



Pennsbury School District Elementary Student Code of Conduct

Language Assistance

If a non-English speaking family has questions or would like to request documents in a language other than English, please contact the Pennsbury School District Language Support Liaison, Reita Bakshi (rbakshi@pennsburysd.org).

Arabic

مساعدة اللغة

منسق دعم Reita Bakshi إذا كانت لدى عائلة لا تتحدث الإنجليزية أسئلة أو ترغب في طلب مستندات بلغة أخرى غير الإنجليزية ، فيرجى الاتصال بـ Pennsbury School District (rbakshi@pennsburysd.org) في اللغة في

Chinese- 语言协助

如果非英语家庭有疑问或想索取非英语语言的文件，请联系 Pennsbury 学区语言支持联络员 Reita Bakshi (rbakshi@pennsburysd.org)。

Hindi - भाषा सहायता

यदि एक गैर-अंग्रेजी भाषी परिवार के पास अंग्रेजी के अलावा किसी अन्य भाषा में प्रश्न हैं या दस्तावेजों का अनुरोध करना चाहते हैं, तो कृपया पेन्सबरी स्कूल डिस्ट्रिक्ट लैंग्वेज सपोर्ट लाइजन, रीता बख्शी (rbakshi@pennsburysd.org) से संपर्क करें।

French- Assistance linguistique

Si une famille non anglophone a des questions ou souhaite demander des documents dans une langue autre que l'anglais, veuillez contacter la liaison de soutien linguistique du district scolaire de Pennsbury, Reita Bakshi (rbakshi@pennsburysd.org).

Gujarati - ભાષા સહાય

જો બિન-અંગ્રેજી ભાષી પરિવારને પ્રશ્નો હોય અથવા અંગ્રેજી સિવાયની ભાષામાં દસ્તાવેજોની વિનંતી કરવા માંગતા હોય, તો કૃપા કરીને પેન્સબરી સ્કૂલ ડિસ્ટ્રિક્ટ લેંગ્વેજ સપોર્ટ લાઇઝન, રીટા બક્ષી (rbakshi@pennsburysd.org) નો સંપર્ક કરો.

Polish - Pomoc językowa

Jeśli rodzina nie mówiąca po angielsku ma pytania lub chciałaby poprosić o dokumenty w języku innym niż angielski, prosimy o kontakt z łącznikiem pomocy językowej okręgu szkolnego Pennsbury, Reita Bakshi (rbakshi@pennsburysd.org).

Russian - Языковая помощь

Если у семьи, не говорящей по-английски, есть вопросы или она хотела бы запросить документы на языке, отличном от английского, обратитесь к представителю языковой поддержки школьного округа Пеннсбери Рейте Бакши (rbakshi@pennsburysd.org).

Spanish - Asistencia con la idioma

Si una familia que no habla inglés tiene preguntas o desea solicitar documentos en una idioma que no sea inglés, comuníquese con el enlace de apoyo lingüístico del distrito escolar de Pennsbury, Reita Bakshi (rbakshi@pennsburysd.org).

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Pennsbury School District's Elementary (PK-5) Student Code of Conduct

Pennsbury School District - Mission, Vision and School Culture

Pennsbury School District's Mission Statement

Recognizing our proud traditions and diverse community, the Pennsbury School District prepares all students to become creative, ethical, and critical thinkers for lifelong success in a global society.

Pennsbury School District's Equity Vision Statement

The Pennsbury School District is committed to fostering an inclusive educational environment that understands, respects and embraces individual differences as assets that serve to enhance our school community. Educational equity -- the practice of distributing resources, access and opportunity based on fairness and justice regardless of race, ethnicity, color, age, religion, gender, gender identity, gender expression, sexual orientation, language, disability or socio-economic status -- will serve as the foundation of all decision-making to ensure equitable outcomes for every learner.



Pennsbury School District's Core Beliefs

We believe...

- A culture of caring is essential for learning;
- Respect for self and others is fundamental because all individuals possess inherent worth and dignity;
- Taking responsibility for one's actions elevates civility;
- A safe educational environment promotes a sense of security and willingness to take risks;
- Strong character fosters good citizenship;
- Every student deserves the opportunity to develop his/her potential to learn and grow;
- Intelligence can be developed through attitude, effort, and perseverance.

Pennsbury School District's Vision for an Inclusive School Climate and Culture

PSD is committed to building an inclusive school climate and a culture that fosters a sense of belonging for members of the learning community. We strive to implement a *Student Code of Conduct* and discipline procedures that are attuned to the most current research and best practices related to trauma-informed care and social-emotional learning (SEL). Thus, our goal is to move away from reactionary and exclusionary practices toward more proactive interventions and educational support. The SEL competencies of adults and students continue to be developed in an effort to foster an inclusive educational environment that understands, respects and embraces individual differences as assets that serve to enhance our school community and promote equity for every learner.

Academic Integrity Guidelines

The School Board prohibits intentional or unintentional cheating in any form, including plagiarism. Academic Integrity is a commitment to the values of honesty, trust, fairness, respect, and responsibility in the academic process.

1. Academic Integrity Committee is a committee of school personnel who serve in the review and/or appeal process. The Academic Integrity Committee is formed and chaired by the building principal. Teachers and students may make a referral or an appeal to the Academic Integrity Committee through the building principal or his/her designee.
2. Academic Misconduct includes but is not limited to cheating, plagiarism, falsification, multiple submission, complicity or interference.
 - i. Cheating – Giving or receiving unauthorized assistance (e.g., copying, using crib sheets (cheat sheets), stealing exams, using electronic aids/devices, Internet sources, using aids like Cliff’s Notes instead of reading the original work) in any academic work or examination. Using or attempting to use any unauthorized materials, information or study aids in an examination or academic work.
 - ii. Plagiarism – Representing the ideas or wording of others as one’s own. Plagiarism may result from poor technique or more serious, intentional issues such as:
 1. copying the work of another person;
 2. submitting the work of another person (including parent/guardian, sibling or other student);
 3. closely paraphrasing a piece of work without due acknowledgment;
 4. substituting a word or phrase for the original while maintaining the original sentence structure;
 5. citing sources incompletely with intention to deceive;
 6. using graphics, visual imagery, video or audio without permission of the author or acknowledgment of the source;
 7. translating text from one language to another without citing the original; obtaining packaged information (e.g. foreign language translation or a completed paper from an on-line source) and submitting it as one’s own work without acknowledging the source.
 - iii. Falsification – Falsifying or inventing any information, data or citation in any academic work.
 - iv. Multiple Submission – Submitting substantial portions of any academic exercise more than once without prior authorization and approval of the teacher.
 - v. Complicity – Facilitating any of the above actions or performing work that another student then presents as their own work (e.g., copying someone’s homework or allowing someone to copy your homework).
 - vi. Interference – Interfering with the ability of a fellow student to perform his or her assignments (e.g., stealing notes or tearing pages out of books).
3. Staff responsibilities for avoiding student academic misconduct.
 - a. To create a learning environment that supports academic integrity
 - b. To educate and hold students accountable for complying with the Pennsbury Academic Integrity Guidelines
 - c. To provide conclusive evidence for any allegation of student misconduct

No penalty shall be imposed without conclusive evidence or thorough investigation. If need be, the academic integrity committee will be the final arbiter of disputes.

4. Student responsibilities for avoiding academic misconduct
 - a. To read, understand, and follow the Pennsbury School District Academic Integrity Guidelines.
 - b. To authenticate any assignment submitted to a teacher. Students must be able to produce proof that the submitted assignment is actually their own work. Authentication of an assignment may include:
 - i. copies of drafts of the work
 - ii. photocopies of research materials (including downloads from web sites)
 - iii. notes, note cards, source cards
 - c. To participate fully in any investigation of an allegation of misconduct
5. Academic Misconduct Consequences
 - a. Penalties in minor cases may include resubmission of the work, simply re-editing corrections, or the deduction of points as provided in the assignment rubric. Resubmitting or completion of an alternate assignment is at the discretion of the teacher.
 - b. More than one instance of unintentional academic misconduct in the same course will result in a referral to the Academic Integrity Committee.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents/guardians certain rights with respect to their children's education records. These rights transfer to the student when the student reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students".

1. Parents/guardians or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents/guardians or eligible students to review the records. Schools may charge a fee for copies.
2. Parents/guardians or eligible students have the right to request in writing that a school correct records which they believe to be inaccurate or misleading. The request must include the student's name and grade, why the change is requested, contact person, and phone number. If the school decides not to amend the record, the parent/guardian or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent/guardian or eligible student has the right to place a statement with the record setting forth their view about the contested information.
3. Generally, schools must have written permission from the parent/guardian or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR 99.31):
 - a. School officials with legitimate educational interest;
 - b. Other schools to which a student is transferring;

- c. Specified officials for audit or evaluation purposes;
- d. Appropriate parties in connection with financial aid;
- e. Organizations conducting certain studies for or on behalf of the school;
- f. Accrediting organizations;
- g. To comply with a judicial order or lawfully issued subpoena;
- h. Appropriate officials in cases of health and safety emergencies; and
- i. State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose the following types of information (known as “directory information”) without parent/guardian consent unless the School Principal is notified in writing within 20 days of the date this notice is received that parents/guardians do not want any or all of those types of information about the student designated as directory information. Directory information includes the following information relating to a student: the student family member’s name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information. Directory information may be disclosed for purposes beneficial to the student and the Pennsbury School District only with the approval of the Superintendent or his/her designee.

4. Consent for collection of student information

- a. The Superintendent, as the appointed representative of the School Board, may provide consent for the gathering of certain types of student information as specified below. Such representational consent will suffice in lieu of student, parental, guardian or surrogate consent for the collection of the following types of information:
 - i. Name, address, phone number of student.
 - ii. Parent/Guardian name, address, phone number, place of work.
 - iii. Scores of group aptitude and achievement tests.
 - iv. Grades on teacher-prepared tests relating to subject matter curriculum.
 - v. Grades on report cards.
 - vi. Vocational skill assessment.
 - vii. Hearing and vision screening devices.
 - viii. Such other information that is routinely collected and deemed necessary by the Superintendent or a designee, provided it has been specified through the above representational consent procedures.

If you wish to appeal the decision of such representational consent, you must direct your appeal in writing to the Superintendent of Schools.

5. Destruction of Records

- a. At the conclusion of each school year, school records are reviewed. Several documents will be purged from the file. Examples of such documents include student work and some assessment materials. Should you wish to review the documents prior to having them removed and destroyed, please contact your school counselor by April 30 of the school year. This serves as notification of this process regarding these documents. Purging of files begins May 1.

Financial Obligations

If students fail to pay any outstanding obligations issued to them, they will be given an obligation form, which indicates the price of the missing or damaged item and fees due. Students must pay the amount of money indicated on the obligation form.

If obligations are not met by the end of the school year, students may be prohibited from participating in certain extra-curricular activities. If your family is unable to pay the financial obligation, please contact the building principal, school counselor or social worker for your child's school.

Student's Rights and Responsibilities

All persons between the ages of 6 and 21 years are entitled to a free and full education in the public schools. A student has the right to remain enrolled through the end of the school term in which the child turns 21. A student under the age of 21 can enroll in school even if they already have a Graduation Equivalency Diploma (GED). Students who have not graduated may not be excluded from their education merely because they have reached 18 years of age if they are fulfilling their responsibilities as students. A student may not be excluded from public schools or from extracurricular activities because of being married, cohabitating, pregnant or parenting. For more information on Student's Rights and Responsibilities see [Board Policy 235](#).

Transgender and Gender Expansive Students

The District is committed to providing a safe, supportive, and inclusive learning environment for all students, and to ensuring that every student has equal educational opportunities and equal access to district educational programs and activities.

As such, the Board, administration, staff, and students will comply with federal and state laws which require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity or expression. This supports mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities. - See [Board Policy 253.1](#)

PSD Elementary (K - 5) Student Code of Conduct Code Philosophy and Guiding Principles

PSD's Philosophy for Student Code of Conduct

PSD is committed to providing every student with a physically and emotionally safe and secure learning environment in which they can thrive. Consistent with the PSD core values of high achievement for all students, educational equity, and respect for human difference, this document is designed to guide expected student behavior based on a general code of conduct and based upon respect for others, respect for self, and respect for property. We believe all students have the right to be treated fairly, courteously and respectfully; to bring complaints to the school administration or staff for resolution; to tell their side of the story; and to freely express their opinions. All students have a right to a high-quality education. Similarly, all students have the responsibility to not disrupt the educational process or impose upon, endanger, or deprive others of their rights to a high-quality education.

We recognize that our schools provide a unique opportunity for learning and growth related to student behavior. We believe in preventive and positive approaches to discipline and in responding with interventions and consequences aimed at addressing the causes of misbehavior, resolving conflicts, and meeting students' needs and keeping students in school. When there is a breach of conduct, PSD believes it paramount that the school response emphasizes learning over punishment, and that it be conducted in a way that calls the student's attention to their responsibility for ownership of the behavior and helps the student make better choices in the future. We believe in resolving conflicts by every means short of exclusion from school. The purpose of discipline must be to understand and address the causes of behavior to resolve conflicts, while teaching new skills and repairing the harm done, restore relationships and reintegrate students into the school community. In addition, particular attention and intervention support shall be provided to vulnerable families and students at risk of being excluded from school.

We believe it is the responsibility of all school staff, students, families and the community to contribute to a school community that promotes a physically and emotionally safe and secure learning environment. Preventive and positive discipline is a shared responsibility for students, administrators, teachers, families and the community. - See Student Discipline [Board Policy 218](#).

PSD's Guiding Principles for Student Code of Conduct

The goal of the *Student Code of Conduct* is to teach students to behave in ways that contribute to academic achievement and school success, and to support a school environment where students and staff are responsible, respectful and safe. We seek to ensure that students remain connected to the learning environment and school community. To that end, we strongly believe in proactive practices with the aim of maximizing learning time in the classroom for all students. We recognize and value the teacher's pivotal role in creating classroom environments that are conducive to engaged learning. Successful, positive conduct is guided by the following principles:

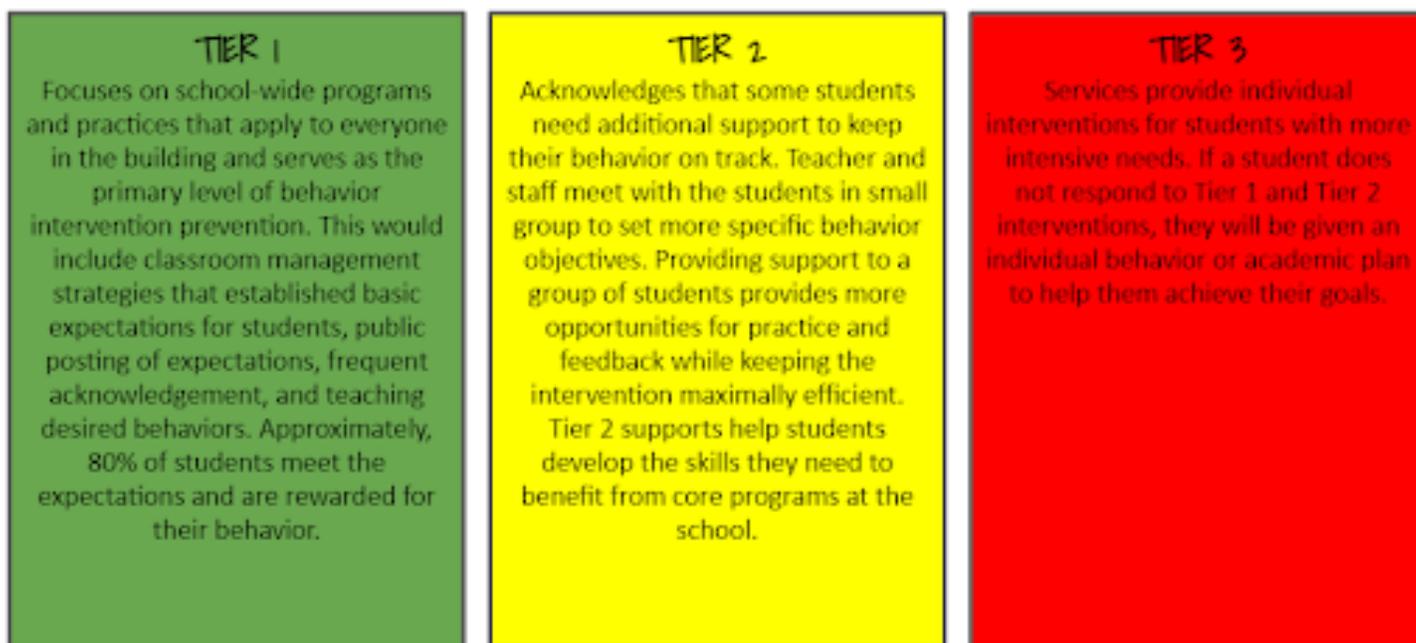
- Effective and engaging instruction, positive school climate, relationship and rapport, and classroom management are the foundation of effective discipline.
- School discipline is best accomplished by preventing misbehavior before it occurs, and using effective interventions after it occurs.
- School safety and academic success are formed and strengthened when all school staff and personnel build positive relationships with students and are actively engaged in their lives and learning.
- All school staff should promote high standards of behavior by teaching, modeling, and monitoring behavior, and by fairly and consistently correcting misbehavior as necessary.
- School discipline that is paired with meaningful instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community, and is more likely to result in getting the student re-engaged in learning.
- Effective school discipline maximizes the amount of time students spend learning and minimizes the amount of time students are removed from their classrooms due to misbehavior.

PSD Student Code of Conduct - Student Supports

Positive Behavioral Interventions and Supports

In PSD, we use Positive Behavioral Interventions and Support (PBIS) for our students who need to improve behavior. PBIS is a part of our Multi-Tiered System of Support and uses evidence and data-based programs, practices and strategies to frame behavioral improvement in terms of student growth in academic performance, safety, behavior and establishing and maintaining positive school culture.

POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS



Restorative Practices

Restorative Practices is a set of formal and informal responses to both unexpected minor and major behaviors after they occur. In keeping with restorative practices' respect for human dignity, participation in any restorative practice should be voluntary. The fundamental premise of restorative practices is that people are more likely to make positive changes when those in authority do things with them rather than to them or for them.

Restorative practices focus on how to build connections between individuals and achieve social discipline through participatory learning and decision-making. The use of restorative practices in schools helps to improve human behavior, develop and maintain relationships, explore learning opportunities and teach leadership and personal accountability.

Social and Emotional Learning (SEL)

Social Emotional Learning (SEL) is the basis upon which all learning can take place within the school setting. SEL engages the whole school community in promoting social, emotional, and academic growth. Schools promote SEL through their Schoolwide Positive Behavior Intervention and Support programs, curricular selections, assembly programs, service projects, and direct lessons.

SEL promotes self-awareness, social awareness, self-management, relationship skills, and responsible decision making. It engages all stakeholders in fostering positive relationships and developing a sense of community including an understanding and appreciation of diversity and equity for all.

Mental Health Supports and Crisis Services

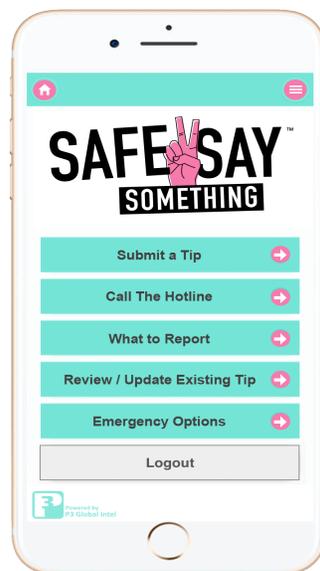
School-based mental and behavioral health supports are available to all PSD students as a resource. One of PSD's student supports is through the Elementary Student Assistance Program (ESAP) which shares available mental health partnerships and how to access help for students and their families. - See [Board Policy 236](#)

For more information on Mental Health Supports, please visit the [Elementary Counseling website](#), the [Commonwealth of Pennsylvania Mental Health Resources website](#) or [The National Suicide Prevention Hotline](#).

Safe2Say Something

One tool for maintaining safe and supportive schools is the Safe2Say Something Program. Safe2Say is an anonymous reporting system operated by the Pennsylvania Office of the Attorney General. The program teaches how to recognize warning signs and signals, especially within social media, of someone who may be a threat to themselves or others. When a warning sign is present, say something to a trusted adult or use the anonymous Safe2Say reporting system. Safe2Say offers a 24/7 Crisis Center (1-844-SAF2SAY), mobile app, and website where anonymous tips can be made, District students (6th - 12th grade) and staff are educated on how to utilize and report concerns through Safe2Say. For more information or to make an online tip, visit www.safe2say.org.

Giving Students a Voice PROMOTING SCHOOL SAFETY



Social Workers, School Counselors and Security/Safety Staff

The Role of a School Social Worker

School Social Workers are the link between the school and the students, families, and the community to promote and support students' academic success and wellbeing. Some of the services that school social workers provide are crisis intervention, attendance support, support for housing instability, connecting families to resources, providing direct support to students in school (individual, group, SEL), identify and report suspected child abuse and neglect, screening for suicidal ideation, self-harm, homicidal ideation (and then providing support needed), obtain and coordinate community resources to meet student needs. Social workers are also trained members of the Student Assistance Program (SAP).

[SCHOOL SOCIAL WORKER WEBSITE](#)

The Role of a School Counselors

The School Counselor is responsible for providing assistance to students by supporting them making educational, occupational, and life goals/plans. This position also assumes the responsibility to educate, assess, and provide intervention, referral, and support to students and/or their families regarding their identified needs. The Counselor also

designs a sequential academic program to accomplish these goals/plans, while meeting the objectives and maintaining confidentiality of students and their families to the greatest extent permitted by law and District policy.

[ELEMENTARY SCHOOL COUNSELOR WEBSITE](#)

The Role of School Security & Safety Staff

PSD maintains its own Division of School Safety, including security officers and public safety staff members. Their role is to provide support that ensures the safety and welfare of students and staff during school hours and school related activities. PSD security officers receive training specific to their roles as security officers, including training in de-escalation and restorative practices. The Student Services Department coordinates training programs to ensure School Safety staff receive training relevant to supporting students in the school setting.

Referral to Local Authorities

Some events require a referral to the local authorities. However, referral to local authorities does not necessarily mean criminal charges will be filed and many events do not require a referral to local authorities. Before consulting with local authorities about an incident, administrators must consider these important factors:

1. The seriousness of the situation.
2. The school's ability to defuse or resolve the situation.
3. The student's intent.
4. The student's age.
5. Whether the student has a disability, the type of disability and its impact on the student's behavior.
6. Any other factors the administrator believes are relevant.

Students Experiencing Homelessness/McKinney-Vento Act Information

The McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. This definition also includes:

1. Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
2. Children and youth who may be living in motels, hotels, shelters
3. Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodation for human beings
4. Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, or
5. Migratory children who qualify as homeless because they are children who are living in similar circumstances listed above. - See [Board Policy 251](#)

In accordance with the McKinney-Vento Action, the Pennsbury School District will immediately enroll the homeless child or unaccompanied youth in school, even if the child or youth lacks records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation. Please contact our Homeless Liaison, Ms. Laurie Ruffing, at 215-428-4181 or lruffing@pennsburysd.org. For more information, please visit our [Homelessness Resource Page](#).

Attendance Rationale and Procedures



General Requirements

All students ages 6 through 17 must attend school. This is known as compulsory school attendance requirement. When students do not attend school on a regular basis, they are tardy or truant. Intervention strategies will be utilized with the goal of improving school attendance for truant students, with a special focus on eliminating barriers to school attendance. PSD Attendance Policy can be found in full on the District's website under [Board Policy 204 - Attendance](#). Regular daily class attendance and punctuality are necessary in order for the learning process to be effective. Frequent absences disrupt the instructional process, which requires a continuity of classroom learning experiences, student interaction and study in order to reach the goal of maximum educational benefits for each student. Studies show that students who miss school frequently experience great difficulty in achieving the maximum benefits of instruction. We are aware that there are occasions when a student cannot be present and thus may miss an essential learning experience.

Arriving on time to school and class is an important factor to school engagement and success. Repeated unexcused absences or their equivalent, including unexcused tardy minutes, constitute truancy as defined in this guide. Schools will provide interventions and support for class and school tardies before assigning disciplinary consequences.

When a student is absent, their parent/guardian receives notice from the school on the day of the student's absence. Parents/guardians have three days from the date the child returns to school to turn in an excuse note. Excuse notes can be written or submitted electronically through the attendance email address for your child's school. Until the excuse note is received, the absence/lateness is treated as unexcused. Parents/guardians can submit an excuse for up to ten absences per school year. Any absences after the tenth day will require an excuse note from a licensed healthcare provider. If an excuse note is not submitted, the absence will be considered unlawful and noted as unexcused. After three unexcused absences the family will receive written notification from the school. If attendance does not improve and additional unexcused absences occur, a referral to community and out of school supports may be made and, as a last result, truancy charges will be filed with the local magistrate.

Attendance Letters

An attendance letter will be sent after a total of 3 unexcused absences. An additional letter will be sent after 6 unexcused absences and a Student Attendance Improvement Plan (SAIP) meeting will be scheduled. Parents/guardians are invited to attend the SAIP meeting. If the parent/guardian chooses not to participate, the meeting will be held and a copy of the Student Attendance Improvement Plan will be sent home to the family. Once a student has accumulated 10 absences (excused or unexcused) in total, a doctor's note will be required for all absences beyond that date.

Key Attendance Terms

Excused Absences: Any child who is absent from school must present an excuse written by their parent/guardian upon return to school. The note must clearly indicate the reason for absence and must be turned in within (3) three school days from the child's return to school. Please note that a phone call does not excuse your child's absence. An email will be accepted as long as it is submitted within three days of the absence to the school's attendance email address. A complete list of school attendance email addresses can be found below.

Attendance Email Address by School

Afton Elementary - afattendance@pennsburyisd.org
Edgewood Elementary - ewattendance@pennsburyisd.org
Eleanor Roosevelt Elementary - erattendance@pennsburyisd.org
Fallsington Elementary - fallsattendance@pennsburyisd.org
Makefield Elementary - mkattendance@pennsburyisd.org
Manor Elementary - mnattendance@pennsburyisd.org
Oxford Valley Elementary - ovattendance@pennsburyisd.org
Penn Valley Elementary - pvattendance@pennsburyisd.org
Quarry Hill Elementary - qhattendance@pennsburyisd.org
Walt Disney Elementary - wdattendance@pennsburyisd.org
Charles Boehm Middle School - cbattendance@pennsburyisd.org
Pennwood Middle School - pwattendance@pennsburyisd.org
William Penn Middle School - wpattendance@pennsburyisd.org
Pennsbury High School - phsattendance@pennsburyisd.org

Acceptable Excuses for Absence: Illness, quarantine or obtaining professional health care or therapy from a licensed practitioner, family emergency, required court appearance, death in family, observance of a religious holiday observed by a recognized religious group and educational trips (upon prior written parent/guardian request).

Educational Trips: Requests for permission to have children absent from school for educational trips must be made at least ten (10) days prior to the trip. The number of approved days absent can not exceed five (5) days in a given school year. Days beyond this limit will be considered unlawful and/or unexcused. The student will be held responsible for making up missed assignments. School administrator may deny an Education Trip or deny part of the request if:

1. A student has exceeded 10 excused/unexcused date for the year
2. An educational trip request was already granted for the current school year

In the event that a trip exceeds 10 school days, the student will be withdrawn from Pennsbury School District

and will need to complete the registration process upon return. The student is unable to return to school until the registration process is complete.

Unexcused or Unlawful Absences: If an excuse note (written or electronic) is not presented within three (3) school days, the absence will be marked unexcused. Only medical excuses, signed by a practitioner, will be accepted after three (3) days. All absences for reasons other than those listed above will be considered unexcused. All unexcused absences for students under the age of 17 are also recorded as unlawful.

Tardiness: Arriving after the posted start time for class or school without a written excuse. These incidents are recorded as "excused" or "unexcused" applying the same criteria as those for full-day absences.

Early Dismissal: Leaving before the end time for class or school. These incidents are recorded as "excused" or "unexcused" applying the same criteria as those for full-day absences. Students who request to leave school before regular dismissal must bring a written note from their parent/guardian requesting that they be permitted to leave early. Please note that when picking up a student, you must show a valid ID.

Truant: Student has had three or more unexcused absences. Truancy is considered unlawful or unexcused absences from school.

Habitually Truant: Student had had six or more unexcused absences.

Student Attendance Improvement Plan (SAIP): School Attendance Improvement Plan, the plan outlining efforts to improve student's attendance.

PSD Student Code of Conduct - Overview

School-Based Rules

This *Student Code of Conduct* establishes uniform rules and procedures to be followed throughout PSD in disciplinary actions, including non-exclusionary, positive and preventative approaches to student discipline. Any school-based rules related to discipline must be consistent with this *Student Code of Conduct*.

Tiered Interventions and Consequences

Positive Behavioral Interventions and Supports (PBIS) are a foundational part of our Multi-Tiered System of Supports process in PSD. We believe that student discipline practices work best when they are instructive, not punitive, and that the purpose of discipline must be to understand and address the causes of behavior to resolve conflicts, while teaching new skills and repairing the harm done in order to restore relationships and rebuild community. Our approach is based upon a framework of progressive discipline responses using PBIS. We will use minor and major interventions and consequences that range in severity proportional to the behavior, while also addressing the need for restoration and skill building at every level. While some behaviors will warrant exclusionary discipline, the aim should always be to prioritize minimizing the length of time a student is out of the learning environment.

Further, we believe that intervention is most effective when the educator working most directly with students intervenes in the way they believe will most effectively support the student. We use PBIS as a framework to guide teaching behavioral expectations as well as providing necessary interventions. Below is a description of two different types of interventions offered and parties involved:

- **Minor Interventions**

- Minor interventions should be initially implemented by the teacher working most closely with the student.
- When the student requires additional support, the teacher should communicate with the parent/guardian and/or choose to use an Office Disciplinary Referral form (ODR) for communication and documentation purposes.
- In addition, minor interventions may involve staff with specialized training and expertise such as a school counselor/social worker, school psychologist or Board Certified Behavior Analyst (BCBA), to name a few.
- In some cases 3 minor offenses may result in a major discipline referral.
- If additional information is needed a student may be referred to an administrator or designee.
- **Major Interventions**
 - Major interventions include the addition of an administrator or designee as these interventions typically require an increased level of authority.
 - Major interventions may be needed as the next step after three or more minor interventions have already been implemented.
 - Major interventions implemented at this level involve major referral through an ODR and the potential for exclusion from school.
 - In every case the building administrator or the designee shall determine the appropriate intervention or consequence based on the specific facts and circumstances.

Alternatives to Exclusions

We prioritize building strong and positive relationships within the school community. We want all individuals to feel respected and valued, and value others. As such, it is important that our responses to misconduct convey our value for building and maintaining relationships and mutual respect for ourselves and others. We believe in resolving conflicts by every means short of exclusion from school. We understand the research that demonstrates exclusionary discipline can be ineffective and harmful. The purpose of discipline must be to understand and address the harm caused, while teaching new skills and repairing the harm done, restore relationships and reintegrate students into the school community. In every case of student misconduct for which suspension or expulsion may be considered, a building administrator shall exercise discretion in deciding the consequence(s) for the offense while ensuring opportunities for students to remain engaged in learning while maintaining the safety of the school community. The District will make every reasonable effort to support students in learning the skills necessary to enhance a positive school environment and avoid future harm.

Suspensions and Expulsions of Students

The use of measures that remove students from the classroom, such as in-school/out-of-school suspensions, expulsions, and referrals to alternative schools, should be minimized. These punitive measures may result in the loss of valuable instructional time, damage to relationships, and should be reserved for infractions that cannot be appropriately or adequately addressed through other interventions and disciplinary responses.

PSD Student Code of Conduct - Code Implementation and Behavior Matrix

The purpose of this section is to support all educators, teachers in particular, in implementation of the *Student Code of Conduct*. As you utilize this section, keep in mind the following principles set forth in the Code of Conduct:

- We prioritize building positive relationships with students. All students need caring adults in their lives. We want to develop positive members of our community.

- Relationships should be at the center of corrective action, with all other strategies seen as tangents. Rather than asking, “What’s the consequence that will fix the problem?” it is better to ask, “Is there a consequence that might be part of how we help this student learn from this incident?” This approach is especially important for the most vulnerable students; students with trauma in their lives are the least likely to benefit from harsh punishments.
- We believe in preventive and positive corrective response and seek to understand and address the causes of behavior to resolve conflicts while teaching new skills and repairing harm done, restoring relationships, and reintegrate students into the school community.

We recognize that there must be an understanding that inappropriate/disruptive behaviors and appropriate response through interventions and consequences will range in severity proportional to the behavior. We also value addressing the need for restoration and skill building for both minor and major responses. While some behaviors may warrant exclusionary discipline, the aim should always be to prioritize minimizing the length of time a student is out of the learning environment. To do this, we will use the system for minor and major interventions detailed in the following sections.

Relevant Factors in Making Discipline Decisions

When choosing consequences for students’ misbehavior, all staff must consider the following factors:

- The age, health, and disability or special education status of the student
- Relationship of academic performance and behavior
- Student’s prior conduct and record of behavior
- Student’s attitude
- Student’s willingness to repair the harm
- Seriousness of the offense and the degree of harm caused
- Impact of the incident on overall school community

Students with disabilities may receive additional disciplinary protections in accordance with federal and state law.

Areas of Intervention and Response Options

The list of response options is not exhaustive or exclusive. Minor intervention responses will be determined by the teacher working most closely with the student or by the teacher working in collaboration with the building administration. Major intervention responses will be determined by building administration or designee.

Areas of Intervention	Response Options
MINOR INTERVENTIONS	Teacher-Student Conference
	Reminders and Redirection
	Re-Teaching of Expectations and Skills
	Reflective Essay or Other Reflective Activity
	Independent Study
	Role-Play

MINOR INTERVENTIONS	Restorative Practices (Circle, Group Conferencing, Dialogue, Peer Mediation)
	Parent/Guardian Outreach
	Lunch and Learn and/or Recess Detention
	Inclusionary Time-Out - Is an intervention used when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom. The use of inclusionary time-out functions well as a behavior support strategy while allowing the student to remain fully aware of the learning activities of the classroom. Inclusionary time-out includes practices used by teachers as part of their classroom behavior support tools, such as "planned ignoring," asking students to put their heads down, or placing a student in a different location within the classroom. These strategies, used to reduce external stimuli in the student's environment while keeping the student physically present and involved in learning, have proven to be useful tools for classroom management.
	Seat Change
	Self-Charting of Behaviors
	Daily Progress Report on Behavior Task Completion and Achievement
	Loss of Privileges (e.g., class job, position in line, exclusion from extra activities)
	Student-Teacher-Parent/Guardian Conference
	Referral to Support Staff (e.g. school counselor, social worker, school psychologist, school nurse, etc.)
	Referral to MTSS/PBIS
	Behavioral Progress Reports and/or Behavioral Reward Systems
	Exclusionary Time-Out - Is an intervention that should be reserved for use only when students are displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom. In such circumstances, the student may either ask to leave the classroom, or the student may be directed to a separate setting for the purpose of helping the student to calm down. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming.
MAJOR INTERVENTIONS	Any Minor Intervention or Combination of Minor Interventions
	Restitution, Replace, Recompense
	Community Service
	In-School Suspension (with re-entry plan or informal hearing to re-engage with the learning community) - Is the removal of a student from regular classroom activities but not from the school premises.
	Out-of-School Suspension (with re-entry plan to re-engage with the learning community) - Is the removal of a student from regular classroom activities and from the school premises.

MAJOR INTERVENTIONS	Functional Behavioral Assessment
	Crisis Recommendation or Mobile Crisis Support
	Referral to Law Enforcement *
	Alternative Education Setting *
	Recommendation for Expulsion * - Is a student being excluded from school by the Board for a period exceeding ten (10) consecutive school days. The Board may permanently expel from the district rolls any student whose misconduct or disobedience warrants this sanction. No student shall be expelled without an opportunity for a formal hearing before the Board, a duly authorized committee of the Board, or a qualified hearing examiner appointed by the Board, and upon action taken by the Board after the hearing. - See Board Policy 233

*See Appendix A for School Code Violations

Behavior Matrix

The matrix below is a guide for school personnel when determining the appropriate level of intervention. Schools retain the right to determine the appropriate intervention response based on the facts and circumstances of each case. Those working with student(s) should determine plans to monitor student response to interventions and when additional interventions are necessary. The list of behaviors is not exhaustive or exclusive. The appropriate intervention based on the specific fact and circumstances will be determined for inappropriate or disruptive minor behaviors by the teachers working most closely with students or teachers working in collaboration with the building administration. For inappropriate or disruptive major behaviors, building administration or designee shall determine the appropriate intervention.

INAPPROPRIATE OR DISRUPTIVE BEHAVIORS EXAMPLES	MINOR INTERVENTION	MAJOR INTERVENTION
Abusive Language - Student engages in a low-intensity instance of inappropriate language such as curse words or abusive language not directed at an individual.	✓	
Abusive Language - Student engages in a high-intensity instance of inappropriate language such as swearing, name calling, or use of words in an inappropriate way.		✓
Academic Dishonesty - Academic dishonesty shall include, but not limited to, all forms of cheating, plagiarism, representing someone else's work as their own.		✓
Alcohol - Under the influence, using, selling or possession*		✓
Arson - The deliberate starting of a fire or explosion, or helping, asking, or telling another person to start a fire or explosion, which could or does place property in danger of being damaged or a person (including a firefighter) in danger of injury. All incidents of arson will be considered a major offense. *		✓
Assault on a School Employee - When a student engages in any of the following actions against a school employee or contractor: (1) attempts to cause or intentionally, knowingly, or recklessly causes bodily injury without physical provocation; (2) negligently causes bodily injury with a weapon; or (3) attempts by physical menace to put another in fear of imminent serious bodily injury.		✓

<p>Bullying - Repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture or any combination thereof, directed at a target that does one or more of the following:</p> <ul style="list-style-type: none"> ● Intimidates, taunts, teases, threatens or name calls ● Causes physical or emotional harm to the target or damage to the target's property ● Places the target in reasonable fear of harm ● Creates a hostile environment at school for the target ● Infringes on the rights of the target at school ● Materially and substantially disrupts the education process/orderly operation of school <p>The Pennsbury School Board is committed to providing a safe, positive learning environment for Pennsbury School District students. The School Board recognizes that bullying and harassment create an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the School Board prohibits bullying by Pennsbury School District students.</p> <p>The School Board prohibits all forms of bullying by Pennsbury School District students in a school setting or which would have implications in a school setting. The School Board encourages students who have been bullied to promptly report such incidents to the building principal or principal designee - see School Board Policy 249 *</p>		✓
<p>Cyberbullying - The repeated delivery of technology-based messages that includes intimidation, teasing, taunting, threats or name calling (behavior needs to be intentional and repetitive with a clear imbalance of power; social/physical/intellectual) *+</p>		✓
<p>Bus Disruptions - Using district transportation is a privilege. This privilege may be revoked at any time due to misconduct. Violation of the rules of conduct include not in assigned seat, not following conduct requests of staff, getting on or off the bus at the wrong bus stop, throwing items or being a distraction to the bus driver, compromising the safety of others on the bus, videotaping or taking photos on the bus, etc.</p> <p>Every Pennsbury school bus has the capability of being equipped with a surveillance camera to monitor behavior. In the event of any misconduct in which students have been videotaped and recommended for disciplinary action, a request for viewing the videotape may be made by the student's parent/guardian. All requests should be addressed to the principal of the student's school. Parents/guardians may only view the portion of the tape that documents the alleged behavior of their child on the bus. - see Board Policy 810.9R1</p>	✓	✓
<p>Defiance - Dependent on the intensity of the observable behaviors, this can include non-violent/non-physical talking back to school staff, failure to follow directions, failure to respond to school staff questions or requests, refusal to participate in classroom activities, etc.</p>	✓	✓
<p>Discrimination/Harassment- A continuous pattern of intentional behavior based on race, ethnicity, gender identity, sexual orientation, disability, national origin, ancestry, age, or religion against members of the school community. *</p>		✓
<p>Disrespect - Dependent on the intensity, this can include verbal insults or put-downs, picking on, bothering, teasing, or distracting other students; making inappropriate gestures or comments; use of profane or offensive language; and/or other behavior that is rude or disrespectful.</p>	✓	✓
<p>Disruption Minor - Include talking-out in class or talking out of turn, non-violent throwing or taking of objects, pestering and other behavior that distracts from student learning.</p>	✓	

<p>Disruptions Major - Include sustained loud talk, yelling or screaming, horseplay or roughhousing, violent throwing or taking of objects and/or sustained out-of-seat behaviors.</p>		✓
<p>Dress Code Violations - Wearing inappropriate clothing that (1) displays inappropriate language or illegal activity and/or (2) reveals or exposes skin between upper chest and mid-thigh or exposes undergarments and/or (3) disrupts the educational process or constitutes a safety hazard. Students may be required to wear certain types of clothing while participating in physical education classes, labs, extracurricular activities or other situations where special attire may be required to ensure the health and safety of the student. The type of clothing listed below are considered inappropriate for school and not permitted to be worn in school. - See Board Policy 221</p> <ul style="list-style-type: none"> ● Clothing or patches on clothing which can be interpreted as obscene by message or placement. ● Clothing that advertises alcohol, drugs, or sexual nature. ● No sleepwear or bedroom slippers unless pre-approved by the school as a school/class activity. ● No clothing or hats can be worn that cover the face, except for medical or religious purposes or as otherwise directed by health authorities. ● Footwear is to be worn at all times. Due to steps and outdoor recess, footwear that is a safety hazard will not be allowed, such as sneakers with skates and (except as specified above). Elementary students must wear footwear with straps on backs (no open heeled shoes or flip flops allowed.) 	✓	✓
<p>False Activation of a Fire Alarm or Bomb Threat - Student is responsible for a false fire alarm, bomb scare or false 911 call. If a student is responsible for a false alarm, bomb scare or a false 911 call, the student will be suspended from school. After investigating the details of the incident, the principal or designee may issue further disciplinary actions, including a Due Process Hearing. Local law enforcement will be notified and will take appropriate action. *</p>		✓
<p>Fighting - Involving mutual participation in physical violence and/or repeated physical aggression. *</p>		✓
<p>Financial Obligation - Students are responsible to pay any outstanding obligations issued to them. An obligation form, which indicates the price of the missing or damaged item will be provided to the student. If obligations are not met by the end of the school year, students may be prohibited from participating in certain extra-curricular activities. If you or your family are experiencing financial hardship and you are unable to pay the obligation, please contact your child's school.</p>	✓	
<p>Gang Affiliation Display - Use of gestures, dress and/or speech to display affiliation with a gang.*</p>		✓
<p>Hallway Misbehavior - Running, making excessive noise or loitering.</p>	✓	
<p>Hazing - Occurs when a person commits an act of hazing as defined by Policy 247 that results in serious bodily injury or death to a student; and</p> <ul style="list-style-type: none"> ● The student acts with reckless indifference to the health and safety of the victim students; or ● The student causes, coerces, or forces the consumption of an alcoholic liquid or drug by the victim student. <p>See Board Policy 247</p>		✓

<p>The District prohibits hazing in connection with any student activity or organization regardless of whether the conduct occurs on or off school property or outside of school hours.</p> <p>No student, parent/guardian, coach, sponsor, volunteer or district employee shall engage in, condone or ignore any form of hazing.</p> <p>The District encourages students who believe they, or others, have been subjected to hazing to promptly report such incidents to the building principal or designee. *</p>		
Inappropriate Display of Affection - Any consensual verbal or physical gestures/contact of a sexual nature.		✓
Inappropriate Language/Gestures Minor - Student engages in low-intensity instances of inappropriate language (for example, curse words that are not directed at anyone).	✓	
Inappropriate Language/Gestures Major - Student engages in written or verbal remarks or gestures that demean, insult or humiliate a person or group of persons through the use of words or acts, including use of profane or obscene language or gestures (for example, words directed at an individual).		✓
Lying - giving false information to or misleading school personnel. The student delivers a message that is untrue and/or deliberately violates rules.	✓	✓
<p>Misuse of Property - Includes the following:</p> <ul style="list-style-type: none"> • Damage, Destruction, or Vandalism of School Property: Causing or attempting to cause damage to school property. • Damage, Destruction, or Vandalism of Another Individual's Personal Property: Causing or attempting to cause damage to another's personal property. • Inappropriate Personal Property: Possession and/or use of items that cause a distraction to learning, damage persons or property, or otherwise interfere with the learning process. See Board Policy 224 	✓	✓
Physical Contact/Aggression Minor - Includes non-serious physical contact (e.g., pushing and shoving).	✓	
Physical Aggression Major - Includes an engagement in actions that cause serious physical contact where an injury may occur (e.g., hitting, punching, biting, hitting with an object, kicking, hair pulling, scratching, etc.).		✓
Possession of Drugs - Possession of illegal drugs, look-alike drugs, controlled substances, tobacco products (including vaporizers and electronic delivery systems, marijuana/cannabis). *		✓
Smoking/Tobacco - Student is in possession of or is using tobacco. All incidents involving smoking/tobacco use will be considered a major offense. The following items are covered under this definition: tobacco products, electronic cigarettes, vaporizers, vape pens, hookah, etc. - see Board Policy 222		✓
Possession of Electronic or Telecommunication Devices - Students may possess personal electronic devices to be used only before and after the school day. These devices include, but are not limited to, cell phones, smart watches, tracking devices, personal tablets/computers/Chromebooks, etc. These devices must be turned off during the school day and remain in the student's bookbag. The District is not liable for lost or stolen items.	✓	

<p>Specific information regarding electronic device restrictions will be provided to students and parents/guardians in advance of implementing any restriction. Electronic device restrictions do not apply when a student has a need for such a device due to the medical condition or approval is granted by the building administrator/designee. Students who are in violation of electronic device restrictions may be subject to disciplinary action and confiscation of the device. - see Board Policy 237 +</p>		
<p>Technology Violation Minor - The misuse of computers/computer networks/electronic: A student shall not engage in any act that violates the District’s Electronic Devices Policy, any individual school computer use guidelines or mobile computing device program guidelines, including, but not limited to the following acts that may not necessarily pose a threat to the health, safety, or property of others:</p> <ul style="list-style-type: none"> ● Utilizing computers, computer networks, or electronic devices during times when such conduct is not permitted. ● Visiting unauthorized websites. ● Intentionally loading or use of unauthorized games, programs, files, or other electronic media on District devices. ● Impersonation of another user, anonymity, and pseudonyms, within District systems. ● Creation of links to other networks whose content or purpose would violate the District’s Electronic Devices Board Policy 237. ● Offensive and inflammatory communications that do not pose an apparent risk to safety. Proper virtual etiquette will be taught and reinforced before proceeding to discipline for computer conduct violations. <p>Proper virtual etiquette will be taught and reinforced before proceeding to discipline for computer conduct violations. +</p>	✓	
<p>Technology Violation Major - A student shall not intentionally engage in any act that violates the District’s Network Usage and Safety Policy, any individual school computer use guidelines or mobile computing device program guidelines, including, but not limited to the following and personal devices:</p> <ul style="list-style-type: none"> ● Hate mail, discriminatory remarks, as well as offensive and inflammatory communications that pose an apparent risk to safety. ● Using any electronic device to display or access obscene or pornographic materials. ● Transmission of sexually explicit language or images, including images of oneself. ● Destruction, modification or abuse of network hardware, software, or information. ● Videotaping fights or videotaping someone in a place where they have an expectation of privacy. ● Posting videos of inappropriate student conduct to a social media site that affects the school community or individuals within the school community in a negative manner. <p>Proper virtual etiquette will be taught and reinforced before proceeding to discipline for computer conduct violations. +</p>		✓
<p>Theft, Burglary, or Robbery of School Property or Personal Property - A student shall not engage in or attempt to engage in theft, burglary, or robbery of school property. A student shall not steal or attempt to steal from a student/staff or burglarize personal property.</p>		✓
<p>Threats - A threat communicated either directly or indirectly to commit any crime of violence with the intent to terrorize another; to cause evacuation of a building, facility or transportation; or to otherwise cause serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience. - See Board Policy 218.2</p>		✓

Unauthorized Elopement Minor - Short-term elopement from a classroom.	✓	
Unauthorized Elopement/Class Cutting Major - Elopement to avoid classroom attendance or from the school building.		✓
Unauthorized Presence on School Property/Unauthorized Presence of Students During School Hours (Nonviolent) - Being present on school grounds when a student is not authorized to be present (e.g. because student is suspended or has been requested to leave).	✓	
Weapons - Possessing, using, handling , or transmitting a weapon or look-alike weapon while on school property, while at any school sponsored or approved activities while walking or being transported in any manner to or from school. * - see Board Policy 218.1		✓
Other Problem Behavior Minor - Student engages in any other minor problem behaviors that do not fall within the above categories.	✓	
Other Problem Behaviors Major - Student engages in any other major problem behaviors that do not fall within the above categories.		✓

***See Appendix A for School Code Violations**

+ See Appendix B for Internet Acceptable Use Agreement, COPPA Compliance & Chromebook Usage Agreement

Elementary School Contact Information

[Afton Elementary School](#)

1673 Quarry Road, Yardley, PA 19067
 Phone (215) 321-8540
 Fax (215) 321-3260
 Dr. Joseph Masgai, Principal
 Mrs. Irene Roddy, Principal's Secretary
 Mrs. Patty Gilbert, Secretary

[Fallsington Elementary School](#)

134 Yardley Avenue, Fallsington, PA 19058
 Phone (215) 428-4170
 Fax (215) 428-5210
 Mr. Vincent DePaola, Principal
 Mrs. Linda Wainwright, Principal's Secretary
 Mrs. Jennifer Pringle, Secretary

[Edgewood Elementary School](#)

899 Oxford Valley Road, Yardley, PA 19067
 Phone (215) 321-2410
 Fax (215) 321-2412
 Mrs. Stephanie Hultquist, Principal
 Mrs. Erin Maguire, Principal's Secretary
 Mrs. Sheryl Straub, Secretary

[Makefield Elementary School](#)

1939 Makefield Road, Yardley, PA 19067-3137
 Phone (215) 321-2420
 Fax (215) 321-2422
 Mrs. Donna McCormick-Miller, Principal
 Mrs. Colleen Wierzbowski, Principal's Secretary
 Mrs. Michelle Johnson, Secretary

[Eleanor Roosevelt Elementary](#)

185 Walton Drive, Morrisville, PA 19067
 Phone (215) 428-4256
 Fax (215) 428-4263
 Mrs. Lisa Follman, Principal
 Mrs. Stephanie Lee, Principal's Secretary
 Mrs. Jamie D'Alessandro, Secretary

[Manor Elementary School](#)

401 Penn Valley Road, Levittown, PA 19054
 Phone (215) 949-6770
 Fax (215) 949-6772
 Mrs. Terri Salvucci, Principal
 Mrs. Donna Merriman, Principal's Secretary
 Mrs. JoAnn Holden, Secretary

Oxford Valley Elementary School

430 Trenton Road, Fairless Hills, PA 19030
Phone (215) 949-6808
Fax (215) 949-6810
Ms. Donna Minnigh, Principal
Maureen Sporek , Principal's Secretary
Nicole Danza, Secretary

Penn Valley Elementary School

180 N. Turn Lane Levittown, PA 19054
Phone (215) 949-6800
Fax (215) 269-4827
Ms. Barbara Hidalgo, Principal
Ms. Ann Osborn, Principal's Secretary
Mrs. Vicki Burkhart, Secretary

Quarry Hill Elementary

1625 Quarry Road, Yardley, PA 19067
Phone (215) 321-2400
Fax (215) 369-0804
Mr. Richard W. Rebh, Principal
Mrs. Pat Lake, Principal's Secretary
Mrs. Virginia Evanyke, Secretary

Walt Disney Elementary School

200 Lakeside Drive, Levittown PA 19054
Phone (215) 949-6868
Fax (215) 949-6815
Mrs. Maria Gregory, Acting Principal
Mrs. Heather Errhalt, Principal's Secretary
Mrs. MaryAnne Bing, Secretary

Appendix A

School Code Violations - Major Offense

Arson

Any student involved with an incident of arson will receive a three day suspension, and an informal hearing will be held to determine if additional disciplinary action is appropriate. The parent/guardian will be notified. By the third day of the suspension an informal hearing will be held to determine if a Due Process Hearing before the School Board should be requested for the purpose of expulsion from school. The student will be referred to the Elementary Student Assistance Program (ESAP) Team. Local law enforcement shall be notified. During the time of the investigation and/or suspension the student will forfeit the privilege of participating in all athletic and extracurricular activities. This is applicable to all district sponsored activities.

Bullying/Cyberbullying/Harassment (Board Policy 249.1R1)

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

The School Board prohibits all forms of bullying by Pennsbury School District students in a school setting or which would have implications in a school setting. The School Board encourages students who have been bullied to promptly report such incidents to the building principal or his/her designee. The School Board directs that complaints of bullying be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the Pennsbury School District's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying. Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.

1. "Bullying" shall mean an intentional electronic, written, verbal or physical act, or a series of acts. Bullying, as defined in this policy, includes Cyberbullying:
 - a. directed at another student or students;
 - b. which occurs 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 or on the way to school and/or outside a school setting
 - c. that is severe, persistent or pervasive; and
 - d. has the effect of doing any of the following:
 - i. substantially interfering with a student's education;
 - ii. creating a threatening environment; or
 - iii. substantially disrupting the orderly operation of the school;
2. Cyberbullying means the intentional and repeated mistreatment of others through the use of technology, such as: computers, cell phones, and other electronic devices.
3. Discrimination and/or Harassment shall mean:
 - a. Verbal conduct such as, but not limited to repeated, unwelcome and offensive slurs, jokes, or other verbal conduct relating to an individual's race, color, religion, ancestry, gender, sexual orientation, national origin, age or handicap/disability that creates an intimidating, hostile or offensive school environment;
 - b. Visual conduct such as, but not limited to, unwelcome expressive conduct like derogatory posters, cartoons, drawings, letters, notes or gestures relating to a person's sex, race, color, religion, national origin, age or disability when the conduct is so severe, persistent, or pervasive and is objectively offensive that a reasonable person would find that it alters the terms or conditions in the school environment, or it unreasonably interferes with a member of the school community's school environment;

- c. Physical conduct such as, but not limited to, offensive or unwelcome touching when the conduct is so severe, persistent, or pervasive and is objectively offensive that a reasonable person would find that it alters the terms or conditions in the school environment, or it unreasonably interferes with a member of the school community's school environment;
- d. Retaliation for having reported the harassment or discrimination;
- e. Denial of any of the benefits of a complete education program for an impermissible reason includes, but not limited to, race, religion, sex, sexual orientation, marital status, familial status, national origin, color, or disability.

Accordingly, the Pennsbury Board of School Directors prohibits all forms of unlawful discrimination, harassment and bullying of students, based on race, religion, sexual orientation, color, national origin, sex, and disability, by any member of the school community.

The Pennsbury Board of School Directors further prohibits discrimination, harassment and bullying, based on association with other students of the protected classifications or groups representing such protected classifications, by any member of the school community.

The Pennsbury Board of School Directors further prohibits retaliation or reprisals against any person who makes a good faith complaint of prohibited discrimination, bullying or harassment by any member of the school community.

The Pennsbury Board of School Directors recognizes various legitimate expression interests may be implicated in an anti-discrimination, anti-bullying and anti-harassment policy and that the offensiveness of a particular expression as perceived by some students, standing alone, is not a legally sufficient basis to establish prohibited discrimination, bullying or harassment. The Pennsbury Board of School Directors does not intend this Policy to chill freedom of expression, but instead attempts to balance legitimate speech and expression interests with its obligation to provide a safe and effective educational environment.

Reporting Procedures

Any student who feels he or she is being harassed, bullied or discriminated against by an employee or another student or who is aware of harassment, bullying or discrimination against another student should report it immediately to the building principal, guidance counselor, teacher or school nurse.

Investigative Procedures

In furtherance of this Policy, the Pennsbury Board of School Directors directs that complaints of discrimination, bullying or harassment shall be investigated promptly by the School Administration and/or Office of Student Services. Confidentiality of all parties shall be maintained, consistent with the Pennsbury School District's legal and investigative obligations.

Discipline for Offenders

A finding by the investigator that a student has engaged in harassment, bullying or discrimination shall subject the student to disciplinary action which may include, but not limited to counseling within the school, parental/guardian conference, loss of school privileges, transfer to another school building classroom or school bus, exclusion from school-sponsored activities, detention, suspension and or expulsion from school.

Student Sexual Harassment Policy

All students should enjoy a school environment free from all forms of discrimination, including, but not limited to, ones that pertain to: sexual harassment, sexual orientation or preference, and or any unwelcome sexual advances or comments. Sexual harassment is illegal, and therefore will not be tolerated anywhere in the Pennsbury School District. The subjecting of another student or faculty member to unwelcome sexual advances, sexually oriented comments, or harassment based on sexual orientation is strictly prohibited.

The School Board prohibits sexual harassment and it will be considered misconduct.

Sexual harassment may be in the form of student to student, student to employee, or employee to student misconduct. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of sexual nature when:

1. Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, grades or other good standing.
2. Such conduct has the purpose or effect of substantially interfering with an individual's performance or creates an intimidating, hostile or offensive school environment.

Sexual harassment can take a variety of forms ranging from subtle pressure to physical assault. Although all facts and circumstances will be considered, some examples of sexual harassment may include, but not be limited to:

1. Threats of sexual relations or sexual contact;
2. Continuous or repeated verbal abuses of a sexual nature, including graphic comments on a person's body, or sexuality;
3. Sexually degrading words, written or spoken, to describe the person or proposition of a sexual nature;
4. Sexual remarks, jokes or gestures that may embarrass or offend others;
5. Stalking will be considered a form of harassment and will be dealt with accordingly;
6. Unwanted and/or inappropriate emails, voicemails, instant messages, text messages and/or attachments.

Reporting Procedure

Any student who feels he/she have been a victim of sexual harassment should immediately report the alleged harassment to a teacher, nurse, counselor or administrator. Each complaint will be carefully investigated by the Director of Student Services and all findings documented in writing. The student's parent/guardian will be notified as soon as possible. All information obtained will be held in strictest confidence and will be discussed only on a need-to-know basis to investigate the matter.

No student will be subject to any form of discipline for pursuing a sexual harassment complaint. No student shall knowingly or maliciously falsify a charge of sexual harassment against another student or employee. Falsifying a charge may result in disciplinary action.

Discipline to Offender

Any action taken as a result of the investigation will depend upon the facts of each case. Sanctions may range from a warning to expulsion for students and from a warning to termination for employees. If students have any questions with regard to this policy, they should contact the Director of Student Services at 215-428-4181.

Discrimination/Harassment - Title IX

Discrimination/harassment is considered a major offense. It is any form of discrimination based on the basis of race, color, age, creed, religion, sex, gender (including gender identity or expression), sexual orientation, ancestry, national origin, marital status, pregnancy or disability consisting of unwelcome conduct, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance when such conduct is sufficiently severe, persistent, or pervasive and a reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment.

The district will comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. Such discrimination shall be referred to throughout this policy as Title IX sexual harassment. Inquiries regarding the application of Title IX to the district may be referred to the District's Title IX Coordinator.

The district is committed to the maintenance of a safe, positive learning environment for all students that is free from discrimination by providing all students course offerings, counseling, assistance, services, employment, athletics and extracurricular activities without any form of discrimination, including Title IX sexual harassment. Discrimination is inconsistent with the rights of students and the educational and programmatic goals of the district and is prohibited at,

or in the course of, district-sponsored programs or activities, including transportation to or from school or school-sponsored activities.

Violations of this, including acts of retaliation as described in this policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures.

Specific harassment infractions are further defined as follows:

1. **Sexual Harassment (Title IX Sexual Harassment):** Conduct on the basis of sex that is both unwelcome and is determined by a reasonable person to be so severe, pervasive and objectively offensive that it denies a person equal access to District program. Quid pro quo sexual harassment, requiring a person to submit to unwelcome sexual conduct in exchange for an aid, benefit or service is also covered by District policy. Sexual assault, dating violence, domestic violence, and stalking, as defined by District policy are also types of sexual harassment. - See [Board Policy 103](#)
2. **Racial/Ethnic Harassment:** Discrimination on the basis of race, color, or national origin includes discrimination based on a person's actual or perceived race, color, national origin, ethnicity or ancestry. This includes discrimination based on country, world region, or place where a person or his or her ancestors come from; a person's Limited English Proficiency or English Language status; or a person's actual or perceived shared ancestry or ethnic characteristics, including membership in a religion that may be perceived to exhibit such characteristics (such as Hindu, Jewish, Muslim, and Sikh individuals).
3. **Gender-Based Harassment:** May include acts of verbal, nonverbal, or physical aggression, intimidation or hostility based on sex stereotyping. Thus, harassment of a student or failing to conform to stereotypical notions of masculinity and femininity constitutes sex discrimination. Gender-based harassment can rise to a violation of District policy and/or Title IX when such conduct denies or limits a student's ability to receive educational aid benefits, services or treatment.
4. **Disability Harassment:** Intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the institution's program. Harassing conduct may include verbal acts and name-calling, as well as nonverbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliation. - See [Board Policy 103.1](#)
5. **Other Forms of Harassment:** Any act that violates the District's Prohibition of Bully/Harassment Policy which does not meet the definition of sexual harassment, racial/ethnic harassment, gender-based harassment, or disability harassment.

Drugs and Alcohol Use

Major Offense: Possession, sale or distribution of drugs, alcohol or tobacco is prohibited on school property or at school sponsored events. If there is a noticeable smell of alcohol or drugs on the student, or if based upon other factors, the Pennsbury School District has reasonable suspicion to believe that a student has used or is under the influence of alcohol, drugs or look alike drugs, the student will be taken to the office for verification by the Principal or his/her designee and the school nurse. If verified the student will receive a three day suspension, and an informal hearing will be held to determine if additional disciplinary action is appropriate. The parent/guardian will be notified. By the third day of the suspension an informal hearing will be held to determine if a Due Process Hearing before the School Board should be requested for the purpose of expulsion from school. The student will be referred to the Elementary Student Assistance Program (ESAP) Team. Local law enforcement shall be notified. During the time of the investigation and/or suspension the student will forfeit the privilege of participating in all athletic and extracurricular activities. This is applicable to all district sponsored activities.

If a student has a drug or alcohol problem and would like help, contact can be made with the school social worker, counselor or the Student Services Department.

Drug and Alcohol Possession

A student shall not possess, use, distribute, or be under the influence of any intoxicant of any kind. Any amount of an illegal drug is considered a violation of Board policy and this Code of Student Conduct. The possession of drug-related

paraphernalia also constitutes a violation of this rule. Look alike drugs are not permitted. Use of a drug as authorized by a medical prescription from a registered physician for the student for whom it is prescribed shall not be considered a violation of this rule but may be a violation of the Use of Medications policy. Failure to comply with the Use of Medications policy may also result in school discipline. All incidents involving drug and alcohol use will be considered a major offense. - See [Board Policy 227](#)

Student Medication Use (Prescribed and Over the Counter)

The administration of medication in accordance with the direction of a parent/guardian and qualified health care provider to a student during school hours will be permitted only when (1) failure to take such medication would jeopardize the health of the student and/or (2) the student would not be able to attend school if the medication were not made available during regular school hours. Before any medication may be administered to a student during school hours, the school nurse must receive (1) a written request from the parent/guardian giving permission for the administration of such medication; the note must include a statement relieving the Pennsbury School District of the responsibility for the benefits or consequences of the medication, (2) a written order of the prescribing qualified healthcare provider including the name of medication, dosage, the time at which or the special circumstances under which the medication shall be administered, the length of the period for which medication is prescribed and the possible side effects of the medication and (3) the medication in properly labeled container. The written request from the parent/guardian and the order from the physician shall be kept on file in the office of the school nurse and may remain valid for the duration of the relevant prescription; however, new requests and orders must be submitted at least annually. Medications must be provided to the school by the parent/guardian and not by the student unless the student is emancipated. Medications shall be securely stored and kept in the original labeled container. All prescription medications shall be stored in their original pharmacy or manufacturer labeled containers and in such manner as to render them safe and effective. - See [Board Policy 210](#)

Students may be authorized by a qualified health provider to possess and self-administer asthma medication by means of an inhaler. Requests for permission for self-medication with an inhaler must be in writing. The qualified health care provider must notify the school of the dosage, type of medication to be self-administered, any possible side effects and an opinion as to the child's ability to self-medicate. The student must inform the school nurse immediately following each use of the inhaler. Misuse of the inhaler or violation of Pennsbury School District policy shall result in immediate confiscation of the inhaler and loss of the privilege to carry the medication. With the exception of asthma inhalers in accordance with this section, students are not permitted to carry any prescription or non-prescription medication on their person, in their book bags, purses, lockers or vehicles. Possession of prescription or non-prescription medication in violation of this provision may be treated as possession of drugs. The Pennsylvania Public School Code, Section 1414.2(g) allows parents/guardians to request an exemption to the administration of an epinephrine auto-injector for their student. In order to request the exemption, contact the school nurse to make an appointment to discuss this decision, review and sign the opt-out form. 7. Any medications left at the end of the school year shall be disposed of under the direction of the school nurse. - See [Board Policy 210.1](#)

False Alarms, Bombs Scares, False 911 Calls

Student is responsible for a false fire alarm, bomb scare or false 911 call. If a student is responsible for a false alarm, bomb scare or a false 911 call, the student will be suspended from school. After investigating the details of the incident, the principal or designee may issue further disciplinary actions, including a Due Process Hearing. Local law enforcement will be notified and will take appropriate action.

Hazing

Occurs when a person commits an act of hazing as defined by Policy 247 that results in serious bodily injury or death to a student; and

- The student acts with reckless indifference to the health and safety of the victim students; or
- The student causes, coerces, or forces the consumption of an alcoholic liquid or drug by the victim student.

See [Board Policy 247](#)

The District prohibits hazing in connection with any student activity or organization regardless of whether the conduct occurs on or off school property or outside of school hours.

No student, parent/guardian, coach, sponsor, volunteer or district employee shall engage in, condone or ignore any form of hazing.

The District encourages students who believe they, or others, have been subjected to hazing to promptly report such incidents to the building principal or designee. *

Searches and Seizure

Pennsbury School District officials have the right to search students, their possessions, lockers and student-operated motor vehicles to the maximum extent permitted by law as described below. - See [Board Policy 226](#)

Smoking and Tobacco

Students are in possession of or are using tobacco. All incidents involving smoking/tobacco use will be considered a major offense. The following items are covered under this definition: tobacco products, electronic cigarettes, vaporizers, vape pens, hookah, etc. - See [Board Policy 222](#)

Smoking and Tobacco Discipline Measure

Students are forbidden to possess, smoke and or use tobacco products, electronic cigarettes, vaporizers, vape pens, hookah or any similar products on a school bus, or school property, or at off-site school sponsored activities or on the way to and from school or a school sponsored activity. Students suspected of smoking or being in possession of smoking paraphernalia, tobacco products, electronic cigarettes, vape pens, hookah or any similar products are subject to search and confiscation of these items.

Students found in possession of any of these devices or products may be suspended for up to three days. Students in possession of lighters, matches or other items capable of starting a fire may be charged with possession of a weapon in accordance with the Student Conduct Policy. It is unlawful to possess or use tobacco in school, on school property or on a school bus. Act 145 makes it unlawful to possess a lighted or unlighted cigarette, cigar, pipe or other lighted smoking products and smokeless tobacco in any form. If a student is found in possession of one of these products, he/she may be subject to a fine and court costs. The building principal or his/her designee may also suspend the student for up to three days.

If a student has a smoking problem and would like help, contact can be made with the Pennsbury School District Office of Student Services at 215-428-4181 for information and help.

Weapons Discipline Measures

A student shall not possess, handle, or transmit a weapon while on school property, while at any school sponsored or approved activity or while walking or being transported in any manner to or from school. The term "weapon," includes but is not limited to any knife, cutting instrument, cutting tool, explosive, nunchuck, firearm, shotgun, rifle, replica of a weapon and/or any other tool, instrument or implement capable of inflicting serious bodily injury. Mace or pepper spray, when discharged or threatened to be discharged, is considered a weapon. When determining whether an object is a weapon or look-a-like weapon, schools must consider what the object is practically and functionally intended to do. - See [Board Policy 218.1](#)

Appendix B

Internet Acceptable Use Agreement

INTERNET ACCEPTABLE USE POLICY

If a Pennsbury School District user violates any of these provisions, his or her account will be terminated and future access could be denied.

The signature/s at the end of this document is/are legally binding and indicates the party (parties) who signed has/have read the terms and conditions carefully and understand/s their significance.

Acceptable Use – The purpose of the backbone networks making up the Internet is to support research and education in and among academic institutions by providing the access to unique resources and the opportunity for collaborative work. The use of your account must be in support of education and research and must be consistent with the educational objectives of the Pennsbury School District. The use of the network or computing resources of other organizations must comply with the rules appropriate for that network. The using of any computer equipment and/or communications services owned, leased or otherwise provided by the Pennsbury School District for sending, receiving, viewing or downloading visual depictions of obscenity, child pornography, material that is harmful to minors or material that violates any federal or state law or regulation is strictly prohibited. Additionally use of any computer equipment and/or communications services owned, leased or otherwise provided by the Pennsbury School District to violate or infringe on a copyright or access or disclose trade secrets is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secrets.

Privileges – The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrators along with the Pennsbury School District Superintendent will deem what is appropriate use.

Network Etiquette – You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

- a. Be polite. Do not become abusive in your messages to others.
- b. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Illegal activities are strictly forbidden.
- c. Do not reveal any personal information.
- d. Do not use the network in such a way that would disrupt the use of the network by other users.
- e. All communications and information accessible via the network should be assumed to be private property.
- f. Students have no expectation of privacy in information stored, transmitted or otherwise accessed through computer equipment and/or communications services owned, leased or otherwise provided by the Pennsbury School District. The Pennsbury School District has access to all such information. The Pennsbury School District may take disciplinary action and/or refer matters to law enforcement authorities if it appears that a student has violated Pennsbury School District Policy and/or applicable law.
- g. The Pennsbury School District reserves the right to monitor, track, access, and log the use of its systems at any time.

The Pennsbury School District makes no warranties of any kind, whether expressed or implied, for the service it

is providing. The Pennsbury School District will not be responsible for any damages you suffer. This includes loss of data resulting in delays, non-deliveries, mix-deliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. The Pennsbury School District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Security – Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the Internet, you must notify a system administrator or the building principal. Do not demonstrate the problem to other users. Do not use another individual’s account without written permission from that individual. An attempt to logon to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or as having a history of problems with other computer systems may be denied access to the Internet.

Vandalism – Vandalism will result in cancellation of privileges, suspension and possible referral for expulsion. Vandalism is defined as any malicious attempt to harm, delete or destroy data, programs, electronic devices or component parts thereof another user, the Internet, or any other network, computer or system. This includes, but is not limited to the uploading, passive transmitting, accessing, or creation of computer viruses.

COMPUTERS

Pennsbury School District computers provide a learning environment that fosters student achievement. Level appropriate policies for computer usage are in effect in each school. Students violating computer policies will be subject to appropriate disciplinary and/or legal action and may lose computer privileges.

ACCESS TO INTERNET

A district-wide Internet acceptable use agreement has been developed. Any student wishing to access the Internet through Pennsbury’s computers must sign the agreement along with a parent/guardian. Violations of this policy may result in loss of computer privileges and/or disciplinary action.

DISCIPLINARY ACTION

Disciplinary action for computer or Internet violations will be determined on an individual basis. Consistent with the Internet-Terms and Conditions of Use section of the Pennsbury School District’s Internet Acceptable Use Agreement, the more serious violations can result in loss of privileges, suspension, an informal hearing or a due process hearing (see Disciplinary Measures Expulsion) for the purpose of expulsion.

COPPA Compliance

By signing the Student Conduct Policy Verification Form, parents and guardians are hereby granting permission for their students’ personal information to be provided to web services in accordance with the Children’s Online Privacy Protection Act (COPPA). Teachers will only utilize web services that are COPPA compliant and have been approved by the Pennsbury School District for children ages 13 and younger.

Chromebook Agreement

Students in grades 5–12 are eligible to participate in the District’s Chromebook program. In order to participate, students are required to pay a yearly fee to cover the protection plan for their Chromebook. The annual fee is \$40.00 (reduced to \$15 for financial hardship). Students are encouraged to purchase a sleeve or a case to protect and personalize their

Chromebook. Stickers (other than a sticker for identifying the device) and drawing on the Chromebooks are not permitted.

The protection plan does NOT provide coverage for the loss of the Chromebook and/or its accessories, cosmetic damage, or damages caused by intentional misuse and/or abuse. Parents/Guardians will be responsible for the full cost of replacement (\$220.00) if it is determined that damage has been caused by intentional abuse and/or misuse or the device is lost or stolen and \$20.00 for a lost or intentionally abused and/or misused charger.

This device will need to be returned upon graduation or withdrawing from the district.

The district has installed Internet filtering software that cannot be removed from the Chromebook. The district will solely determine what is filtered. Please understand that it is impossible for the Pennsbury School District to restrict all potentially inappropriate materials.

More information on Pennsbury's 1:1 Chromebook initiative is available [here](#).

IMPORTANT: Please note that personal laptops and tablets will not be permitted for use by students during the school day.

For more information about Pennsbury Website, please visit our [website](#).