of a sexual nature. An unauthorized and unwanted, intentional, or forcible touching of a sex organ of a person of either sex. Sex organs are the breasts of females and genital areas of males and females. This category includes forcibly and intentionally grabbing the clothed or unclothed breast or genitals of a person, without the consent of the victim.

9 - Aggravated Indecent Assault - Except as provided in §§ 3121 (relating to rape), 3122.1 (relating to statutory sexual assault), 3123 (relating to involuntary deviate sexual intercourse) and 3124.1 (relating to sexual assault), a person who engages in penetration, however slight, of the genitals or anus of a complainant with a part of his person's body for any purpose other than good faith medical, hygienic or law enforcement procedures commits aggravated indecent assault if:

- (1) The person does so without the complainant's consent
- (2) The person does so by forcible compulsion
- (3) The person does so by threat of forcible compulsion that would prevent resistance by a person of reasonable resolution
- (4) The complainant is unconscious or the person knows that the complainant is unaware that the penetration is occurring
- (5) The person has substantially impaired the complainant's power to appraise or

control his or her conduct by administering or employing, without the knowledge of the complainant, drugs, intoxicants or other means for the purpose of preventing resistance

- (6) The complainant suffers from mental disability which renders him or her incapable of consent
- (7) The complainant is less than 13 years of age
- (8) The complainant is less than 16 years of age and the person is four or more years older than the complainant and the persons are not married to each other.

10 - Indecent Assault - A person who has indecent contact with the complainant or causes the complainant to have indecent contact with the person is guilty of indecent assault if:

- (1) The person does so without the complainant's consent
- (2) The person does so by forcible compulsion
- (3) The person does so by threat of forcible compulsion that would prevent resistance by a person of reasonable resolution
- (4) The complaint is unconscious or the person knows that the complainant is unaware that the indecent contact is occurring
- (5) The person has substantially impaired the complainant's power to appraise or control his or her conduct by administering or employing, without the knowledge of the complainant, drugs, intoxicants or other means for the purpose of preventing resistance
- (6) The complainant suffers from mental disability which renders him or her incapable of consent
- (7) The complainant is less than 13 years of age
- (8) The complainant is less than 16 years of age and the person is four or more years older than the complainant and the persons are not married to each other.

11 - Indecent Exposure - A person commits indecent exposure if that person exposes his or her genitals in any public place or in any place where there are present other persons under circumstances in which he or she knows or should know that this conduct is likely to offend, affront or alarm.

12 - Open Lewdness - Any open act that is inclined to, characterized by, or inciting to lust or lechery; lascivious, obscene, indecent or vulgar.

13 - Obscene and Other Sexual Materials - Obscene material means any writing, picture, film, or other recording that, given the local cultural attitude and community standards, the average person would find offensive, or lacks serious literary, artistic, political, educational or scientific value if taken as a whole. An obscene performance means a live exhibition before an audience which the average person under local community standards describes or shows sexual conduct in an offensive manner, lacks serious literary, artistic, political, educational or scientific value, or would offend if taken as a whole.

14 - Sexual Harassment - Is discrimination against a student based on the student's submission or rejection of sexual advances and/or requests or creating an atmosphere of harassment based on sexual issues/activity. The unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct or communication of a sexual nature, and any other gender based harassment which has the purpose or effect to interfere with the

individual performance, work environment, or participation in school sponsored activities, or creates an intimidating, hostile, or offensive educational environment. This includes students and staff. Examples include behaviors such as leering, pinching, grabbing, suggestive comments, gestures, jokes or pressure to engage in sexual activity. ([School Board Policy 103](#))

15 - Racial/Ethnic Intimidation - Malicious intent toward another's person or property based on race, color, religion or national origin is a hate crime.

[School Board Policy 103](#), "Unlawful Harassment", prohibits all forms of unlawful harassment of students and third parties by all district students, staff members, contracted individuals, vendors, volunteers, and third parties in the schools. The School Board of Directors of the School District of the City of York encourages students who have been harassed to promptly report such incidents to an adult staff member who will document and immediately notify school administration and school police. Racial/ethnic intimidation may also violate civil rights and discrimination laws.

16 - All Other Forms of Harassment/Intimidation - A person commits the crime of harassment when, with the intent to harass, annoy or alarm another, the person:

- (1) Strikes, shoves, kicks or otherwise subjects the other person to physical contact, or attempts or threatens to do the same
- (2) Follows the other person in or about a public place or places
- (3) Engages in a course of conduct or repeatedly commits acts that serve no legitimate purpose.

17 - Fighting - *Mutual Altercation*: A student confrontation with another student in which the altercation is mutual, requiring physical restraint or resulting in injury or property damage. If the incident does not rise to that level, the incident should be classified as minor disruptive behavior or a minor infraction.

Mutual participation: a fight involving physical violence, where there is no one main offender and no major injury. This does not include verbal confrontations, tussles or other minor confrontations. Law enforcement officers may refer to this offense as simple assault. Administrators need to consider age and developmentally appropriate behavior before using this category.

18 - Minor Altercation - An incident which involves a single offender who commits a minor violent act against another individual and the other individual does not respond. The incident does not elevate to a more severe type of incident such as a fight or assault (e.g., "Student A" strikes "Student B" resulting in little injury and the "Student B" does not retaliate).

19 - Stalking - A person commits the crime of stalking when the person either:

- (1) Engages in a course of conduct or repeatedly commits acts towards another person, including following the person without proper authority, under circumstances which demonstrate either an intent to place such other person in reasonable fear of bodily injury or to cause substantial emotional distress to such other person
- (2) Engages in a course of conduct or repeatedly communicates to another person under circumstances which demonstrate or communicate either an intent to place

such other person in reasonable fear of bodily injury or to cause substantial emotional distress to such other person.

Stalking by communication or address – A person commits the crime of stalking by communication or address when the person engages in a course of conduct or repeatedly communicates to another under circumstances which demonstrate or communicate either of the following:

- (1) An intent to place another person in reasonable fear of bodily injury.
- (2) An intent to cause substantial emotional distress to such another person.

20 - Kidnapping/Interference with Custody - The removal, restraining or confinement of an individual by another through force, threat, or deception or (if person is under 14 years) without consent of a parent, guardian or school. Kidnapping/abduction includes hostage taking. A parent taking a child in violation of a court order, although it may be a crime, is not kidnapping for this purpose.

21 - Unlawful Restraint - A person commits an offense if he knowingly:

- (1) Restrains another unlawfully in circumstances exposing him to risk of serious bodily injury
- (2) Holds another in a condition of involuntary servitude.

22 - Threatening School Staff/Student - Physical, verbal, written, or electronic threat (e.g., internet) or intimidation is to unlawfully place another person in fear of bodily harm through verbal threats without displaying a weapon or subjecting the person to actual physical attack; stalking (i.e., secretly or stealthily pursuing another, spying on or watching another person, with or without the intent to harm, frighten, or coerce) should be included.

23 - Reckless Endangering Another Person - Engaging in conduct that places or may place another person in danger of death or serious bodily injury.

24 - Robbery - Robbery (Crime against Person): The taking, or attempting to take, anything of value under confrontational circumstances from the control, custody or care of another person by force or threat of force or violence and/or by putting the victim in fear of immediate harm. Because some types of assault may be an element of the crime of robbery, an assault should not be reported as an assault as long as it was performed in furtherance of the robbery. However, if the injury resulted in death, the incident must be reported as a homicide. A carjacking is a robbery offense where a motor vehicle is taken into force or threat of force.

- Robbery with a Dangerous Weapon (Armed Robbery): Theft or attempted theft of anything of value from the person of another, or from the area under the immediate bodily control of the other, by using a dangerous weapon or by an act threatening use of a dangerous weapon. A dangerous weapon is any article, instrument or substance that is likely to produce death or great bodily harm. Forcible theft or attempted theft from a person without the use of a dangerous weapon should be reported under Robbery without a Dangerous Weapon.
- Robbery without a Dangerous Weapon: The taking or attempting to take anything of value from another's person, by force, or by an act threatening force or violence, which puts a victim in fear, without the use of a weapon. The stealing of someone's property without the use of force or from a source other than the victim's person is

not included in this offense. If the taking from the person involves use of a dangerous weapon the incident is reported under Robbery With a Dangerous Weapon.

25 - Theft and Related Offenses - Theft by Unlawful Taking or Disposition:

- (1) Movable property - A person is guilty of theft if he unlawfully takes, or exercises unlawful control over, movable property of another with intent to deprive him thereof.
- (2) Immovable property - A person is guilty of theft if he unlawfully transfers, or exercises unlawful control over, immovable property of another or any interest therein with intent to benefit himself or another not entitled thereto
- (3) If amount is \$50 or more but less than \$200 it is a misdemeanor 2nd degree
- (4) If amount is less than \$50 it is a misdemeanor 3rd degree

26 - Crimes Related to Criminal Homicide - Occurs when a person intentionally, knowingly, recklessly, or negligently causing the death of a human being. Homicide is classified as murder, voluntary manslaughter, or involuntary manslaughter.

- Suicide is not considered homicide
- Attempted murder or assault with intent to murder should be reported as aggravated assault
- Justifiable homicide (e.g., legitimate self defense) or the killing of a perpetrator of a serious criminal offense by a peace officer or by a private individual should be reported as other.

27 - Bullying - By law, "Bullying" shall mean an intentional electronic, written, verbal or physical act, or a series of acts:

- (1) Directed at another student or students
- (2) Which occurs in a school setting
- (3) That is severe, persistent or pervasive
- (4) That has the effect of doing any of the following
 - (a) Substantially interfering with a student's education
 - (b) Creating a threatening environment
 - (c) Substantially disrupting the orderly operation of the school
- (5) "School setting" shall mean in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school
- (6) Both genders can engage in direct or indirect bullying
- (7) Bullying can be either physical and/or psychological in nature
- (8) Bullying can be carried out by a single individual or by a group
- (9) The target/victim of bullying can be a single individual or a group of students
- (10) The behavior can be either overt or covert in nature utilizing various methods of communication. For example, the term cyber bullying is being used to describe bullying behavior which occurs on the Internet.
- (11) The term bullying should not be used when there is a mutual confrontation between two students or groups of students.
- (12) Behavior is clearly bullying when:
 - (a) There is intent to harm - the perpetrator appears to find pleasure in taunting and continues even when the target's distress is obvious. Mutual "teasing"

-
- should not be confused with bullying behavior
- (b) There is intensity and duration - the taunting continues over a period of time, and is not welcomed by the target. ([School Board Policy 249](#))

30 - Burglary - The unlawful entry into a building or other structure with the intent to commit a felony or theft. It is not necessary that force be used in gaining entry, neither is it necessary that property loss occur. Attempts to unlawfully enter a structure without expressed permission are also counted in this category.

31 - Arson and Related Offenses - The unlawful and intentional damage or attempt to damage any real or personal property by fire or incendiary device. Setting a fire (by match, lighter, fireworks, firecrackers, trash can fires, Molotov cocktails, or any other incendiary device) providing aid, counsel or pay toward the same. This category does not include a simple act of lighting a match.

32 - Institutional Vandalism - Is the unlawful desecration of a building or other structure with the intent to commit damage. Injury, defacement or destruction of school or another person's property.

33 - Criminal Trespass - Entering or remaining on school property without authorization; including, but not limited to, knowing or unknowing entry upon school property by a suspended student or student from another school who does not have a legitimate reason for being there or written permission from a school administrator.

34 - Rioting - Participation of two or more in a course of disorderly conduct:

- (1) With the intent to commit or facilitate the commission of a felony or misdemeanor
- (2) With intent to prevent or coerce official action
- (3) When the actor or any other participant to the knowledge of the actor uses or plans to use a firearm or other deadly weapon.

35 - Bomb Threat - A threat (verbal, written, or electronic) to detonate an explosive or incendiary device to cause property damage, death, or injuries, whether or not such a device exists. See Terrorist Threats.

36 - Terroristic Threats - A person commits the crime of terroristic threats if the person communicates, either directly or indirectly, a threat to:

- (1) Commit any crime of violence with intent to terrorize another
- (2) Cause evacuation of a building, place of assembly or facility of public transportation
- (3) Otherwise cause serious public inconvenience, or cause terror or serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience. The term "communicates" means, conveys in person or by written or electronic means, including telephone, electronic mail, Internet, facsimile, telex and similar transmissions.

37 - Failure to Disperse - Where three or more persons are participating in a course of disorderly conduct which causes or may reasonably be expected to cause substantial harm or serious inconvenience, annoyance or alarm, a peace officer or other public servant engaged in executing or enforcing the law may order the participants and others in the

immediate vicinity to disperse. A person who refuses or knowingly fails to obey such an order commits a misdemeanor of the second degree.

38 - Disorderly Conduct - A person is guilty of disorderly conduct if, with intent to cause public inconvenience, annoyance or alarm, or recklessly creating a risk thereof, the person:

- (1) Engages in fighting or threatening, or in violent or tumultuous behavior
- (2) Makes unreasonable noise
- (3) Uses obscene language, or makes an obscene gesture
- (4) Creates a hazardous or physically offensive condition by any act which serves no legitimate purpose of the actor.

47 - Possession/Use or Under the Influence of Controlled Substance - Possession or use of controlled substance as defined under the 13 act of April 14, 1972 (P.L. 233, No. 64) as well as drug paraphernalia as defined under the act of April 14, 1972 (P.L. 233, No. 64). In addition to use, unauthorized possession, purchase or sale of anabolic steroids by students. [School Board Policy 227](#).

- Anabolic steroids are classified as controlled substances, and that their use, unauthorized possession, purchase, or sale could subject students to suspension, expulsion, and/or criminal prosecution.

48 - Sale or Distribution of a Controlled Substance - The exchange of a commodity (a controlled substance) for money; or the action of sharing something (a controlled substance) out among a number of recipients. A controlled substance or “drug” shall mean:

- substances recognized in the official United States Pharmacopoeia, or official National Formulary or
- any supplement to either of them; and substances intended for use in the diagnosis, cure, mitigation, treatment, or prevention of disease in
- man or other animals; and substances (other than food) intended to affect the structure or any function of the human body or
- other animal body; and substances intended for use as a component of any article specified in clause (i), (ii), or (iii), but not
- including devices or their components, parts, or accessories.

49 - Possession, Use, Sale or Under the Influence of Alcohol - “*Possession*” shall mean, when the article is found on the person of the student, in the student’s locker, under the student’s control while on school property, at any school function or activity, at any school event held away from the school or while the student is coming to or from school or on any public vehicle providing transportation to school or school-sponsored activity. In contrast, “*use*” shall mean to take or consume the article. The term “*sale*” shall mean exchanging the article for money or other forms of payment. The term “*under the influence*” (UI) shall mean any consumption or ingestion of alcohol.

50 - Possession, Use, Sale of Tobacco Materials - Furnishing cigarettes or cigarette papers; possesses, uses or sells tobacco in a school building, bus or on school property owned by, leased by or under the control of the school district. [School Board Policy 222](#)

51 - Cyber Harassment of a Child - A person commits the crime of cyber harassment of a child if, with intent to harass, annoy or alarm, the person engages in a continuing course of

conduct of making any of the following by electronic means directly to a child or by publication through an electronic social media service:

- (1) Seriously disparaging statement or opinion about the child's physical characteristics, sexuality, sexual activity or mental or physical health or condition
- (2) Threat to inflict harm.

53 - Possession, Use, Sale of Vaping Materials - Use and/or possession of vaping products; and smokeless tobacco in any form; electronic cigarettes; and any oil or liquid/solid substance that produces the same physical manifestations that tobacco/smokeless tobacco/nicotine produces. [School Board Policy 222](#) prohibits the possession or use of tobacco products or paraphernalia (lighters, matches, electronic cigarettes, or other incendiary devices) on all school grounds, school vehicles, or during all school-related activities.

54 - Possession of a Weapon - As defined by [School Board Policy 218.1](#), the term weapon shall include but not be limited to any knife, unauthorized cutting object, nunchaku, explosive device, firearm, shotgun, rifle, a replica of a weapon or any other tool/ look-alike, instrument or implement capable of inflicting serious bodily injury.

Possession of Handgun; §6110.1 Possession of firearm by minor, §908 Prohibited offensive weapons, §912 Possession of weapon on school property.

- Firearm – Any weapon which is designed to or may readily be converted to expel any projectile by the action of an explosive, or the frame or receiver of any such weapon
- Offensive weapons – Any bomb, grenade, machine gun, sawed off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, or other implement for the infliction of serious bodily injury which serves no common lawful purpose.

Glossary

Anabolic Steroid - Anabolic steroids (or other Human Growth Hormones) are classified as controlled substances.

Care of School Property - The Board of School Directors charges each student in the district's schools with responsibility for the proper care of the school property, school supplies, and equipment entrusted to the student's use. Students who willfully cause damage to school property shall be subject to disciplinary measures. Students and others who damage or deface school property may be prosecuted and punished under the law. Parents/guardians shall be held accountable for the actions of their child. ([School Board Policy 224](#))

Controlled Substance/Paraphernalia - The abuse of controlled substances will have legal, physical, and social implications for the whole school community. Students are prohibited from using, possessing, distributing, and being under the influence of any controlled substances during school hours, on school property, at any school-sponsored activity, and during the time spent traveling to and from school and school-sponsored activities.

Electronic Devices - shall include any personal communication device, including mobile telephones and smartphones; smartwatches; any device that can capture still images or movies; any device that can record, store, display, transmit, or receive audio or video; personal digital assistants (PDA's); any device that can provide a connection to the Internet (whether wireless, wired, 3G or 4G); laptops and tablet computers, electronic gaming systems, e-readers, pagers, and laser pointers.

Learning Environment - the diverse physical locations, contexts, and cultures in which students learn. Examples of learning environments include, but are not limited to, locations in the physical school building, virtual learning environments, field trips, etc.

Mandatory Guidance - Interventions/consequences that **must** be applied in response to the behavior error.

Pattern of Behavior - shall be defined as four or more of the same behavior errors which occur within a consecutive four-week period.

Supplemental Guidance - Interventions/consequences that **may** be applied in response to the behavior error. This supplemental approach provides teachers and administrators with some autonomy in their individual approaches to school discipline.

End of Document
