

## **SCASD ELEMENTARY CODE OF CONDUCT**

The State College Area School District believes that improved conduct is closely related to a positive environment for learning and an effective instructional program. It is expected that students follow the rules and regulations governing student conduct in school and during the time spent in travel to and from school.

Such rules shall require that students:

- Abide to reasonable standards of socially acceptable behavior
- Respect the rights, person, and property of others
- Positively engage in course curriculum and with others

To ensure a safe learning environment, students are expected to have appropriate behavior, attendance and a willingness to contribute to overall school safety: [“If you see something. say something.”](#) Detentions, suspensions and possible expulsion from school could result when students are in violation of code of conduct.

- ❖ Participation in any school function or activity including athletics is prohibited for the duration of the suspension and could result in exclusion from extracurricular activities for part or all of the school year.
  
- ❖ We encourage student participation in athletics, extra-curricular activities, and co-curricular activities. The student’s participation in these activities and the reputation of the school are dependent, in part, on the student’s conduct as an individual.

These guidelines may not address all possible issues. Therefore, it may be necessary for the administration or faculty to make a determination in some instances. As for responding to student conduct, the administration reserves the right to modify disciplinary action based on individual circumstances, needs and investigation.

Please note: Board policy [216 - Records](#) under Section VI: permits parents/caregivers to request a review of their child’s record. Through this process, student records can be amended.

### **TABLE OF CONTENTS**

<a href="#"><u>CONSEQUENCE THAT INVOLVE A LEVEL SYSTEM</u></a>	
<a href="#"><u>CONSEQUENCES OF VIOLATING CLASSROOM/SCHOOL RULES</u></a>	
<a href="#"><u>CONSEQUENCES OF COMPUTER/DEVICE/NETWORK INFRACTIONS</u></a>	
<a href="#"><u>CONSEQUENCES OF INAPPROPRIATE LANGUAGE OR CONDUCT</u></a>	
<a href="#"><u>CONSEQUENCES OF STUDENT FIGHTING/SAFETY/ASSAULT</u></a>	

<a href="#">CONSEQUENCES OF SERIOUS INFRACTION</a> <a href="#">CONSEQUENCES CHART FOR TOBACCO/ELECTRONIC SMOKING DEVICES (LEVEL 3 VIOLATION)</a> <a href="#">CONSEQUENCES CHART FOR DRUG AND ALCOHOL (LEVEL 4 VIOLATION)</a> <a href="#">CONSEQUENCE OF LACK OF SCHOOL ATTENDANCE</a> <a href="#">CONSEQUENCES OF DISCRIMINATION, HARASSMENT, Sexual and/or Gender-Based Harassment, AND BULLYING/CYBERBULLYING</a> <a href="#">CONSEQUENCES OF CHEATING OR PLAGIARISM</a> <a href="#">CONSEQUENCES OF DEFACING SCHOOL PROPERTY/VANDALISM/THEFT</a>	
<a href="#">GLOSSARY</a>	

**CONSEQUENCE OVERVIEW** *\*The Code of Conduct is not all-inclusive and a student committing an act of misconduct not listed will still be subject to the authority of the principal or designee*

### **LEVEL SYSTEM**

SCASD recognizes the effectiveness of restorative approaches and other progressive disciplinary measures that build positive relationships. These interventions are a shift away from overly harsh and punitive disciplinary responses. Instead, they educate students about the harm caused by their actions while seeking to reunite them with the school community.

The categories shown are designed to guide teachers and administrators in using appropriate interventions and responses at all grade levels to teach and motivate students to exhibit positive behaviors.

### **CONSEQUENCES OF VIOLATING CLASSROOM/SCHOOL RULES**

We expect our students to understand what the classroom/school rules are and to know how to avoid infractions. As a result, consequences will vary based on the extent of the classroom/school violation, the degree of intentionality/number of incidents, and the age of the student(s) involved. Emphasis is placed on reviewing and reteaching expected behaviors.

<b>LEVEL</b>	<b>Behavior</b>	<b>May Look Like / Sound Like</b>	<b>Action Steps</b>
I	Inappropriate behavior that hinders other's learning	<ul style="list-style-type: none"> <li>● Failure to demonstrate expected school-wide behaviors</li> <li>● Distracting others</li> </ul>	<ul style="list-style-type: none"> <li>● School personnel reflects on behavior/situation</li> </ul>

	<i>Dress code violations please refer to <a href="#">Dress and Grooming Policy 221</a> <a href="#">Religious attire</a></i>	<ul style="list-style-type: none"> <li>• Inappropriate dress (drug, alcohol, illegal activities advertised or promoted, symbols of hate)</li> </ul>	<ul style="list-style-type: none"> <li>• School personnel reviews and reteaches expected behavior(s)</li> <li>• School personnel documents</li> </ul>
II	Elevated or repeated Level I offense	<ul style="list-style-type: none"> <li>• Continued failure to demonstrate school-wide expected behaviors</li> <li>• Yelling, screaming</li> <li>• Use of cell phone or device when prohibited by teacher</li> </ul>	<ul style="list-style-type: none"> <li>• School personnel reflects on behavior/situation</li> <li>• School personnel reviews and reteaches expected behavior(s)</li> <li>• School personnel documents</li> <li>• At second incident, school personnel contacts parent/guardian</li> <li>• At third (and subsequent) incident, school personnel involves principal to determine next steps and intervention (includes parent/guardian contact)</li> </ul>
III	Accessing areas that are off-limits	<ul style="list-style-type: none"> <li>• Accessing staff offices, desks, or belongings</li> <li>• Accessing restricted areas or rooms</li> </ul>	<ul style="list-style-type: none"> <li>• School personnel involves principal to determine next steps and intervention (includes parent/guardian contact)</li> <li>• Loss of privilege connected to behavior demonstrated or structured day/schedule</li> </ul>
IV	Participating in or initiating a school disturbance or prank	<ul style="list-style-type: none"> <li>• Malevolent school disturbance</li> <li>• Any act placing others in unwanted fear or disorder</li> <li>• Creating a disturbance that severely interrupts the school day</li> </ul>	<ul style="list-style-type: none"> <li>• School personnel involves principal to determine next steps and intervention (includes parent/guardian contact) <ul style="list-style-type: none"> <li>○ Suggested intervention: 1-2 days out of school suspension (OSS) with reentry meeting prior to return</li> </ul> </li> </ul>

*Police notification may be possible depending on the severity of the infraction.*

### **CONSEQUENCES OF COMPUTER/DEVICE/NETWORK INFRACTIONS**

We expect our students to understand what the computer/device/network expectations are and to know how to avoid infractions. As a result, consequences will vary based on the extent of the infraction and the degree of intentionality/number of incidents. In addition, the age of the student(s) involved will also be considered.

<b>LEVEL</b>	<b>Behavior</b>	<b>May Look Like / Sound Like</b>	<b>Action Steps</b>
--------------	-----------------	-----------------------------------	---------------------

I	Inappropriate use of district or personal technology	<ul style="list-style-type: none"> <li>Using equipment for non-educational purposes</li> </ul>	<ul style="list-style-type: none"> <li>School personnel reflects on behavior/situation</li> <li>School personnel reviews and reteaches expected behavior(s)</li> <li>School personnel documents</li> </ul>
II	Inappropriate use of district or personal technology that requires IT attention	<ul style="list-style-type: none"> <li>Changing computer hardware or software configurations</li> <li>Installing unauthorized software on a SCASD device</li> <li>Use of unauthorized personal devices on the SCASD Network</li> </ul>	<ul style="list-style-type: none"> <li>School personnel reflects on behavior/situation</li> <li>School personnel reviews and reteaches expected behavior(s)</li> <li>School personnel documents</li> <li>School personnel contacts parent/guardian</li> </ul>
III	<p>Computer or file hacking or mishandling</p> <p>Using another person's account information for personal gains</p> <p>Flagrant inappropriate use of electronic devices</p> <p>Use of unapproved chat programs (discord) on district devices and during instructional time</p>	<ul style="list-style-type: none"> <li>Circumventing the school filter</li> <li>Accessing sites not approved by SCASD</li> <li>Unauthorized access to any system that is password controlled</li> <li>Using another's lunch account, computer account, ID, or Google information</li> <li>Engaging in inappropriate use of cell phones or devices</li> <li>Engaging in inappropriate use of Google Chat/creation of large chats</li> <li>Sending sexually suggestive texts and/or emails</li> <li>Taking of unsolicited pictures or videos, including that of student misconduct</li> <li>Accessing administrative privileges without authorization</li> <li>Use of unapproved chat programs (Discord, etc.) on district devices and during instructional time</li> </ul>	<ul style="list-style-type: none"> <li>School personnel reflects on behavior/situation</li> <li>School personnel reviews and reteaches expected behavior(s)</li> <li>School personnel documents</li> <li>School personnel involves principal to determine next steps and intervention (includes parent/guardian contact).</li> <li>Potential loss of Chromebook and/or school-issued device for a period of time to be determined by principal and teacher.</li> </ul>
IV	<p>Using electronic devices to view, pass, or transmit sexual or disturbing content of any sort. This includes fights.</p> <p>Downloading copyrighted material</p>	<ul style="list-style-type: none"> <li>Possession and/or distribution of nude, semi-nude, or lewd photographs</li> <li>Use of a device to commit another infraction, ie: threats, harassment, extortion</li> <li>Possession and/or use of illegal software that allows for downloading of copyrighted materials (ie: movies, games, videos, music, shows)</li> <li>Unauthorized use of software or actions intending to compromise</li> </ul>	<ul style="list-style-type: none"> <li>School personnel involves principal to determine next steps and intervention (includes parent/guardian contact).</li> <li>Potential loss of Chromebook and/or school-issued device for a period of time to be determined by principal.</li> <li>Potential police involvement depending on severity and content.</li> </ul>

		<p>the security of the SCASD network or another user's account</p> <ul style="list-style-type: none"> <li>Using a teacher's email</li> </ul>	
--	--	--	--

### **CONSEQUENCES OF INAPPROPRIATE LANGUAGE OR CONDUCT**

We expect our students to understand what the expected behaviors and rules are and to know how to avoid infractions. As a result, consequences will vary based on the extent of the conduct, the degree of intentionality/number of incidents, and the age of the student(s) involved.

<b>LEVEL</b>	<b>Behavior</b>	<b>May Look Like / Sound Like</b>	<b>Action Steps</b>
I	Negative attitudes or actions	<ul style="list-style-type: none"> <li>Ignoring, arguing, failing to follow directions</li> <li>Refusing to follow directions in classroom or cafeteria</li> </ul>	<ul style="list-style-type: none"> <li>School personnel reflects on behavior/situation</li> <li>School personnel reviews and reteaches expected behavior(s)</li> <li>School personnel documents</li> </ul>
II	<p>Negative attitudes or actions intended to defy a request by an adult or undermine the authority of an adult</p> <p>Unacceptable language, gestures, or actions</p>	<ul style="list-style-type: none"> <li>Refusing to follow directions in classroom or cafeteria</li> <li>Throwing of food/liquids</li> <li>Use of profane language</li> <li>Using or demonstrating vulgar, perverse, and/or offensive language or gestures</li> <li>Leaving the classroom w/o teacher's permission</li> </ul>	<ul style="list-style-type: none"> <li>School personnel reflects on behavior/situation</li> <li>School personnel reviews and reteaches expected behavior(s)</li> <li>School personnel documents</li> <li>School personnel contacts parent/guardian</li> </ul>
III	<p>Elevated Level II offense</p> <p>Recurring offenses after repeated unsuccessful interventions</p> <p>Verbal assault of a student or staff member</p>	<ul style="list-style-type: none"> <li>Repeated refusal to comply with reasonable requests</li> <li>Failure to report to the office upon request</li> <li>Open defiance of school rules</li> <li>Providing false information, documentation, or forgery (lying, forged notes)</li> <li>Words meant to demean or hurt another</li> <li>Abusive language, verbal or written</li> <li>Using or demonstrating vulgar, perverse, and/or offensive language or gestures directed at faculty or staff</li> </ul>	<ul style="list-style-type: none"> <li>School personnel involves principal to determine next steps and intervention (includes parent/guardian contact).</li> <li>Loss of privilege connected to behavior demonstrated, increased supervision, alternate seating/learning space</li> <li>Temporary removal from classroom or location where offenses are occurring.</li> </ul>
IV	Elevated Level III offense	<ul style="list-style-type: none"> <li>Refusal to comply with a lawful search of their person or property</li> </ul>	<ul style="list-style-type: none"> <li>School personnel involves principal to determine next steps and intervention</li> </ul>

	Refusal to comply with a search request by authority	by an authorized school employee (see student searches)	(includes parent/guardian contact). <ul style="list-style-type: none"> <li>○ Suggested intervention: 1-2 days OSS with reentry meeting prior to return</li> <li>● Potential police involvement depending on severity of the infraction.</li> </ul>
--	--	---	---

*Police notification may be possible depending on the severity of the infraction.*

### **CONSEQUENCES OF STUDENT FIGHTING/SAFETY/ASSAULT**

We expect our students to understand what the student fighting/safety/assault rules are and to know how to avoid infractions. As a result, consequences will vary based on the extent of the incident, the degree of intentionality/number of incidents, and the age of the student(s) involved. We expect if you see something you need to say something. Any video/audio recording of a fight will result in consequences.

<b>LEVEL</b>	<b>Behavior</b>	<b>May Look Like / Sound Like</b>	<b>Action Steps</b>
I	Horseplay or throwing of objects	<ul style="list-style-type: none"> <li>● Throwing snowballs, paper</li> <li>● Reckless play that can lead to injury</li> <li>● Unwanted play or behavior</li> </ul>	<ul style="list-style-type: none"> <li>● School personnel reflects on behavior/situation</li> <li>● School personnel reviews and reteaches expected behavior(s)</li> <li>● School personnel documents</li> <li>● School personnel contacts parent/guardian</li> </ul>
II	Attempting/potential to harm another	<ul style="list-style-type: none"> <li>● Engaging in any physical behavior that has the potential to harm another</li> </ul>	<ul style="list-style-type: none"> <li>● School personnel reflects on behavior/situation</li> <li>● School personnel reviews and reteaches expected behavior(s)</li> <li>● School personnel documents</li> <li>● School personnel involves principal to determine next steps and intervention (includes parent/guardian contact)</li> <li>● Loss of privilege connected to behavior demonstrated, increased supervision, alternate seating/learning space</li> <li>● Temporary removal from classroom or location where offenses are occurring.</li> </ul>
III	Student fighting or involvement in student fighting	<ul style="list-style-type: none"> <li>● Fighting or physical retaliation</li> <li>● Any action in a confrontation other than retreat or guarding</li> <li>● Using electronic devices to record, view, pass, or transmit</li> </ul>	<ul style="list-style-type: none"> <li>● School personnel involves principal to determine next steps and intervention (includes parent/guardian contact)</li> </ul>

		photographs or videos of fighting that occurred in school	<ul style="list-style-type: none"> <li>Loss of privilege connected to behavior demonstrated, increased supervision, alternate seating/learning space</li> <li>Temporary removal from classroom or location where offenses are occurring.</li> </ul>
IV	Repeated student fighting Physical assault Reckless endangerment	<ul style="list-style-type: none"> <li>Students involved in more than 1 fight</li> <li>An unlawful attack by one person on another</li> <li>Intentionally, knowingly, or recklessly causing bodily injury</li> <li>Deliberately disregarding safety rules, including the use of fireworks</li> </ul>	<ul style="list-style-type: none"> <li>School personnel involves principal to determine next steps and intervention (includes parent/guardian contact). <ul style="list-style-type: none"> <li>Suggested intervention: 1-2 days OSS with reentry meeting prior to return</li> </ul> </li> <li>Potential police involvement depending on severity of the infraction.</li> </ul>

*Police notification may be possible depending on the severity of the infraction.*

### **CONSEQUENCES OF SERIOUS INFRACTION**

We expect our students to understand what serious infractions are and to know how to avoid infractions. As a result, consequences will vary based on the extent of the incident, the degree of intentionality/number of incidents, and the age of student(s) involved:

<b>Behavior</b>	<b>May Look Like / Sound Like</b>	<b>Action Steps</b>
Arson Causing or risking a catastrophe	<ul style="list-style-type: none"> <li>Unlawful, intentional damage or attempt to damage any real or personal property by fire or incendiary device</li> <li>Setting a fire by match, lighter, fireworks or other</li> <li>Providing aid, counsel or pay toward arson</li> <li>Activating a fire alarm or armed intruder whistle</li> <li>Tampering with a fire extinguisher, whistle, surveillance, or safety device</li> </ul>	<ul style="list-style-type: none"> <li>School personnel involve the principal to determine next steps and intervention (includes parent/guardian contact). <ul style="list-style-type: none"> <li>Suggested intervention: 1-3 days OSS with reentry meeting prior to return</li> </ul> </li> <li>Potential police involvement depending on severity of the infraction.</li> </ul>
Extortion	<ul style="list-style-type: none"> <li>Obtaining something through force or threats</li> <li>Threatening someone through violence, property damage, or harm to reputation</li> </ul>	<ul style="list-style-type: none"> <li>School personnel involve the principal to determine next steps and intervention (includes parent/guardian contact).</li> </ul>

		<ul style="list-style-type: none"> <li>○ Suggested intervention: 1-3 days OSS with reentry meeting prior to return</li> <li>● Potential police involvement depending on severity of the infraction.</li> </ul>
<p>Possession of and/or use of weapons or look-alikes</p> <p><i>Please refer to <a href="#">Weapons Policy 218.1</a></i></p>	<ul style="list-style-type: none"> <li>● Possession of and/or use of weapons or look-a-likes on school property or at a school sponsored event</li> <li>● “Weapons” shall include, but not be limited to, any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, and rifle, as well as any other tool, instrument, implement, or replica of a weapon used in a threatening manner and/or capable of inflicting serious bodily harm</li> <li>● Possession of ammunition, bullets, casings, shell casings or look-alikes.</li> </ul>	<ul style="list-style-type: none"> <li>● School personnel involve the principal to determine next steps and intervention (includes parent/guardian contact).</li> <li>● Up to ten (10) days of OSS to include meeting with Superintendent and possibility of expulsion depending on type of weapon and attitude and actions surrounding the possession of weapon on school property.</li> <li>● Potential police involvement depending on severity and content.</li> </ul>
Terroristic Threats	<ul style="list-style-type: none"> <li>● Declaration of intent to commit a crime of violence against another with the intent of threatening a person, building, facility, or public or private habitat</li> <li>● Place any person or public in fear of imminent serious bodily injury</li> <li>● Threats to commit any offense involving violence</li> </ul>	<ul style="list-style-type: none"> <li>● School personnel involves principal to determine next steps and intervention (includes parent/guardian contact).</li> <li>● Up to ten (10) days OSS to include reentry meeting and meeting with Assistant Superintendent prior to return</li> <li>● Potential police involvement depending on severity and content.</li> </ul>

*All 10 day OSS will be sent to the Superintendent for a hearing to determine the possibility of expulsion.*

**CONSEQUENCES CHART FOR TOBACCO/ELECTRONIC SMOKING DEVICES (LEVEL 3 VIOLATION): SEE [Smoking/Tobacco Policy 222](#)**

Possession, use, sale, or distribution of tobacco, tobacco products, or paraphernalia or look-alikes (including all electronic smoking devices) on school property or at a school-sponsored event. The first incident consequence will result in a structured day to make time for completion of a vape cessation course. The course can be taken during the structured day assignment or parent/guardian may choose to work on the course with their student at home in place of the time in school. The student will have two weeks to complete the course at home or be assigned an out of school suspension to complete it if the two-week deadline is not met.



For consequences of vaping illegal substances, please see the Drug and Alcohol Consequence Chart below.

All tobacco contraband, paraphernalia, or contributing materials or items will be confiscated and turned over to the appropriate authorities and will not be returned to the student or his/her family.

All tobacco and electronic smoking device violations will result in an automatic ESAP referral.

**CONSEQUENCES CHART FOR DRUG AND ALCOHOL (LEVEL 4 VIOLATION) :** See [Drug/Alcohol Policy 227](#)

Violation	Action Steps
<ul style="list-style-type: none"> <li>● Reasonable suspicion of possession, use, or is under the influence of controlled substance (drugs/ or alcohol</li> <li>● Possession of paraphernalia, including look-alikes</li> <li>● Not under the influence</li> </ul>	<ul style="list-style-type: none"> <li>● Mandatory search</li> <li>● 1 day OSS</li> <li>● ESAP referral</li> <li>● Mandatory D&amp;A assessment</li> <li>● Police notification</li> </ul>
<ul style="list-style-type: none"> <li>● Possession of a controlled substance</li> <li>● 1st offense and cooperative</li> </ul>	<ul style="list-style-type: none"> <li>● Mandatory search</li> <li>● 2 days OSS</li> <li>● ESAP referral</li> <li>● Mandatory D&amp;A assessment</li> <li>● Police notification</li> </ul>
<ul style="list-style-type: none"> <li>● 2nd offense of a controlled substance</li> <li>● 2nd offense of reasonable suspicion of possession, use, or is under the influence of drugs and/or alcohol, including look-alikes</li> <li>● Uncooperative</li> <li>● Distributing, sharing, selling, and/or attempting to deliver drugs and/or alcohol</li> </ul>	<ul style="list-style-type: none"> <li>● Mandatory search</li> <li>● Up to one week (5 days) OSS to include reentry meeting and meeting with Assistant Superintendent prior to return</li> <li>● ESAP referral</li> <li>● Mandatory D&amp;A assessment</li> <li>● Police notification</li> </ul>

*All D&A contraband, paraphernalia, or contributing materials or items will be confiscated and turned over to the appropriate authorities and will not be returned to the student or his/her family.*

### INFORMAL HEARING

Initial notification of suspension and possible informal hearing will occur within 24 hours of discussion of incident investigation with the student.

When an out-of-school suspension is more than three (3) school days, the student and parent/guardian will be given the opportunity to meet for (or participate in) an informal hearing with the administration. Informal hearings may occur over the phone at the request of a parent/guardian.

### **CONSEQUENCE OF LACK OF SCHOOL ATTENDANCE**

We expect our students and families to understand what the attendance expectations are. As a result, consequences will vary based on the extent of their attendance infraction and the degree of intentionality/number of incidents. Please note that all references to tardiness and unexcused absences refer to those incidents occurring within the school day. All late arrivals to school will be handled by the principal in conjunction with the building's Attendance Secretary.

Behavior	May Look Like / Sound Like	Action Steps
Tardy to class; loitering and/or misuse of a hall pass	<ul style="list-style-type: none"> <li>• Arriving after the start of the class without a valid excuse</li> <li>• Hanging around aimlessly in the hallway</li> <li>• Lagging behind between class</li> </ul>	<ul style="list-style-type: none"> <li>• School personnel reflects on behavior/situation</li> <li>• School personnel reviews and reteaches expected behavior(s)</li> <li>• School personnel documents</li> <li>• At second tardy or misuse of pass, school personnel contacts parent/guardian</li> <li>• At third (and subsequent) tardy or misuse of pass, school personnel involves principal to determine next steps and intervention (includes parent/guardian contact)</li> </ul>
Unexcused Absence from a class	<ul style="list-style-type: none"> <li>• Unexcused absence for the entire period</li> <li>• Class cut</li> </ul>	<ul style="list-style-type: none"> <li>• School personnel reflects on behavior/situation</li> <li>• School personnel reviews and reteaches expected behavior(s)</li> <li>• School personnel documents and contacts parent/guardian</li> <li>• At second (and subsequent) unexcused absence from class, school personnel involves principal to determine next steps and intervention (includes parent/guardian contact)</li> </ul>
Student is in an area outside of the school boundaries	<ul style="list-style-type: none"> <li>• Leaving school grounds during the school day</li> <li>• Leaving campus w/o a parent note</li> </ul>	<ul style="list-style-type: none"> <li>• School personnel involves principal to determine next steps and intervention (includes parent/guardian contact).</li> <li>• School Resource Officer (SRO) and/or police will be involved to help safely return student to campus.</li> </ul>

**CONSEQUENCES OF DISCRIMINATION, HARASSMENT, SEXUAL AND/OR GENDER-BASED HARASSMENT, AND BULLYING/CYBERBULLYING**

Behavior	May Look Like / Sound Like	Action Steps
----------	----------------------------	--------------

<p>Inappropriate or unwanted physical, spoken, or electronic behavior.</p> <p><i>Please refer to "Consequences of Student Fighting/Safety/Assault" section for any physical behavior that could lead to serious injury</i></p>	<ul style="list-style-type: none"> <li>● Physical – Hitting, kicking, pushing, shoving, getting another person to hurt someone, etc.</li> <li>● Spoken – Slurs, name-calling, teasing, taunting, gossiping, spreading rumors, etc.</li> <li>● Electronic Behavior that occurs by the misuse of electronic or communication devices such as email, instant-messaging, text messages, blogs, photo and video posting and sharing, chat rooms, bash boards and social media or other websites.</li> <li>● Other – Threatening, obscene gestures, isolation, exclusion, stalking, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● School personnel reflects on behavior/situation</li> <li>● School personnel reviews and reteaches expected behavior(s)</li> <li>● School personnel documents</li> <li>● School personnel facilitates conversation and/or circle between parties</li> </ul>
<p>Repetition of inappropriate physical, spoken, or electronic unwanted behavior.</p> <p><i>Please refer to "Consequences of Student Fighting/Safety/Assault" section for any physical behavior that could lead to serious injury</i></p>	<p>Repetition of:</p> <ul style="list-style-type: none"> <li>● Physical – Hitting, kicking, pushing, shoving, getting another person to hurt someone, etc.</li> <li>● Spoken – Slurs, name-calling, teasing, taunting, gossiping, spreading rumors, etc.</li> <li>● Cyberbullying - Bullying that occurs by the use of electronic or communication devices such as email, instant-messaging, text messages, blogs, photo and video posting and sharing, chat rooms, bash boards and social media or other websites.</li> <li>● Other – Threatening, obscene gestures, isolation, exclusion, stalking, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● School personnel reflects on behavior/situation</li> <li>● School personnel reviews and reteaches expected behavior(s)</li> <li>● School personnel documents</li> <li>● School personnel contacts parent/guardian</li> <li>● Loss of privilege connected to behavior demonstrated, increased supervision, or alternate seating/learning space</li> </ul>
<p>Series of persistent or pervasive actions that interfere with the education of another student.</p> <p><i>See Policies <a href="#">103</a> and <a href="#">249</a></i></p>	<p>Repetition of above or sharing of:</p> <ul style="list-style-type: none"> <li>● Insensitive remarks</li> <li>● Threats or bullying, including cyber bullying</li> <li>● Pushing, shoving, or unwarranted physical contact</li> <li>● Title IX Referral</li> </ul>	<ul style="list-style-type: none"> <li>● School personnel involves principal to determine next steps and intervention (includes parent/guardian contact).</li> <li>● Loss of privilege connected to behavior demonstrated, increased supervision, alternate seating/learning space</li> <li>● Temporary removal from classroom or location where discrimination,</li> </ul>

		<p>harassment, bullying, etc. is occurring.</p> <ul style="list-style-type: none"> <li>Principal and/or counselor circles back to victim to follow-up and monitor</li> </ul>
<p>Harassment and Sexual Misconduct</p> <p>Discrimination, Harassment, Sexual and/or Gender-Based Harassment, and Related Inappropriate Conduct - School and Classroom Practices - Policy 103</p> <p>Lewd/indecent exposure of the body or body parts</p> <p>Harassment; sexual identity, sexual orientation, racial, ethnic, and/or gender identity</p>	<ul style="list-style-type: none"> <li>Any unwanted touching of a sexual nature</li> <li>Slurs, symbols representing hate, hate speech</li> <li>A threatening strike, kick or physical contact</li> <li>Title IX Referral</li> </ul>	<ul style="list-style-type: none"> <li>School personnel involves principal to determine next steps and intervention (includes parent/guardian contact). <ul style="list-style-type: none"> <li>Suggested intervention: 1-2 days OSS with reentry meeting prior to return</li> </ul> </li> <li>Principal and/or counselor circles back to victim to follow-up and monitor</li> </ul>
<p>Severe harassment/bullying or sexual, racial, ethnic, and/or gender intimidation</p>	<ul style="list-style-type: none"> <li>Making a severe threat towards a group or individual</li> <li>Sexual contact or other unlawful sexual behavior or conduct</li> <li>Title IX Referral</li> </ul>	<ul style="list-style-type: none"> <li>School personnel involves principal to determine next steps and intervention (includes parent/guardian contact).</li> <li>Up to one week (5 days) OSS to include reentry meeting and meeting with Assistant Superintendent prior to return</li> <li>Principal and/or counselor circles back to victim to follow-up and monitor</li> </ul>

*Police notification may be possible depending on the severity of the infraction.*

When harassment and/or bullying, as defined in [Policies](#), occurs whether in person or through electronic means, it may include instances or a series of instances involving:

- unwelcome sexual advances
- touching, patting, grabbing another's intimate parts
- coercing or forcing physical contact with another
- demands for sexual favors
- slurs, symbols representing hate
- dissemination of lewd, profane or obscene materials
- lewd, vulgar or profane language
- threatening or intimidating conduct, writing or expression

- degrading name-calling, remarks, notes, gestures or actions
- damage to property or person
- assault
- stalking
- extortion

SCASD recognizes that the foregoing list includes items which vary in nature and severity, and that, as such, the totality of all surrounding circumstances must be considered in making the determination as to whether harassment and/or bullying has occurred. If a student feels as if they have been or is being harassed and/or bullied, the student should immediately report the incident(s) to a faculty or staff member, counselor, or administrator.

**CONSEQUENCES OF CHEATING OR PLAGIARISM**

Behavior	May Look Like/Sound Like	Action Steps
Cheating and/or plagiarism	<ul style="list-style-type: none"> <li>● Unauthorized collaboration on assignments</li> <li>● Copying small or ungraded classroom assignments</li> <li>● Inaccurate or uncited paraphrasing or borrowing of another's words</li> <li>● Using a cheat sheet or any other means of getting information</li> </ul>	<ul style="list-style-type: none"> <li>● School personnel reflects on behavior/situation</li> <li>● School personnel reviews and reteaches expected behavior(s)</li> <li>● School personnel documents</li> <li>● School personnel contacts parent/guardian and, if applicable, coordinates redoing of assignment for full credit (first offense) or partial credit (second and subsequent offense)</li> <li>● School personnel involves principal to determine additional next steps and intervention (includes parent/guardian contact).</li> </ul>

Teachers will work collaboratively with building level administrators on issues of academic Integrity. Google version history may be used as evidence of plagiarism/cheating.

**Definitions of Cheating**

Cheating includes, but is not limited to, a student copying an assignment or test and submitting it as their own; allowing someone to copy an assignment or test and submit it as their own; unauthorized use of or communicating with notes, calculators, computers, textbooks, websites, cell phones, etc. during an exam or project; telling other students what is on a test or quiz or providing specific questions or answers before or after the test.

**Definitions of Plagiarism**

Plagiarism is defined as the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.

Intentional plagiarism occurs when a student knowingly submits someone else’s words or ideas as if they were their own. Unintentional plagiarism occurs when writers and researchers use the words or ideas of others but fail to quote or give credit (perhaps because they don’t know how). When in doubt, students must check with a teacher or librarian.

Examples of plagiarism may include but are not limited to:

- 1) Purchasing or copying work produced by others (homework, reports, take-home exams, tests, research papers, music, art, images, etc.)
- 2) Direct copying (“cutting and pasting”) of selected sections (words, phrases, sentences, paragraphs) from another source without quotation marks and/or documentation.
- 3) Paraphrasing, summarizing, or otherwise rewording another’s original work that is not common knowledge without documentation.
- 4) Failing to document the use of charts, graphs, diagrams, statistics, or other materials not created or compiled by the student.
- 5) Working together on an independent assignment and then submitting individual copies of the assignment as one’s own individual work.
- 6) Fabricating data or in any way falsifying the results of an experiment or inquiry process.

### **CONSEQUENCES OF DEFACING SCHOOL PROPERTY/VANDALISM/THEFT**

We expect our students to understand what defacing school property/vandalism/theft are and to know how to avoid it. As a result, consequences will vary based on the extent of the property damage/vandalism/theft, the degree of intentionality/number of incidents, and the age of the student(s) involved.

<b>Behavior</b>	<b>May Look Like / Sound Like</b>	<b>Action Steps</b>
<p>Theft, attempt of theft, or receiving stolen property or selling or buying stolen property</p> <p>Damaging, vandalizing, altering and/or taking of any school property that can be replaced or repaired at minimal cost</p>	<ul style="list-style-type: none"> <li>● Theft of property</li> <li>● Theft of property lost or mislaid</li> <li>● Writing on walls, desks, floors or property</li> <li>● Altering of property</li> <li>● Negligent damage to property or devices</li> <li>● Malevolent destroying or defacing of property</li> <li>● Reckless disregard for property</li> </ul>	<ul style="list-style-type: none"> <li>● School personnel involves principal to determine next steps and intervention (includes parent/guardian contact).</li> <li>● Principal leads or facilitates conversation to repair harm and, potentially, provide financial restitution.</li> <li>● Potential police involvement depending on the severity of the infraction.</li> </ul>

### **Care of School Property**

Students are responsible for the proper care of all books, calculators, supplies, equipment (including computer/software and other computer equipment) and furniture supplied by the school.

Damage or unauthorized use of software on the computer system could result in students being asked to pay for the cost of correcting the system. (Please see Policy [#708](#) for further information)

Students shall not mark school furniture, walls, ceilings, floors or equipment with a pen, pencil, paint or any other instrument. Students shall not climb onto the school roof or ride skateboards on school property. Students shall not tamper with fire alarms, fire extinguishers or any electrical systems. Anyone who willfully destroys school property through vandalism, arson, larceny, or who creates a hazard to the safety of our students will be referred to the proper law enforcement agency.

Students who deface property, break windows, or do other damage to school property or equipment could be required to pay for the damage incurred and will be disciplined according to the disciplinary code.

## **GLOSSARY**

**School Personnel:** Refers to all teachers, counselors. Secretaries, paraprofessionals, cafeteria staff, custodians, bus drivers and all other building employees.

**School Resource Officer (SRO):** The SRO is an active member of the state college, Ferguson Township or Patton Township Police Force who is assigned to one or more schools in our district. The SRO ensures that their assigned schools are safe by collaborating with administration and faculty during each school day. SROs can also respond to emergency situations that could arise in a school.

**Detention:** Staying in an assigned area during the school day (i.e. lunch) for an assigned period of time.

**Suspension:** The removal of a student from their regular education program within or from the school building.

**Suspension:** The removal of a student from the school building for 1 to 10 days at a time.

**Expulsion:** The removal of a student from their regular school program by the Superintendent or Superintendent Designee for 45 school days or more. A student may only be recommended for expulsion if temporary expulsion is inadequate to address the

behavior and the student's presence in the school constitutes an imminent threat of serious harm to other students or staff. An expulsion may be permanent if the behavior results in serious injury or places others in substantial risk of serious injury or death.

**The State College Area School District is an equal opportunity education institution and will not discriminate on the basis of race, color, age, creed, religion, gender, sexual orientation, gender identity, ancestry, national origin, or disability in its activities, programs, or employment practices as required by Title VI, Title IX, Section 504, and Americans with Disabilities Act. For information regarding civil rights, grievance procedures and services, or activities and facilities that are accessible to and usable by disabled persons, contact the Compliance Officer, State College Area School District, 240 Villa Crest Drive, State College, PA 16801 (814-231-1051).**