



**GREATER JOHNSTOWN
SCHOOL DISTRICT**

Student Code of Conduct

2007-2008 School Year

**GREATER JOHNSTOWN SCHOOL DISTRICT
CODE OF STUDENT DISCIPLINE**

INTRODUCTION

We, the teachers, parents and students of the Greater Johnstown School District, believe that our schools must provide a safe and effective learning and teaching environment for students and staff. We believe that the entire community must contribute to creating and maintaining such a learning environment. We believe that to attain this goal requires a code of discipline that clearly defines individual responsibilities, categorizes unaccepted behavior, and provides for appropriate disciplinary options. In that no written code can cover all possible contingencies, the following code may be augmented or adapted by the Superintendent and principal, when in their judgment, the situation so warrants.

7/2007

The Greater Johnstown School District will not discriminate in its educational programs, extra-curricular activities, and non-academic district activities, or employment practices, based on race, color, national membership, or any other legally protected classification. Announcement of this policy is in accordance with state and federal laws, including Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the American Disabilities Act of 1990.

The Greater Johnstown School District employees, students, and participants who have an injury or complaint of harassment or discrimination, or who need information about accommodations for persons with disabilities, can obtain a copy of the district's Title IX Grievance Procedure and Unlawful Harassment Policies by contacting, Superintendent, Administrative Offices, 1091 Broad Street, Johnstown, PA. 15906, telephone 814-533-5650.

GREATER JOHNSTOWN SCHOOL DISTRICT CODE OF CONDUCT

PHILOSOPHY

We, the Board, Administrators, teachers, parents, and students of the Greater Johnstown School District believe the following:

- all students can achieve a personal level of success;
- all students can maintain a desire to learn;
- a feeling of self-worth is necessary for learning to take place;
- developing self-evaluation skills is necessary in fostering acceptance of personal responsibility for one's learning;
- instruction should be provided at a developmentally appropriate level;
- parental involvement is essential to a student's education;
- high expectations are essential for student success.

We believe that the entire community must contribute to creating and maintaining such a learning environment. We believe that to attain this goal requires a code of discipline that clearly defines individual responsibilities, categorizes unaccepted behavior, and provides for appropriate disciplinary options and reward actions that promote this learning environment.

The basis for our philosophy is our underlying belief in the concept of Resiliency. The goals of our Code of Conduct are to mitigate risk factors by setting clear, consistent boundaries; increasing prosocial bonding; and teaching "Life Skills". In addition, we attempt to build resiliency into the environment by setting and communicating high expectations; providing opportunities for meaningful participation and providing care and support through a number of programs. See the Resiliency Wheel on the next page. The Committee used the Wheel as a cornerstone to the Code of Conduct philosophy. The following is a list of initiatives currently in place, or under development in the Greater Johnstown School District as they apply to the Resiliency Model:

Clear & Consistent Boundaries

Comprehensive Suspension Program
Alternative School
Code of Conduct
Drug/Alcohol Policy
Crisis Prevention Intervention
Eligibility requirements
Juvenile Probation
Graduation requirements

Life Skills

Second Step
Learning for Life
Teen Parenting
Life Skills
Leadership Plus/Interact
Community Service
Therapeutic Support Staff
Girl Power

Prosocial Bonding

Activity days, school dances
Field Trips
Mentoring
Fun days
Extra Curricular activities
Summer in the City

Caring & Support

Student Assistance
Instructional Support Team
Communities that Care
Tutoring
Mental Health
D.A.R.E.
Support Groups
Staff Members
Social Development Standards
TLC (Trojan Learning Center)
After School, Live!

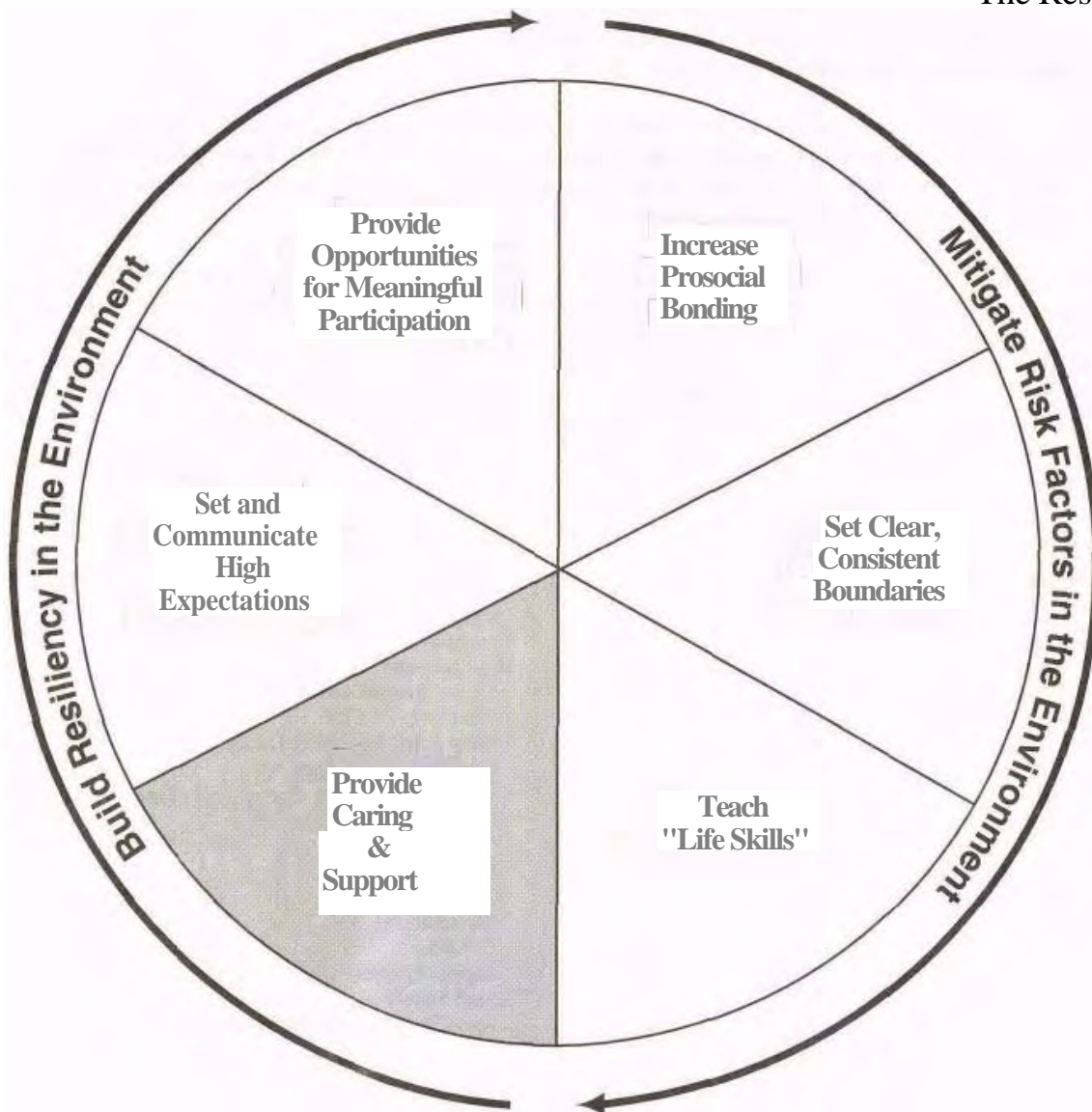
High Expectations

- Tutoring
- Instructional Support Team
- Attendance Rewards
- High Honor Roll
- Johnstown System Student Assessment (JSSA)
- Alternative & Spring School
- Graduation Requirements

Meaningful Participation

- Students Helping to Achieve & Reach Excellence (12)
- Outdoor Odyssey
- Extra Curricular activities
- Peer Mediation
- Student Council
- Mentoring
- Community Based Instruction
- Peer Tutoring

The Resiliency Wheel



The Wheel Shows “six consistent themes that have emerged from research showing how schools as well as families and communities can provide both the environmental protective factors and the conditions that foster individual protective factors”.

Henderson, Nan, & Milstein, Mike M. (1996). *Resiliency in schools: Making it happen for students and educators*. Thousand Oaks, Ca: Corwin.

CONDUCT AND DISCIPLINE – WHAT ARE THEY?

The dictionary defines *conduct* as “a mode or standard of personal behavior, especially as based on moral principles.” The dictionary defines *discipline* as “training that develops self-control, character, or orderliness and efficiency.” With these definitions, the need for stressing good conduct through the use of effective discipline will become obvious.

A. SELF-CONTROL

All students have rights. All students have responsibilities. Students have the right to receive equal educational opportunity in a safe and orderly learning environment. To protect this right, all students have the responsibility to control their personal impulses. Students must examine their own behavior and how it will affect others. Self-control is the expectation to assure that the rights of all are protected.

B. CHARACTER

The behavior you exhibit is yours. A student’s character is defined by his/her total pattern of behavior. A student is responsible for his/her own behavior. Defending individual actions by describing the actions of others is unacceptable. Actions determine a student’s reputation and also help to determine how people react to one now and in the future. Trust, respect, and true friendship of others must be earned. A student’s pattern of behavior or character determines how much trust, respect and friendship can be earned. Each student should make a genuine effort to develop and maintain good character.

C. ORDERLINESS AND EFFICIENCY

Learning is often difficult work. It is made even more difficult when unnecessary distractions exist or when classroom plans are unnecessarily disrupted. Self-control and good conduct help ensure that learning can be accomplished in an orderly and efficient manner.

The information in this Code of Conduct identifies responsibilities for students. Also identified are certain types of behavior, which disrupt student learning. In order to ensure an effective learning environment, students are urged to fulfill their responsibilities and refrain from disruptive behavior. In summary, good conduct ensures each of the following:

1. The ability to make the best use of each student’s educational opportunity.
2. The opportunity to receive education in a safe, orderly, and efficient environment.
3. The development of positive patterns of behavior which will be respected and recognized by others now and in the future.

D. STUDENT RESPONSIBILITIES (Pennsylvania School Code)

1. No student has the right to interfere with the education of his fellow students. It is the responsibility of each student to respect the rights of teachers, administrators, and all others who are involved in the educational process.
2. Students have a responsibility to attend school regularly.
3. It is the responsibility of students to be aware of all rules and regulations for student behavior and conduct themselves in accord with them.
4. Students have a responsibility to express their ideas and opinions in a respectful manner so as not to offend or slander others.
5. Students have a responsibility to volunteer information in matters relating to the health, safety, and welfare of the school community and the protection of school property.

6. Students have a responsibility to dress and groom themselves so as to meet fair standards of safety and health and so as not to cause substantial disruption to the educational process.
7. Until a rule is waived, altered, or repealed, students are responsible for assuming the rule is in full effect.
8. Students are responsible for assisting the school staff in operating a safe school for all students enrolled in the school.
9. It is the responsibility of the student to be aware of and comply with state and local laws.
10. Using public facilities and equipment with proper care is a student responsibility.
11. Submitting a proper excuse for absence from school is a student responsibility.
12. Students are responsible for being on time to all classes and other school functions.
13. Making all necessary arrangements for making up work when absent from school is a student responsibility.
14. It is a student responsibility to pursue and attempt to satisfactorily complete the courses of study prescribed by state and local authorities.
15. Students are responsible for avoiding inaccuracies in student newspapers or publications and indecent or obscene language.

E. STUDENT RIGHTS (22PaCode 12.3-12.8)

1. Suspension from school:

- a. Students suspended from school will be removed from the regularly scheduled instructional program.
- b. Suspension is exclusion from school for a period of from one to ten consecutive school days. Students suspended will be removed from the regular school program and assigned to a designated location in school: Comprehensive Suspension Program (CSP), or assigned to a designated location out of school during the term of the suspension.
- c. The principal or designee in charge of the school may issue suspension.
- d. No student shall be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond.
- e. Prior notice of the intended suspension need not be given when it is clear that the health, safety, or welfare of the school community is threatened.
- f. After giving the student notice of the intended suspension, the school will immediately attempt contact of the parent/guardian to notify the parent of the suspension, its cause, its duration, and the expected restrictions on the student during the suspension. A written confirmation will be mailed to the home.
- g. In those cases where the parent/guardian cannot be reached, every effort should be made to keep the child in school until the end of the school day unless the nature of the offense is so severe that other arrangements are necessary. Written notice will be provided to the student. The student will be expected to deliver the written notice to the parent. Written notice will also be mailed to the parent within a reasonable time period following the assigned suspension.
- h. When a student is suspended beyond three days, the student and parent/guardian have the right to attend an informal hearing, which will be held within the first five days of the suspension. The purpose of the informal hearing is to enable the student and parent to meet with the appropriate school official to explain the circumstances surrounding the incident for which the student is being suspended and for the parent/guardian or the student to show why the student should not be suspended. The informal hearing is meant to encourage the student's parents/guardians to meet with the administrator to discuss ways by which future offenses can be avoided. The informal hearing includes the following due process requirements:
 - 1) Notification of the reasons for the suspension shall be given in writing to the parent/guardian and to the student.

- 2) Sufficient notice of the time and place of the informal hearing shall be given.
- 3) A student has the right to question any witnesses present at the hearing.
- 4) A student has the right to speak and produce witnesses on his own behalf.
- 5) The district shall offer to hold the informal hearing within the first five days of the suspension.

i. Students shall have the right without penalty to make up any work or exams missed while suspended. It is the responsibility of the student to discover what work was missed and complete it in a reasonable time.

j. When an exceptional student is suspended the process will be in accordance with requirements as defined by state and federal laws and regulations.

2. Expulsion From School

a. Expulsion is removal of a student from the regular school program for a period of time exceeding ten school days up to, and including, permanent removal from school up to one school term (one year).

b. All expulsions require an opportunity for the student and parent/guardian to request a formal hearing. The hearing may be held before the board of school directors, a duly authorized committee of the board, or a qualified hearing examiner appointed by the school board. The formal hearing includes the following due process requirements:

- 1) Notification of the charges shall be sent to the student's parent/guardian by certified mail.
- 2) Sufficient notice of the time and place of the hearing must be given.
- 3) The hearing shall be held in private unless the student or parent requests a public hearing.
- 4) The student has the right to be represented by counsel.
- 5) The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
- 6) The student has the right to request that any such witnesses appear in person and answer questions or be cross-examined.
- 7) The student has the right to testify and present witnesses on his/her own behalf.
- 8) A record must be kept of the hearing, either by a stenographer or by tape recorder. The student is entitled, at the student's expense, to a copy of the transcript.
- 9) The hearing must be held in the time required by law.

c. During the period prior to the hearing and prior to the decision of the board, the student shall be placed in his/her normal class unless it is determined, after an informal hearing, that a student's presence in his/her normal class would constitute a threat to the health, safety, morals, or welfare of others. If it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than ten days, if the formal hearing is not unreasonably delayed. Any student so excluded shall be provided with alternative education, which may include home study.

d. Where a student disagrees with the results of a hearing, an appeal may be taken to the Court of Common Pleas, or any other appropriate court.

e. Students who have been expelled who are less than 17 years of age are still subject to the compulsory school attendance law, and they must be provided an education. (See Pennsylvania Act 26 for exceptions)

- 1) The initial responsibility for providing the required education rests with the student's parent/guardian through placement in another school, through tutorial or correspondence study, or through another educational program approved by the superintendent.
- 2) If the parent/guardian is unable to provide for the required education, they must

within 30 days, submit to the school district written evidence so stating. The District then has the responsibility to make some provision for the student's education. If 30 days pass without the district receiving satisfactory evidence that the required education is being provided to the student, it must again contact the parent/guardian and pending the parent's/guardian's provision of such education, the District must make some provision for the student's education.

f. Expulsion of any exceptional student will be processed in accordance with all relevant state and federal laws and regulations.

F. DISCIPLINARY ACTION SUMMARY

A disciplinary Action Summary will be maintained for students violating the Student Code of Conduct.

1. The summary will include all infractions committed by the student during the current school year.

Consequences, excluding expulsions, for student misconduct are not cumulative from year to year. A new summary will be developed at the beginning of each school year.

2. The summary will be forwarded with student records when the student earns promotion to the next grade.

3. Also forwarded will be student discipline referrals for any misconduct resulting in school suspension from school.

G. SUSPENSION REINTEGRATION PROCESS

1. At the discretion of the administrator, parents/guardians may be required to accompany students upon their return to their regular school program from suspension.

H. EXPULSION REINTEGRATION PROCESS

1. Students may be required to participate in the development of a reintegration plan prior to returning to regular school after expulsion.

2. The plan will outline behavioral expectations and recommended consequences for failure to comply.

I. PARENT RESPONSIBILITIES

A cooperative relationship between home and school is essential to each student's successful development and achievement. To achieve this wholesome relationship, parents are urged to:

1. Exemplify an enthusiastic and supportive attitude toward school and education.

2. Build a good working relationship between themselves and their child, his/her teachers, and the school.

3. Teach their child self-respect, respect for the law, respect for others, and respect for public property.

4. Insist on prompt and regular attendance.

5. Before deciding, listen to views and observations of all parties concerned.

6. Recognize that teachers deserve the same consideration and respect that parents expect from their children.

7. Encourage their child to take pride in his/her appearance.

8. Insist that their child promptly take home all communications from school.

9. Cooperate with the school, jointly resolving any school related problems.

10. Set realistic standards of behavior for their child and be firm, fair, and consistent in applying them.

11. Help their child learn to deal effectively with negative peer pressures.

12. Provide a place conducive for study and completion of homework assignments.

13. Teach the common courtesies by respect and example.

J. SCHOOL PROFESSIONALS RESPONSIBILITIES

Every school professional knows that he/she works every day with the nation's most precious commodity-the future generations. School authorities have high expectations and rights as ascribed by the law.

1. Serve in the place of parents in matters of behavior and discipline, in accordance with Pennsylvania School Law, Section 1317. (Every teacher, vice principal, and principal in the public school shall have the right to exercise the same authority as to conduct and behavior over the pupils attending his/her school during the time they are in attendance, including the time required in going to and from their homes as the parents, guardians, or persons in parental relation to such pupils.)
2. Distinguish between minor student misconduct best handled by the teacher and major problems requiring the assistance of the principal.
3. Report to the principal any student who jeopardizes his/her own safety or the safety of other students or the safety of the teacher or who seriously interferes with the instructional program of the classroom.
4. Encourage student attendance by example and enforcement of attendance regulations established by the school district.
5. Develop procedures that reduce the likelihood of student misconduct.
6. Establish necessary building security.
7. Assume responsibility for the dissemination and enforcement of the Code of Conduct.
8. Comply with all pertinent State and Federal laws and regulations governing hearings, suspensions, and student's rights.
9. Guide students to attain their full potential.
10. Reinforce the common courtesies by respect and example.
11. Handle individual infractions privately and avoid punishing the group for the misbehavior of one or two.
12. Help students cope with negative peer pressures.
13. Be sensitive to changing behavior patterns exhibited by students.
14. Enable students to discuss problems with them.
15. Send all communications home promptly.
16. Be conscious of ethics, in relationship with students, teachers, and administrators

DISCIPLINARY STRUCTURE

If a Code of Conduct is to be effective in reducing discipline problems, it must organize student misbehavior into categories from minor to major and relate the misbehavior or infraction to appropriate disciplinary responses so that students, parents, and school staff learn which student behaviors are unacceptable and which responses will be utilized as a consequence. By pairing these misbehaviors with sound disciplinary options, the school insures that its disciplinary practices and procedures are consistent, reasonable, fair, and equitable.

Disciplinary infractions are categorized into four levels. In each level, a sample group of misbehavior is listed, along with a range of possible disciplinary actions. Because of the nature of certain infractions, particularly those in the most serious categories, a specific disciplinary response has been recommended.

All examples, procedures, and disciplinary options are applicable in school, on school buses, during school-sponsored field trips, school activities on weekends and/or evenings, and from the time of departure for school until arrival at home.

Some behaviors are defined by specific Board Policies and cross-levels in the Code of Conduct. Please consult the Appendices for:

1. Attendance Policy
2. Weapons Policy
3. Terroristic Threats / Acts
4. Drug/Alcohol Policy
5. Unlawful Harassment Policy

- 6. Use of Tobacco or Tobacco Products
- 7. Locker Searches
- 8. Student Identification Badge Policy
- 9. Dress and Grooming Policy
- 10. Use of Networks and computer Resources

The attached Policies are those most often used, however, they are not all inclusive of established Board Policies and regulations. Any additional Policies and regulations may be obtained from the appropriate Administrator. The School Board and Superintendent under state law are authorized to add additional policies and regulations governing student conduct. Students are expected at all time to behave in a proper and acceptable manner.

LEVEL I

Description of Behavior

Level I misconduct involves behavior on the part of the student, which impedes orderly classroom procedures or interferes with the orderly operation of the school.

An individual staff member will handle these misbehaviors. They should be handled using social contracts and a classroom management grid. This helps insure consistency, fairness and an acceptable level of objectivity. Remember it's the action not the child being disapproved.

Examples- Include the following, but not limited to:

- Minor class disruptions
- Cheating
- Minor hall disruptions
- Dress code violations
- Late to class
- No pass in halls
- Unauthorized electronic equipment
- Sleeping in class
- Minor cafeteria disruptions

Level I Behavior Modification Options

1 to 4 pts.	5 to 9 pts.	10 to 14 pts.	15 pts.
Teacher/student conference	Student	Student	Goes to Level II
Verbal warning	Parent contacted	Parent contacted	Principal
Clarification of	Classroom Consequences	Progressive Consequences	

Classroom Management Grid Guidelines (To be used at Level I)

1. Each classroom teacher must have approximately 5 to 7 basic rules posted with an assigned point value from 1 to 5 (5 being most serious). A copy of the classroom rules must be posted and on file in the Administrator's office.
2. If "teams" are in place in your school the grid should be a team grid and passed from teacher to teacher.

3. In addition, each classroom teacher may develop a reward system for point removal in his or her classroom. The

8

9 weeks will impact the point system as follows: (a). If at the end of the 9 weeks a student has less than 5 points, he or she will enter the next 9 weeks with a clean slate, (b). If a student has 5-9 points at the end of the 9 weeks, he or she will carry 3 points over to the next 9 weeks. (c). If a student has 10-14 points at the end of the 9 weeks, he or she will carry 7 points over to his or her classroom.

4. When a student is referred to Level II for administrative action 10 points are removed from the classroom grid.

LEVEL II

Description of Behavior

Level II misconduct involves behavior whose frequency or seriousness tends to disrupt the learning climate of the classroom or of the school.

These infractions usually result from continuation of Level I misbehaviors (reaching 15 points) and require the intervention of personnel on the administrative level because the execution of Level I disciplinary response(s) has failed to correct the situation. Also included in this level are misbehaviors which do not represent a direct threat to the health and safety of others, but have educational consequences serious enough to require corrective action on the part of the administrative personnel.

Examples- Include the following, but not limited to:

- 15 points from level 1
- Disrespect towards staff
- Forgery & lying
- Unacceptable language/gestures
- Minor vandalism
- Parking/driving violations
- Class cuts
- Cutting detention
- Possession of tobacco
- Possession of lighter, matches, or other incendiary devices
- Excessive displays of affection
- School tardiness
- Truancies
- Gambling
- Threats
- Insubordination
- Bus disturbances
- Internet violations

Level II Behavior Modification Mandates

Each Level II offense will be addressed by progressive application of the below listed options. Five Level II offenses take the student to Level III for all subsequent offenses.

***Mandatory detention or an opportunity for logical restitution, as determined by the principal, will take place at this level**

- ◆ Detention, logical restitution, or a combination of either, as determined by the administrator, to be progressive as follows:

9

1st offense- one night or restitution

2nd offense-3 nights or progressive restitution

3rd offense-5 nights or progressive restitution

4th offense-5 to 10 nights or progressive restitution

(Any student not attending assigned detention or restitution will automatically go to the next level of offense in the Code of Conduct classification, e.g., will move from 1st offense to 2nd)

Level II Behavior Modification Additional Options:

- ◆ Modified school day
- ◆ Behavior Contract
- ◆ Social Probation
- ◆ Suspension
- ◆ Referral to Student Assistance Program
- ◆ Counseling by Guidance
- ◆ Loss of internet use
- ◆ Loss of bus privileges
- ◆ Referral to Instructional Support Team (K-5)
- ◆ Referral to Student Support Team (6-12)

*** Logical Restitution Options:**

- Morning detention
- Isolated lunchtime
- Working lunchtime
- Peer tutoring
- Elementary tutoring
- Maintenance options:
Clean tables, bag garbage, pick up litter, mop floors, clean chalkboards, outside lawn maintenance, etc.
- Pre-approved community service
- Monetary restitution
- Written apologies

LEVEL III

Description of Behavior

Level III misconduct involves acts directed against persons or property, but whose consequences do not seriously endanger the health or the safety of others in the school.

These acts might be considered criminal, but most frequently can be handled by the disciplinary mechanism in the school. Corrective measures, which the school undertakes, depend on the extent of the school's resources for remediating the situation in the best interest of all students.

Those acts, which are criminal (or illegal), will automatically be referred to the appropriate law enforcement office in addition to school disciplinary actions.

Examples- Include the following, but not limited to:

- Unmodified Level II
- Stealing/Possession of stolen property

10

- Student/ student fighting
- Destruction of property
- Verbal assault, verbal intimidation or threat toward a staff member
- Leaving school ground
- Threats against personal property
- Use of tobacco
- Lighted objects
- Harassment
- Drug/ Alcohol possession

Level III Behavior Modification Mandates

- ◆ Parent/staff contact
- ◆ Assignment to the Comprehensive Suspension Program (CSP) in the following manner:
 - 1st offense – 1 day CSP
 - 2nd offense – 3 days CSP
 - 3rd offense – 5 days CSP
 - 4th offense – 5 to 10 days CSP and referral to Level IV Intervention Team

Level III Behavior Modification Additional Options:

- ◆ Referral to Student Assistance Program (SAP)
- ◆ Charges filed under PA. Criminal Code or local ordinances
- ◆ Temporary or permanent removal from class
- ◆ Referral to outside agency
- ◆ Referral for psychological evaluation
- ◆ Social probation
- ◆ Modified school day
- ◆ Referral to Instructional Support Team (K-5)
- ◆ Referral to Student Support Team (6-12)
- ◆ Suspension
- ◆ Alternative Placement

Description of Comprehensive Suspension Program (CSP):

The District prefers that most of the students' suspensions are held "in school" during the regular school day. The student will report to an assigned CSP classroom. The student will complete the work as assigned by the person in charge of the room. As well, the person in charge may assign physical activity and social development assignments as part of the CSP program. If the student fails to follow the instruction of the CSP person in charge, the student's inaction may be construed as insubordination and reported to the school's administration for further disciplinary action; as well, the student will lose the opportunity to makeup missed work because of the insubordination. Students will eat lunch in the CSP room. Permission to leave the room will be granted at the discretion of the person in charge. No excuses will be granted between classes or during lunch or activity periods.

Additional infractions while in CSP may result in Out-of-School Suspension, and will result in progressive discipline.

LEVEL IV

Description of Behavior

Level IV misconduct involves acts of violence against another person or property, which pose a threat to the health, and safety of others in the school.

11

These acts may be criminal and are so serious that they always require administrative actions, which result in the immediate removal of the student from school, and may require the intervention of law enforcement authorities, and/or action by the Board of Directors. These may apply to all school grounds and activities.

These infractions may result from a continuation of Level II and III misbehaviors.

Examples: Include the following, but not limited to:

- Terroristic Threats / Acts
- Criminal vandalism
- Possession/use or transfer of weapons or look-alikes
- Bomb threats or tampering with the fire fighting systems (extinguishing equipment & alarms)
- Arson
- Physical assault
- Possession/use/furnishing/selling of unauthorized substances
- Extortion

Level IV Behavior Modifications Mandates

- ◆ Out of school suspension for 1 to 10 ten days
- ◆ Intervention Team Referral
- ◆ Informal Hearing in two phases:
Phase 1 to reach a conclusion on the facts
Phase 2 to determine the consequences

Level IV Behavior Modification Options

- ◆ Expulsion
- ◆ Other Board action which results in appropriate placement
- ◆ Charges filed under Pennsylvania Statutes
- ◆ Referral for psychological evaluation
- ◆ Stipulation agreement
- ◆ Alternative Placement

Notes: A Level IV Team will be in place in each building and shall consist of an administrator, a guidance person, a member of the Student Assistance Team and a classroom teacher. Additional members may be used on an as needed basis. This team will convene to discuss and decide appropriate consequences for the violation as well as what services will best help the child toward a goal of reentry. The purpose of this team is to help the Administrator determine the best course of action.

REWARDS SYSTEM

The Greater Johnstown School District believes that students' good behavior should be recognized and rewarded as a motivational tool. It is our hope that the reward system will foster a behavior pattern in the future that is more intrinsically based. Therefore, a formal reward system has been developed by the Code of Conduct Committee. These rewards supplement any school-based recognition or rewards systems.

It is also our belief that students can be meaningful participants in the development of further reward systems and should be encouraged to do so through established structures, such as Student Council.

The Committee recommends rewards for the following behaviors (school buildings, teams, individual classrooms are encouraged to create additional reward systems):

12

- ❖ Forty school days of perfect attendance with no Level II, III, or IV behavior incidents during those days.
- ❖ Increased effort (not necessarily achievement) during a nine-week period as verified by all contact teachers.
- ❖ Pre-approved voluntary community service (non-school or court mandated) of no less than 2 hours.

Rewards can reduce the student's current placement in the disciplinary structure by no more than one step within Levels II and III, when officially approved by the building principal. Rewards and reductions may be applied cumulatively, but may not result in more than a two-step reduction (perfect attendance and increased academic achievement).

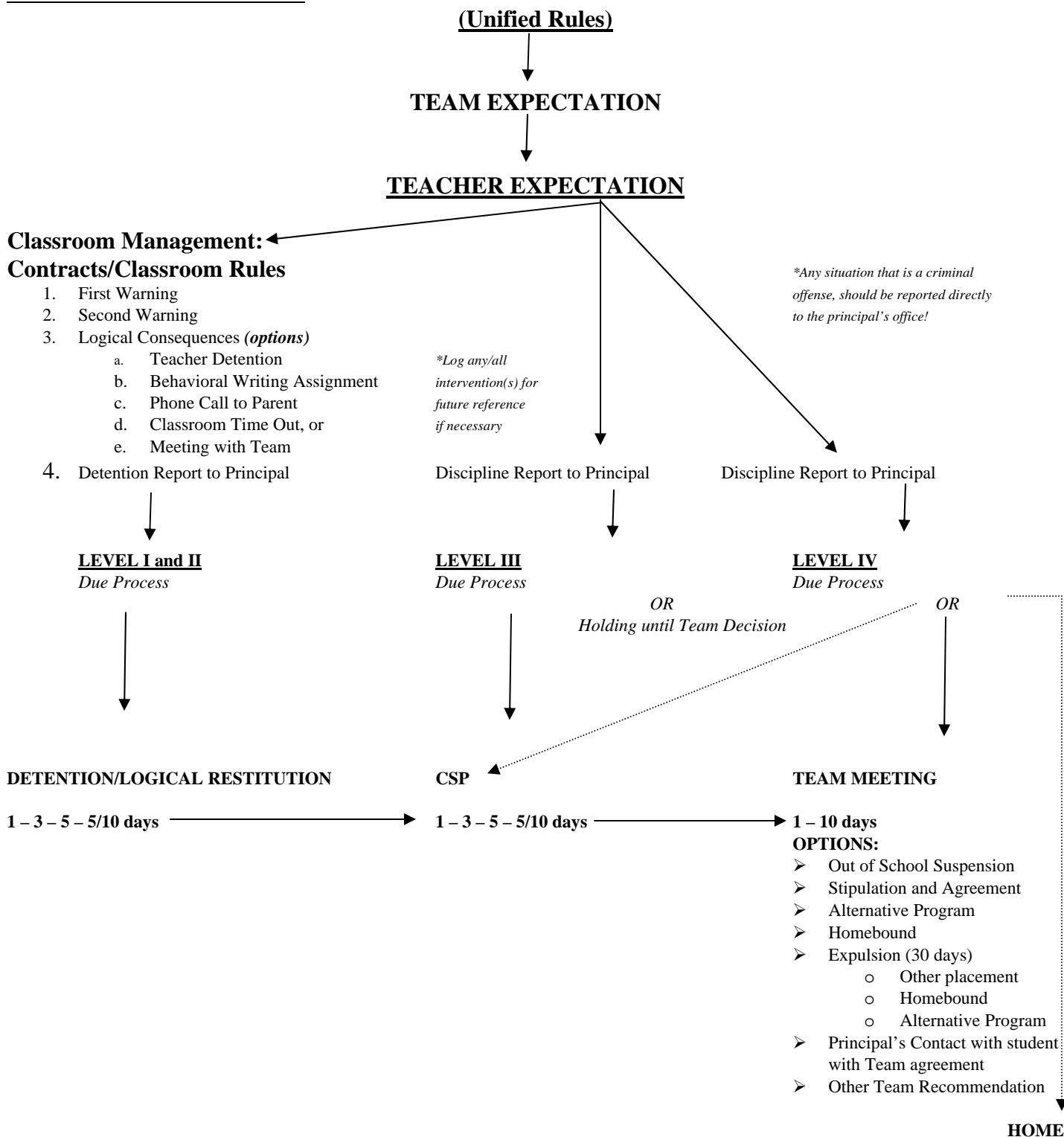
The committee recommends the following possible rewards for consideration and implementation in the development of individual building reward plans:

- Prizes awarded based on a lottery system (donated bicycles, etc.)
- Drawings for outstanding behaviors
- Movie passes
- Special lunch items
- School store points
- Special dances
- Field trips
- Field days
- Latchkey/tutorer
- Intramurals
- Scholarships to post secondary institutions

**Greater Johnstown School District
DISCIPLINE FLOWCHART**

“Justice is Fair, but not Equal”

BUILDING EXPECTATIONS



ATTENDANCE POLICY REGULATIONS

The Board of School Directors requires that school-aged pupils who are enrolled in the schools of the district attend school regularly in accordance with the laws of the state. The educational program offered by this district is predicated upon the presence of the pupil and requires continuity of instruction and classroom participation.

Non-cumulative Absences

The following days of absence are classified as "non-cumulative" and are not subject to Attendance Policy regulations related to the Student Code of Conduct:

- Suspensions from school.
- Illness verified by a physician's note submitted within three days of a student's return to school.
 - Any absence in which a physician's note is submitted is not included in the 10 days permitted for parental excuses in middle and high school or the 14 days permitted for parental excuses in elementary.
- Death in the family - from the date of death until two days after the funeral unless otherwise authorized by building principal or his designee.
 - A signed parental note must be submitted within three days of the student's return to school.
- Designated religious holidays provided that a signed parental request is submitted prior to the holiday.
- School-sponsored activities
- Pre-approved college visits up to three days per school year provided that a signed parental request is submitted prior to the visit(s).

Cumulative Excused Absences

The following days of legal excused absence are classified as "cumulative" and are not subject to Attendance Policy regulations related to the Student Code of Conduct:

- Pre-approved family vacation(s) while school is in session for up to five total days or two separate occasions within a school year.
- Pre-approved college visits beyond three days within a school year.
- Any absence for which a written parental excuse is submitted within three days of the student's return to school.
- For elementary students, a maximum of 14 days of cumulative absence verified by parent notes will be permitted during a school year. All absences beyond the fourteenth day will require a physician's note.
- For middle school and high school students, a maximum of ten days of cumulative absence verified by parent notes will be permitted during a school year. All absences beyond the eleventh day will require physician's note.

Cumulative Unexcused/Unlawful Absences

The following cumulative days of absence are classified as "unexcused/unlawful" and are subject to Attendance Policy regulations related to the Student Code of Conduct:

- Any day of absence for which neither a written parental or physician's note is submitted within three school of a student's return from absence.
- Any day of absence not excused by a physician's note after 10 days of secondary school absence or 14 day elementary school absences.
- School truancy which includes any unexcused or unlawful absence by students aged 16 and under or any unexcused absence by students aged 17 and over.
- Three unlawful absences will result in parent receipt of a written notice of violation of the Compulsory Attendance Law and may result in prosecution before a district justice in accordance with Section 1333 of Pennsylvania School Code. A written notice will also occur for all subsequent absences. Parents and guardians are subject to fines of up to \$300 and possible arrest. Students may also have their driving privileges delayed or suspended.
- Unlawful class absences exceeding 50% or more of any day will be classified as an unexcused/unlawful absence for the day.

- Unlawful and unexcused absences will result in a grade of "F", "N", or "zero" for all school responsibilities class work missed on that day.

Late to Class, Late to School

Late to class and late to school are categorized as attendance infractions of the Student Code of Conduct.

- Lateness to school due to physician's appointments, court appearances, or funerals are not subject to action outlined in the School Code of Conduct provided written verification is submitted when the student reports school
- First and second unexcused late to class - to be addressed by classroom teacher intervention.
- Unexcused lateness exceeding 50% or more of one class period will be considered an unexcused absence from class and will result in a "0" (zero) grade for the work in that class on that day.
- First and second unexcused late to school - Warning to be issued
- Students who arrive late and do not report to homeroom or procure a late slip from the office, student service center, or vocational-technical school will be charged with an unexcused/unlawful absence which will result in a "0" (zero) grade for all class work that day.
- Late to class and late to school will result in administrative discipline referral upon the third occurrence. Unexcused class absences will result in administrative discipline referral upon the first occurrence.
- When a student has committed three attendance violations of any combination of late to class, late to school unexcused class absences, the next violation will be considered an act of defiance.
- When a student has committed six attendance violations of any combination of late to class, late to school, unexcused class absences, the next violation will be considered an act of insubordination.
- Students who fail to report for unexcused reasons to administratively assigned detention for an attendance violation will be considered guilty of defiance.
- Continued attendance violations may result in the student being classified as a habitual offender as defined Student Code of Conduct which may result in expulsion from the Greater Johnstown School District.
- A schedule modification may be imposed in cases where attendance infractions primarily affect a particular course of study. Students withdrawn from courses are ineligible to earn credits for such courses during the current school year.

Truancy

Any day for which a student is confirmed truant will result in the student being cited for a violation of the Student of Conduct, Level III infraction - Unexcused School Absence

- Three unlawful absences will result in written notice of violation of the Compulsory Attendance Law and result in prosecution pursuant to Section 1333 of the Pennsylvania School Code.
- Unlawful and unexcused absences or unexcused class absences will result in a "0" (zero) grade for all class missed that day.
- Unexcused class absences exceeding 50% or more of any school day will result in an unexcused/unlawful absence for the day.
- Students truant on multiple occasions will be assigned to in-school suspension, Saturday detention, or an extended school year.
- In each incident the administrator will decide on an individual basis if alternative action will best meet the needs of the student, the school district, and/or the employee of the school district.
- Travel to an unauthorized area is classified as a Level III infraction of the Student Code of Conduct and in students who leave the school grounds or who travel to an unsupervised or restricted area within the building without authorization.
- **Penalties for Violations of Compulsory Attendance Requirements pursuant to 24 PS 13-1333.**
- After 20 days of unexcused absences in a semester at the high school level, students will face disciplinary that

may include expulsion from school.

16

- After 45 days of irregular attendance in a school year at the middle school or elementary school levels, students will face disciplinary action that may include expulsion from school.

**DANGEROUS WEAPONS IN THE SCHOOL
(State Law 18 Pa CS 912)**

Weapons and replicas of weapons are forbidden on the school premises, for the purpose of this policy, premises mean the school, grounds, school buses, or any premises, grounds, or vehicles used for official school purposes.

Weapons shall include, but not be limited to, any knife, explosives, cutting tools or instrument, non-chuck stick, firearm, shotgun, or any instrument represented as such, which is capable of, or intended to, inflict serious bodily injury.

Incidents of students possessing weapons will be reported to the student's parent/guardian and may be reported to the police. Appropriate disciplinary and/or legal action will be taken against the students who possess the weapons and with the students who assist possession in any way. Any student violating this policy will be suspended and may be expelled from school.

**Terroristic Threats / Acts
(School Board Policy 218.2)**

- 1) Terroristic threat - shall mean a threat to commit violence communicated with the intent to terrorize another, to cause evacuation of a building, or to cause serious public & inconvenience, in reckless disregard of the risk of causing such terror or inconvenience.
- 2) Terroristic act - shall mean an offense against property or involving danger to another person.
- 3) The Board prohibits any district student from communicating terroristic threats or communicating terroristic acts directed at any student, employee, Board member, community member or school building.
- 4) Students that make terroristic threats or commit a terroristic act shall immediately be suspended. Incidents may be reported to law enforcement officials. Expulsion of the student may be recommended to the Board.

**DRUG & ALCOHOL POLICY
Adopted 1995**

A. GREATER JOHNSTOWN "STAR" PHILOSOPHY

The philosophy of the Greater Johnstown School District is to promote the educational, emotional, and social growth of the individual student. The district recognizes the increasing impediments to this growth and an increase in the use and abuse of drugs, alcohol, and other mood altering substances. In addition, the District recognizes the need for mental health intervention and a commitment to promote a safe and caring environment.

It is the belief of the Greater Johnstown School District that these students should receive the necessary help as quickly and professionally as possible.

Through the use of curriculum, classroom activities, community support and resources, a strong and consistent administrative and faculty effort, and rehabilitative and disciplinary procedures, the School District will work to educate, prevent, and intervene in the student problems stated above.

B. GREATER JOHNSTOWN DRUG/ALCOHOL POLICY DEFINITIONS

1. Drug/Mood Altering Substance/Alcohol - Shall include any alcohol or malt beverage, and drug listed in Act 64 (1972) as a controlled substance, chemical, abused

substance, or medication for which a prescription is required under the law and/or any substance or other health endangering compounds.

Examples of the above include, but not limited to, beer, wine, liquor, marijuana, hashish, cocaine, chemical solvents, inhalants, steroids, look alike substances, and any capsules or pills not registered with the nurse, annotated within the student's health record and given in accordance with the school district procedure for the administration of medication to students in school.

2. Supporting Teens At Risk (STAR) or Student Assistance Program (SAP) - Is a multi-disciplinary team composed of school personnel and members of community agencies. This team has been trained to understand and work on the issues of adolescent chemical use, abuse, dependency, and mental health concerns. The team will play a primary role in the identification and referral process of students coming to their attention.

3. Distributing - Deliver, sell, pass, share, or transfer any alcohol, drug, mood altering substance, as defined by this policy, from one person to another or to aid therein.

4. Possession - Possesses or hold, without any attempt to distribute, any alcohol, drug, or mood altering substance determined to be illegal or as defined by this policy.

5. Drug Paraphernalia - Includes any utensil or item which in the school's judgment can be associated with the use of drugs, alcohol, or mood altering substance. Examples include, but not limited to, roach clips, pipes, and bowls.

Unlawful Harassment
(School Board Policy 248)

The Board strives to provide a safe, positive learning climate for students in the schools. Therefore, it shall be the policy of the district to maintain an educational environment in which harassment in any form is not tolerated.

The Board prohibits all forms of unlawful harassment of students by all district students and staff members, contracted individuals and vendors, and volunteers in the schools.

The Board encourages students who have been harassed to promptly report such incidents to the designated employees.

The Board directs that complaints of harassment to be investigated promptly, and corrective action be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. Neither reprisals nor retaliation shall occur as a result of good faith charges of harassment.

For purposes of this policy, **harassment** of a student consists of verbal, written, graphic or physical conduct relating to an individual's race, color, national origin/ethnicity, gender, disability, sexual orientation or religion when such conduct:

1. Is sufficiently severe, persistent or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment.
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance.
3. Otherwise adversely affects an individual's learning opportunities.

For purposes of this policy, **sexual harassment** of a student shall consist of unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, graphic or physical conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of a student's academic status.
2. Submission to or rejection of such conduct is used as the basis for academic or work decisions affecting the individual.
3. Such conduct deprives a student of educational aid, benefits, services or treatment.
4. Such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of substantially interfering with the student's school performance or creating an intimidating, hostile or offensive education environment.

Examples of conduct that may constitute sexual harassment include but are not limited to sexual flirtations, advances, touching or propositions; verbal abuse of a sexual nature; graphic or suggestive comments about an individual; jokes, pin-ups, calendars, objects, graffiti, vulgar statements, abusive language, innuendoes, references to sexual activities, overt sexual conduct; or any conduct that has the effect of unreasonably interfering with a student's ability to work or learn or creates an intimidating, hostile or offensive learning or working environment.

Procedure

When a student believes that s/he is being harassed, the student should immediately inform the harasser that the behavior is unwelcome, offensive or inappropriate. If the unwelcome, offensive or inappropriate behavior continues, the student shall follow the established complaint procedure.

Complaint Procedure

A student shall report a complaint of harassment, orally or in writing to the building principal or a designated employee, who shall inform the student of his/her rights and of the complaint process.

Discipline

A substantiated charge against a district student shall subject such student to disciplinary action, consistent with the Student Code of Conduct, and may include educational activities and/or counseling services related to unlawful harassment.

If it is concluded that a student has made false accusations, such student shall be subject to disciplinary action, consistent with the Student Code of Conduct.

Appeal Procedure

1. If the complainant or accused is not satisfied with the principal's decision, the student may file a written appeal to the Superintendent.
2. The Superintendent shall review the initial investigation and report and may also conduct a reasonable investigation. S/He shall prepare a written response to the appeal. Copies of the response shall be provided to the complainant, the accused, building principal and others directly involved, as appropriate.

**Use of Tobacco or Tobacco Product
(School Board Policy 222)**

State law and School Board policy prohibit the possession of tobacco or tobacco products on school property. This prohibition extends to possession and/or use on and away from school property by students, when under the jurisdiction or contact of the district.

Smoking and other tobacco usage shall include all uses of lighted or unlighted material, including tobacco, cigars, cigarettes, pipe, and smokeless tobacco.

Students who violated this policy may be suspended or expelled. Students will also be referred to the legal system and upon conviction will be subject to a fine plus court costs.

**LOCKER SEARCH
(School Board Policy 226)**

All lockers are and shall remain the property of the school district. As such, students shall have no expectation of privacy in the lockers.

**Student Identification
(School Board Policy 249)**

Identification badges will be worn by students in order to assist in providing students with a safe school environment.

Middle School and High School students will be required to wear and make visible, district-provided identification badge. All students will be required to have their picture taken by a district-provided photographer.

At Extra-curricular events student will produce identification badges upon request by school official.

Failure to show identification badge and/or failure to properly identify oneself to a school employee or school personnel may result in detention or suspension. Continued failure to identify oneself may result in expulsion.

Fraudulent use of an identification card is a disciplinary offense.

Dress Code

The Board of School Directors recognizes that each student's mode of dress and grooming reflect personal style and individual preference. The Board will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choices affect the educational program of the school or the health and safety of themselves and others.

In as much as an individual's appearance is reflected frequently in his/her conduct, the Greater Johnstown School District has formulated dress regulations for all students.

Dress regulations serve as a guide for students; not regulations, however, are as effective as the individual student's good taste, which is, after all, the final criteria for an individual's appearance. A student's appearance should be a source of pride, not only to the school, but also to the individual and his or her family.

Administrators and teachers should use discretion in enforcing the following dress code. In no instance should regulations impose undue hardship on the individual child.

If a style is disruptive to the educational process, constitutes a threat to the safety and health of oneself or others, or is in violation of statute, it will not be permitted in school. Garments that are perceived to cause disruption of the learning process are not permitted in the classroom.

The following are examples of inappropriate dress for the school situation:

- A. Hats and head coverings cannot be worn in the building.
- B. Pants, shorts, skirts, culottes, etc. cannot be worn below the waist.
- C. Biker shorts, boxer shorts, or gym shorts (except dress and walking shorts, at least two inches below the fingertips when standing.)
- D. Skirts that are shorter than shorts. Skirts/Skorts/Culottes cannot be worn overtop of shorts or leggings that are not at least two inches below the fingertips, when standing. (Skirts/skorts/culottes that are at least two inches below the fingertips, when standing, are appropriate for school.)
- E. Any item of clothing that is too tight, too revealing, or exposes the midriff (halter, tube tops, see-through mesh clothing, etc.), tank tops, cutoffs, and clothing that is ripped, soiled, cut or has holes.
- F. Coats and jackets shall not be worn under ordinary circumstances.
- G. Inappropriate clothing that advertises drugs, alcohol, tobacco, or weapons that contain or promotes violence, obscene or offensive language, and pictures or gang related accessories.

Violations of the dress code will lead to removal of the student until he/she is properly attired as determined by the administrator or his/her designee.

ACCEPTABLE USE OF INTERNET**A. PURPOSE**

The purpose of the Internet is to support research and education by providing access to resources and the opportunity for collaborative, innovative resource sharing and communication.

The Board supports the use of the Internet and other computer networks in the district's instructional program in order to facilitate learning and teaching through interpersonal communications, access to information, research, and collaboration.

The use of network facilities shall be consistent with the curriculum adopted by the school district as well as the varied instructional needs, learning styles, abilities, and developmental levels of students.

The electronic information available to students and staff does not imply endorsement of the content by the school district, nor does the district guarantee the accuracy of information received on the Internet. The district shall not be responsible for any information that may be lost, damaged, or unavailable when using the network or for any information that is retrieved via the Internet.

The Director of Education, K-12, will have the authority to determine the appropriate use of the Internet.

The school district shall not be responsible for any unauthorized charges or fees resulting from access to the Internet.

The district reserves the right to log network use and to monitor fileserver space utilization by district users, while respecting the privacy rights of both district users and outside users.

The Board establishes that use of the Internet is a privilege, not a right; inappropriate, unauthorized, and illegal use will result in the cancellation of those privileges and appropriate disciplinary action.

The district shall make every effort to ensure that this education resource is used responsibly by students and staff.

Administrators, teachers, and staff have a professional responsibility to work together to help students develop the intellectual skills necessary to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use the information to meet their educational goals.

Students and staff have the responsibility to respect and protect the rights of every other user in the district and on the Internet.

Network accounts will be used only by the authorized owner of the account for its authorized purpose. All communications and information accessible via the network should be assumed to be private property and shall not be disclosed. Network users shall respect the privacy of other users on the system.

B. PROHIBITIONS

Students and staff are expected to act in a responsible, ethical and legal manner in accordance with district policy, accepted rules of network etiquette, and Federal and State law. Specifically, the following uses are

prohibited, but not limited to:

24

1. Use of the network to facilitate illegal activity.
2. Use of the network for commercial or profit purposes.
3. Use of the network for non-work or non-school related work.
4. Use of the network for product advertisement or political lobbying.
5. Use of the network for hate mail, discriminatory remarks, and offensive or inflammatory communication.
6. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
7. Use of the network to access obscene or pornographic material.
8. Use of inappropriate language or profanity on the network.
9. Use of the network to transmit material likely to be offensive or objectionable to recipients.
10. Use of the network to intentionally obtain or modify files, passwords, and data belonging to other users.
11. Impersonation of another user, anonymity, and pseudonyms.
12. Use of network facilities for fraudulent copying, communications, or modification of materials in violation of copyright laws.
13. Loading or use of unauthorized games, programs, files, or other electronic media.
14. Use of the network to disrupt the work of other users.
15. Destruction, modification, or abuse of network hardware and software.
16. Quoting personal communications in a public forum without the original author's prior consent.
17. Unauthorized use of chat rooms, news groups, and user groups.

C. SECURITY

System security is protected through the use of passwords. Failure to adequately protect or update passwords could result in unauthorized access to personal or district files. To protect the integrity of the system, the following guidelines shall be followed:

1. Employees and students shall not reveal their passwords to another individual.
2. Users are not to use a computer that has been logged-in under another student's or teacher's name.
3. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.

D. SAFETY

To the greatest extent possible, users of the network will be protected from harassment or unwanted or unsolicited communications. Any network user who receives threatening or unwelcome communications shall immediately bring them to the attention of a teacher or administrator.

Network users shall not reveal personal addresses or telephone numbers to other users on the network.

E. CONSEQUENCES FOR INAPPROPRIATE USE

The network user shall be responsible for damages to the equipment, systems, and software resulting from deliberate or willful acts.

Illegal use of the network, intentional deletion of damage to files of data belonging to others, and copyright violations or theft of services will be reported to the appropriate legal authorities for possible prosecution.

General rules for behavior and communications apply when using the Internet, in addition to the stipulations of this policy. Loss of access and other disciplinary actions shall be consequences for

inappropriate use.

25

Violation of this policy may constitute a Level II or higher level offense, as defined in the School Discipline Code.

Vandalism will result in cancellation of access privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or other networks. This includes, but is not limited to, the uploading or creation of computer viruses.

F. COPYRIGHT

The illegal use of copyright software by students and staff is prohibited. Any data uploaded to or downloaded from the network shall be subject to "fair use" guidelines.

Revised: 7/2007

TABLE OF CONTENTS

Introduction	Page i
Philosophy	Page 1
Conduct and Discipline	Page 3
Disciplinary Structure	Page 7
Level I	Page 8
Level II	Page 9
Level III	Page 10
Level IV	Page 11
Rewards System	Page 12
Discipline Flow Chart	Page 14
Attendance Policy Regulations	Page 15
Dangerous Weapons in the School	Page 17
Terroristic Threats / Acts	Page 17
Drug / Alcohol Policy	Page 17
Unlawful Harassment	Page 21
Use of Tobacco or Tobacco Products	Page 22
Locker Search	Page 22
Student Identification	Page 22
Dress Code	Page 23
Acceptable Use of Internet	Page 24
Electronic Devices Policy	Page 27

GREATER JOHNSTOWN SCHOOL DISTRICT – DRUG/ALCOHOL POLICY

<i>Situation/Category</i>	<i>Immediate Action by School Personal</i>	<i>Investigation</i>	<i>Notification of Parents by S.A.P.</i>	<i>Notification of Police</i>	<i>Disposition of Substance</i>	<i>Discipline / Rehabilitation</i>
1. A student volunteers information about personal drug or alcohol use and asks for help.	The student is informed of services and encouraged to seek assistance through the STAR Team.	The staff member asks advice from the STAR Team, a counselor, nurse, or principal.	Only with the consent of the student, unless there is a clear and imminent danger.	Not applicable.	Not applicable.	No discipline. Referral to STAR Team and/or appropriate agencies.
2. A student contacts a staff member in regard to the drug or alcohol use of another student.	The student who contacts a staff member is encouraged to get the student with a problem to personally seek assistance through the STAR Team.	The staff member requests advice from the STAR Team, a counselor, nurse, or principal.	If there is clear and imminent danger.	Not applicable.	Not applicable.	No discipline. Referral to STAR Team and/or appropriate agency.
3. The possible use of drugs, alcohol, or mood altering substance by a student is indicated, but there is no evidence of violation of law or school policy.	An informal teacher-student or principal-student conference is held where the student is informed of available help and encouraged to seek assistance. Referral to the STAR Team.	Collection of data by the STAR Team.	Notification of behavior and/or performance indicators, if warranted.	Not applicable.	Not applicable.	An informal intervention conference will be held, if the STAR Team feels it is warranted by the collected data.
4. The student has a drug, mood altering substance, or alcohol related medical emergency.	Standard health and first aid procedures will be followed. The nurse will be summoned immediately. The student will be transported to a medical facility at parental expense. The student shall not be left alone.	The principal or designee will investigate the incident in the presence of a second staff member. This may include a search of locker, car, and other possessions, and may remove any apparent substance. All actions must be in accordance with legal guidelines.	Yes.	Yes, if the emergency indicated drug or alcohol use.	Analysis will be made by medical facilities and report will be given to school and other legal authorities.	Referral to the STAR Team, if there is evidence of a Drug/Alcohol Policy violation. Options of: Discipline Code, Assessment, Treatment, Suspension/Expulsion.
5. A student possesses drug-related paraphernalia on school property at any time.	Paraphernalia is confiscated and the principal is summoned. Staff member writes an anecdotal report of the incident.	The principal or designee will investigate the incident in the presence of another staff member. This may include a search of the student's locker, car, and other possessions. All actions must be in accordance with legal guidelines.	Yes, if evidence warrants.	Yes, if evidence warrants.	Confiscated, if warranted.	Referral to STAR Team. Three (3) days in-school suspension. If there is evidence of Drug/Alcohol Policy violation, use the options as follows: Discipline Code, Assessment, Treatment, Suspension/ Expulsion (Possible NORA or IEP for Special Needs students).

<i>Situation/Category</i>	<i>Immediate Action by School Personal</i>	<i>Investigation</i>	<i>Notification of Parents by S.A.P.</i>	<i>Notification of Police</i>	<i>Disposition of Substance</i>	<i>Discipline / Rehabilitation</i>
6. First Offense. A student possesses, uses, or is under the influence of drugs, mood altering	Evidence is confiscated. The principal is notified or summoned. The student will not be left alone. An	The principal or designee will investigate the incident in the presence of a second staff member. This may include a	Yes, immediate parental conference arranged.	Yes.	Confiscated for analysis warranted.	Ten days in or out-of- school suspension and possible restrictions from extra-curricular activities for a determined number of days.

substance, or alcohol on school property at any time, when attending as a participant or spectator, on or off school property at any time including any athletic or activity event at another school district or at a public place.	anecdotal report of the incident will be written.	search of the student, his/her locker, car, and other possessions and may remove any apparent substances. All actions must be in accordance with legal guidelines.				Suspensions will begin immediately upon proof of policy violation. Options of: Discipline Code, Assessment by Licensed D/A facility, Treatment, Suspension/Expulsion (Possible NORA or IEP for Special Needs students.)
7. Second Offense. Refer to #6 Situation/Category.	Principal is notified or summoned. Staff member writes an anecdotal report of the incident.	Same as Investigation #6.	Yes, immediate parental conference arranged.	Yes.	Confiscated for analysis, if warranted.	Referral to STAR Team. Ten days out-of-school suspension. An expulsion hearing is scheduled. Formal intervention hearing with parents to precede expulsion hearing. Possible exclusion from extra-curricular activities. Failure to abide by STAR Team recommendations will result in expulsion hearing. Conditions for returning to school following formal intervention will be determined by Administration in conjunction with STAR Team and D/A Treatment facility. (Possible NORA or IEP for Special Needs.)
8. A student who is distributing a drug, mood altering substance, or alcohol on school property at any time.	Principal is notified or summoned. Staff member writes an anecdotal report of the incident.	Same as Investigation #6.	Yes, immediate parental conference arranged.	Yes, immediately.	Analysis will be made by legal authorities.	Same as Option #7.
9. Upon notification by police that a student has been legally apprehended, action may be taken.	Notification of necessary agencies.	No.	No.	No.	Confiscated.	Discipline by proper authorities.