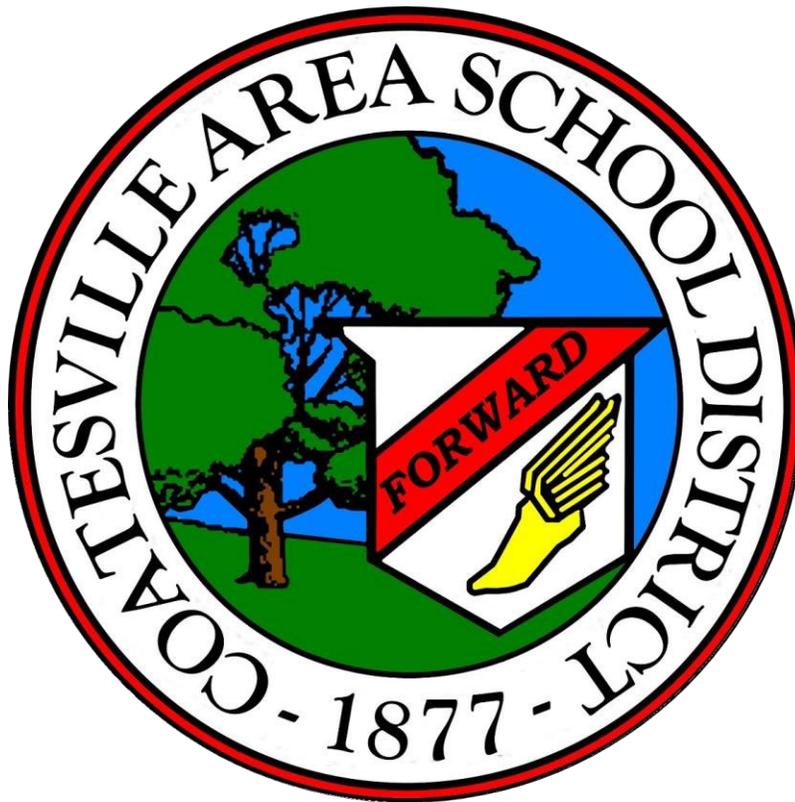


Coatesville Area School District

District-wide Multi-tiered Disciplinary Support Structure



Progressive Discipline Matrix for Elementary and Secondary

2022-2023

CASD Progressive Discipline Matrix

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SECTION ONE

INTRODUCTION

Purpose

The Coatesville Area School District Code of Student Conduct (CSC) supports our schools in **maintaining safe, participatory, and productive learning environments**. In order to maximize learning time and promote positive behaviors, every school must establish systems of support for students' social/emotional and behavioral needs. This includes **maintaining and communicating high expectations, creating consistent and predictable classroom routines, providing consistent supervision, teaching social/emotional competencies, and fostering positive relationships among all members of the school community**.

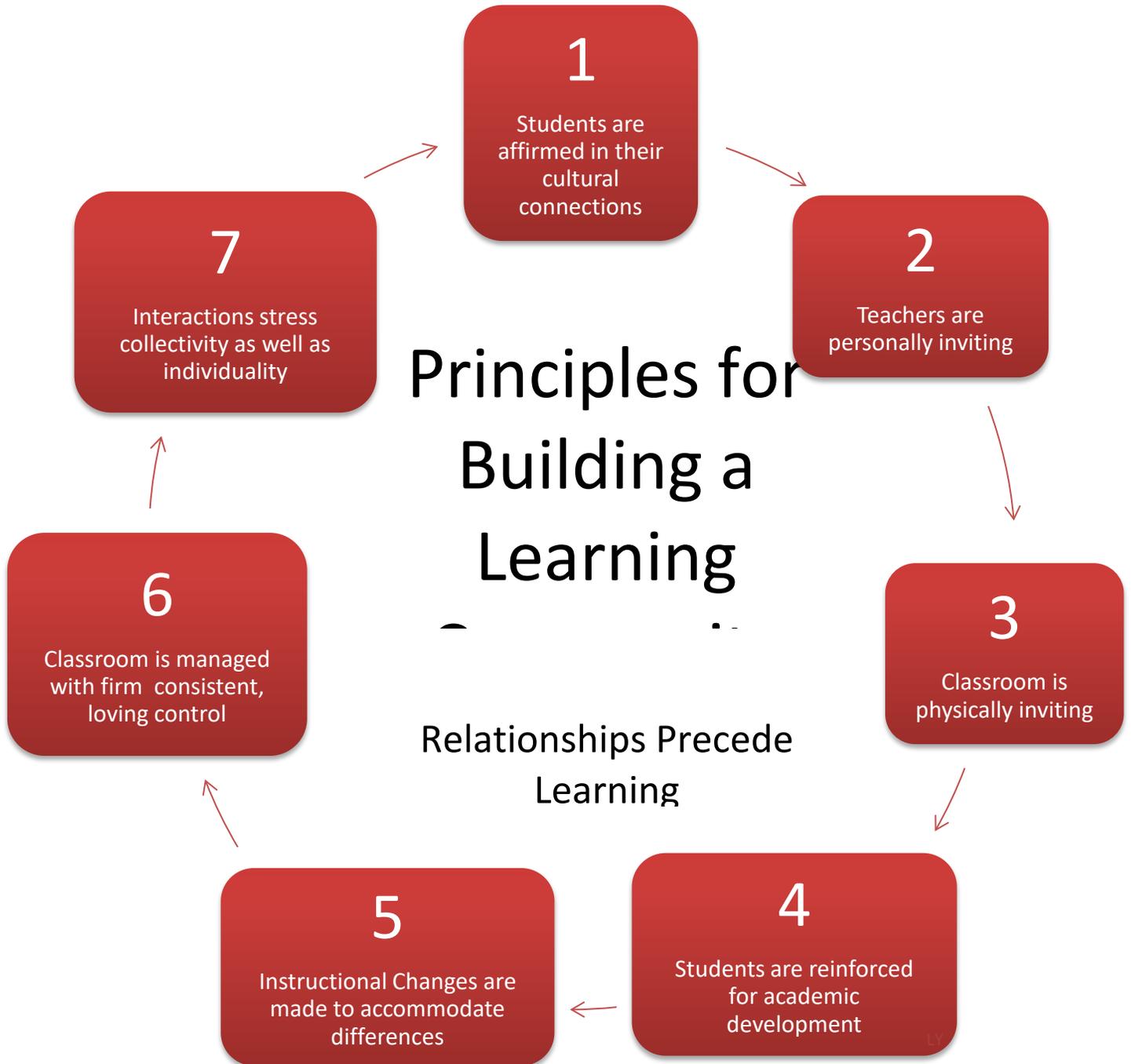
The Coatesville Area School District is committed to the application of the Seven Principles of Culturally Responsive Teaching. These principles guide the application of educational equity, inclusion, cultural competence, and culturally responsive teaching to the classroom and the culture of the school. The Seven Principles not only prevent inappropriate student behavior but also provide specific strategies for creating a welcoming, caring, respectful, and identity-safe space for authentic student engagement and learning.

The Coatesville Area School District is also dedicated to a proactive, positive, and instructional approach to behavior. If behavior incidents arise that threaten student and staff safety or severely disrupt the educational process the response should **minimize the impact of the incident, repair harm, and address the needs underlying student behaviors**. In accordance with the CSC, all disciplinary responses must be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible. Suspensions and expulsions will be used only as a disciplinary measure of last resort to minimize the amount of time that students spend out of the classroom.

Positive School Climate and Culture

The Coatesville Area School District defines school climate as the quality and character of school life related to relationships, teaching and learning should not be changed, physical environment, and safety. Positive relationships are critical to creating a positive school climate. School leaders set the tone and expectations for the entire school community paving the way for all members of that community to take simple yet meaningful steps to improve school climate.

Culturally Responsive Practice



Student Behavior Guiding Principles

The Code of Student Conduct is based on five principles that provide an important foundation to guide behavior both individually and in relationships. These principles outline the conduct and behavior students are expected to meet every day:

1. My words, actions, and attitudes demonstrate respect for myself, and others at all times.
2. I demonstrate pride in myself, in my future, and in my school by arriving on time, dressed appropriately, and prepared to focus on my academic success.
3. I always seek the most peaceful way to resolve conflict and obtain the assistance of teachers, administrators, or school staff when I am unable to resolve conflicts on my own.
4. I take pride in promoting a safe and clean learning environment at my school.
5. I seek to develop positive relationships with all members of my school community and to restore relationships with school community members that are affected by my conduct.

If students abide by these principles, the learning environment in all schools will be strengthened.

Schools with a Positive School Climate Have

- Positive and affirming relationships with all stakeholders – students, parents, teachers/staff, and community partners
- Training and resources to resolve conflicts peacefully and respectfully, with suspensions used only as a disciplinary measure of last resort
- Supports for students who are experiencing emotional crisis, trauma, or serious challenges in their homes and/or communities
- Engaging academic and extracurricular activities that meet behavioral, developmental, and academic needs
- Effective communication among schools, parents, and community
- Clean and well- maintained environments that clearly demonstrate school pride and a love of learning
- A learning environment where students and staff feel physically and emotionally safe

Positive Behavior Supports and Interventions

The Coatesville Area School District promotes a positive school climate by providing proactive intervention strategies and various systems of support such as:

MTSS – Multi-Tiered Systems of Support

The Coatesville Area School District’s Multi-tiered system of supports is a prevention program that organizes school level resources to address each individual student’s academic and /or behavioral needs within intervention levels that vary in intensity, allows for the early identification of learning and behavioral challenges, and timely intervention for students who are at risk of low learning/behavior outcomes.

The MTSS process is cyclical and based on a continuum of three tiers (primary, secondary, and intensive prevention levels) of instruction and behavior supports.

School-Wide Positive Behavior Interventions and Support Systems

The Schoolwide Positive Behavioral Interventions and Supports System is a universal schoolwide prevention program that aims to establish a social culture within schools in which students expect and support appropriate behavior from one another— and thereby create school climates that are socially predictable, consistent safe, and positive. The primary goals of School-wide positive behavior interventions and support systems are to reduce problem behaviors within schools that lead to office discipline referrals and suspensions and to change perceptions within the community about school safety.

Social Emotional Learning (K-7)

The District is implementing a Social Emotional learning curriculum that is delivered by professional school counselors, trained behavioral support staff, and teachers in every classroom from Kindergarten through seventh grade.

Student Assistance Program (SAP)

The Student Assistance Program helps to identify students who are experiencing other-than-academic problems that pose a barrier to their learning and school success. SAP is a group of specially trained staff (school guidance counselors) and community liaisons who work together to assist students and families by making in-school resources available and providing information about community resources.

Restorative Practices (Secondary Schools – grades 8-12)

Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Restorative practices have begun being applied in our secondary schools to address youth behavior, rule violations, and to improve school climate and culture. Restorative practices improve relationships between students, between students and educators, and even between educators. Restorative practices allow individuals who may have committed harm to take full responsibility for their behavior by addressing the individual(s) who may have been affected by their behavior. Taking responsibility requires understanding how the behavior affected others, acknowledging that the behavior was harmful to others, taking action to repair the harm, and making changes necessary to avoid such behavior in the future.

Student Rights and Responsibilities

All members of the school community, including students, parents and guardians, principals, school staff, and central office administrators, have rights and responsibilities that support a strong school community.

Student Rights

- To receive a free high-quality and equitable public education
- To be physically and emotionally safe at school
- To be treated fairly, courteously, and respectfully
- To bring complaints or concerns to the school principal or staff for resolution
- To tell her or his side of the story before receiving a disciplinary consequence
- To be told the reason(s) for any disciplinary action both verbally and in writing
- To be provided with information about appealing disciplinary actions

Student Responsibilities

Students attend school so that they can develop to their fullest potential. The expectation is that every student will:

Be Respectful

- Keep hands, feet, objects, and physical actions to self
- Refrain from using profanity, insults, rumors, lies, and threats against someone in writing, orally, or on social media or other electronic means
- Promote a climate of mutual respect and dignity by behaving respectfully towards others and property
- Respect the rights of students, teachers, administrators, and all others who are involved in the educational process

Be Responsible

- Demonstrate responsible behavior
- Attend school and all classes daily and on time
- Take appropriate care in the use of district facilities, books, computers, and other equipment
- Come to school with the purpose of learning and prepared to learn. Make up work when absent
- Follow the school dress and grooming policy
- Comply with all laws, district policies, and school rules

Be Fair

- Make your best effort in class and when completing assigned tasks. No student has the right to disrupt or interfere with the learning opportunities for his/her peers
- Value diversity and treat others fairly and with dignity - no bullying, harassment, or intimidation verbally, in writing, or on social media or other electronic means of communication
- Respect the views and opinions of others and seek peaceful resolutions to disagreements
- Be a partner in your own safety. Provide information related to the health, safety, or welfare of the school community. Assist school staff in operating a safe school.

Parent/Guardian Rights and Responsibilities

Parent/Guardian Rights

- To be actively engaged in their child's education
- To be treated fairly and respectfully by the school principal, teachers, and all staff
- To access information about the Coatesville Area School District, board policies, and procedures
- To be notified promptly if their child is disciplined for inappropriate or disruptive behavior and informed of the consequences assigned
- To appeal disciplinary actions taken
- To receive information about their child's academic and behavioral progress

Parent/Guardian Responsibilities

- Review the Coatesville Area School District Student Code of Conduct, speak to their children about the code of conduct, and partner with their child's school to follow the code
- Maintain up to date home, work, cell phone numbers, email addresses, physical addresses, and emergency contact information and respond promptly to contacts from their child's school
- Send your child to school regularly, on time, well rested, and with the expectation that they are coming to school for the purpose of learning
- Send in a signed note on the day that the student returns to school from an absence
- Provide appropriate information and/or documentation on known medical and psychiatric diagnosis or concerns that may impact school attendance, ability to learn, or affect behavior or may require accommodations
- Bring to the attention of school authorities any problem or condition that affects your child or other children in the school community
- Follow through with health recommendations

Important Note to Parents: All parents have access to [The Home Access Center](#). The Home Access Center contains helpful information for parents/guardians to support and guide their children through the educational process. Day or night, parents and guardians can access the portal to view their child's classwork, attendance, and discipline records. Parents who are unable to access the Home Access Center should contact their child's principal for additional support. (Read more information on how access and create a [Home Access/PowerSchools Account](#))

How Parents Support Student Academic and Behavioral Progress from Home

Student Progress/Curriculum

- Create a home atmosphere that supports learning by encouraging reading activities
- Stress the importance of education, discuss and set goals, and work with your child and school personnel to determine an educational plan that best supports their post-graduation goals
- Monitor assignments, progress reports, school and class attendance
- Contact your child's teachers, school administrators, guidance counselors, or central office administrators if you are having difficulty getting your child to come to school
- Be responsible for any financial obligations incurred by your child at school including lost books, lost or broken technology, or damage to school property
- Support the rules and regulations set forth by the district, the school, and by your child's classroom teacher. Request meetings with your child's teachers and principals to discuss classroom/school concerns
- Report concerns early and be prepared to work as a team to find solutions and resolve conflicts

Personal Responsibilities

- When interacting with school personnel, refrain from using profanity and abusive language and actions
- Obey all laws and regulations on and around school property
- Comply with all school guidelines for arrival and dismissal
- Review all school communications and respond promptly
- Become involved in school activities and encourage your child to become involved in school activities and groups
- Attend school functions and conferences
- Encourage your child to demonstrate respect for his/her classmates, school personnel, and school property
- Participate in decisions relating to the education of your child
- Review the Student Code of Conduct as a family, especially attendance, school dress code, discipline, and bullying prevention procedures
- Teach your child respect for the law, others, and public property

Faculty/Staff Rights and Responsibilities

Faculty/Staff Rights

- Faculty and Staff have the right to work in a safe and orderly environment
- Faculty and Staff have the right to be treated courteously and respectfully
- Faculty and Staff have the right to bring concerns to school administration and District offices
- Faculty and Staff have the right to receive professional development and resources

Faculty/Staff Responsibilities

- Promote a safe and orderly school environment based upon a climate of mutual respect and dignity that supports active teaching and learning. Actions such as demeaning language, sarcasm, using harsh language may never be used as a behavioral management process
- Promote and support the District's social emotional learning programs
- Attend work regularly and on time
- Maintain honesty and integrity
- Maintain confidentiality on all student and family matters
- Act as a responsible role model by presenting every day in a responsible and professional manner
- Respect and comply with the law and all persons in positions of authority
- Develop cooperative and positive working relationships with families for the educational benefit of the student by providing opportunities for parent participation in school functions/events
- Communicate to students and parents about course objectives and requirements, assessments, grading procedures, assignment deadlines, expectations for students, and classroom behavior management plans
- Teach the students how to be responsible and prepared for learning
- Be fair, firm, and consistent when implementing the Student Code of Conduct in the classroom, around the school, on school transportation, on the school campus and during school functions
- Set a positive example for students, parents/guardians, and Community by following the District's policies

Central Office and Building Administrator Rights and Responsibilities

Central Office and Building Administrator Rights

- To work in a safe and orderly environment
- To be treated courteously and respectfully
- To receive cooperation from students, parents/guardians
- To receive direction, support, and ongoing training from their direct supervisors
- To set high expectations for implementing equitable discipline practices and quality academic standards
- To receive the cooperation and support of school staff in serving as the school's and District's educational leaders

Building Administrator Responsibilities

- Promote a safe and orderly school environment based upon a climate of mutual respect and dignity that supports active teaching and learning
- Ensure that all students and staff have the opportunity to communicate regularly with the building administration
- Promote the District's social-emotional and bullying prevention programs
- Regularly evaluate all instructional programs and staff
- Support the development of and student participation in extracurricular activities
- Maintain visibility throughout the school and be accessible to the students and the community
- Develop close, cooperative relationships for the educational benefit of students
- Model respect for law and order, self-discipline, and a genuine concern for all persons
- Establish necessary building safety and security protocols and procedures
- Respond in a timely and confidential manner to all written and verbal requests
- Regularly communicate with students, parents/guardians, and the community

Central Office Responsibilities

- Monitor the implementation of prevention strategies and the safety and security program in each school
- Systematically monitor and publish suspension, expulsion, and other disciplinary data disaggregated by race/ethnicity, sex, limited English proficiency, and disability
- Prepare recommendations for improving discipline and a positive school climate
- Create guidelines for effective school discipline
- Establish procedures for reciprocal reporting with local law enforcement

SECTION TWO

GENERAL DISCIPLINARY REQUIREMENTS

The Code of Student Conduct applies to any student conduct that creates a substantial disruption to the learning environment and/or orderly operation of the school. *“The Board shall establish fair, reasonable and nondiscriminatory rules and regulations regarding the conduct of all students in the School District during the time they are under the supervision of the school or at any time while on school property, while present at school- sponsored activities, and while traveling to or from school and school-sponsored activities.” (School Board Policy 218)*

To Address Inappropriate School Behavior, School Staff Should

1. ***Redirect and correct inappropriate behavior.*** All adults in the school setting have the responsibility to supervise, correct, and redirect students’ inappropriate behavior and minimize the likelihood of the behavior escalating or recurring.
2. ***Intervene to minimize disruption and resolve conflict as necessary to keep students and staff safe.*** If a student has been injured, refer the student to the school nurse and make every reasonable effort to notify parents/guardians immediately. The school safety officer(s) should be called immediately to intervene and support building staff and administration during and after physical confrontations between students.
3. ***Gather information by talking to all students, teachers, school staff, or other witnesses to the incident.*** When student misbehavior is reported to the school principal or designee, an investigation must begin no later than the next school day. Identify factors that may have contributed to the incident and seek to understand the full context. If a search of the student, personal belongings, locker and/or desk need to be conducted, building administration should follow school board policy 226.
4. ***Analyze whether the student’s alleged behavior falls within the Code of Student Conduct using the information gathered.*** If so, determine the level of infraction as well as the disruption caused by the inappropriate behavior. Identify the appropriate behavior listed and consider the possible range of interventions and consequences.
5. ***Discuss your initial findings with student and provide the opportunity to explain his/her actions.***
 - Inform the student of the inappropriate behavior he/she may have exhibited, the applicable Code of Student Conduct infraction level, and the range of possible interventions and consequences.
 - Allow the student to respond and explain his/her actions. Ask the student to provide a written statement regarding the alleged behavior and the circumstances involved.
 - Make reasonable efforts to contact the parent/guardian and discuss the incident with them before assigning interventions and consequences.

6. **Make a determination and assign interventions and consequences according to the Code of Student Conduct.**

- The principal or designee has the final authority to assign interventions and consequences based on his/her independent assessment of the best interest of the school community, including available resources, the needs of any student or staff harmed, and the rights of the student engaged in the inappropriate behavior, in alignment with the Student Code of Conduct.
- Follow the procedures and guidelines contained in the School Board policy regarding Discipline of Students with Disabilities ([Policy 113.1](#)), students with Section 504 Plans, and Pa State regulations regarding disciplinary exclusion (suspension and expulsion) of students who are eligible for special education.
- Avoid consequences that will remove the student from class, if possible. Use out-of-school suspensions as a last resort and only when in-school interventions and consequences are insufficient to address the student's inappropriate behavior.
- If a student is suspended, the principal or designee may choose to give the student a combination of out of school suspension and in-school suspension days. The out-of-school suspension must be served first and the combined total of in-school and out-of-school suspension must not exceed 10 days.
- School staff members must not use public disciplinary techniques and must respond to inappropriate student behavior as confidentially as possible. When addressing student behavior, students MUST be addressed individually and in private. Rules are public but consequences are private.
- No student may be disciplined or threatened with discipline for speaking his/her native or first language when under the District's supervision. The District regards our students' multilingual skills as genuine assets that need to be acknowledged, valued, and developed.
- Utilization of "whole class" disciplinary procedures by teachers is highly discouraged.
- Excessive and imposition of additional subject-oriented academic work or lowering of report grades for specific infractions other than subject-related ones such as cheating, are not to be considered valid disciplinary actions and are forbidden.

7. ***Document behavior infractions identified in the Code of Student Conduct for levels 2, 3, and 4.*** All documentation will be mailed to the student's address or hand delivered to the parent/guardian.

8. ***No student will be sent home before the end of the school day unless the school has established contact with the parent/guardian and provided notice of suspension.*** All students must be picked up by a parent or guardian.

Suspension/Expulsion Guidelines

This section explains actions to be taken when a student is suspended or expelled from class/school. It describes the due process to be observed in regard to informal and formal disciplinary hearings.

Translation and interpreter services for English Language Learners and their families must be provided by the District.

In-School Suspension (Board Policy 233)

An in-school suspension (ISS) is the removal of a student from his/her regular education schedule for more than 60 minutes of the school day to an alternative supervised setting inside the school building to engage in structured activities that develop academic, social, emotional, and/or behavioral skills. A student may be assigned to in-school suspension if:

1. In-school suspension is listed as an available consequence for the Code of Student Conduct behavioral infraction level.
2. The student was informed of his/her reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians; and
3. A copy of the discipline referral was provided to the parent/guardian.

Out of School Suspension (Board Policy 233)

An out-of-school suspension is an exclusion of the student from school attendance. A student may be assigned out-of-school suspension if:

1. Out-of-school suspension is listed as an available consequence for the Code of Student Conduct behavioral infraction level;
2. The principal or designee determines that the student's attendance in school presents an imminent endangerment to the physical, emotional, or mental safety of specific students/staff;
3. The principal or designee determines that the student's behavior has caused chronic or extreme interruption to other students' participation in school activities and prior interventions have been utilized and documented;
4. The student was informed of his/her reported misbehavior, provided an opportunity to respond and reasonable efforts were made to contact the parents/guardians; and
5. A copy of the discipline referral was provided to the parent/guardian.

A student serving out-of-school suspension is not permitted to be in or on any school property. A student may be considered trespassing if he/she comes onto school grounds while suspended or comes back to school after his/her suspension term without a reinstatement conference. Law enforcement may be involved to address trespassing.

A suspended student also becomes ineligible to participate in extracurricular activities or attend school sponsored events during the length of the suspension (*this includes any week-ends that fall within the suspended period*). Club sponsors and athletic coaches must check to ensure that students are eligible to participate in scheduled events. The ineligible student will not be permitted to travel or dress for an event, game, or performance.

A reinstatement conference MUST be held between parents/guardians, administrators, teacher and student prior to readmitting the student to school after an out-of-school suspension. Out-of-school suspensions are excused absences. The principal must ensure that a student serving suspension is able to obtain assignments and upon the student's return, must be provided with the opportunity to make up any quizzes, assessments, special projects, or final exams given during the period of suspension.

A student serving suspension must be allowed to complete work missed within a period equal to the length of suspension. Students must be permitted to take State assessments at school and may participate in test preparation activities. The student's attendance will still be marked as suspended.

Transition Planning for Students Coming Back from Suspension or Placement

1. If the student received an out-of-school suspension for 3 or more days, the principal or designee must develop a plan to support the student's transition back into the school community, including strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs, with input from the student and parents/guardians. A student may be referred to SAP or other community resources as needed in addition to in school supports that may be provided.
2. When a student is set to return from an expulsion and has been attending an Alternative Placement, school administrators must attend a transition meeting, which should include the student, parents/guardians, and alternative school staff members, to discuss the student's return to prepare for a successful transition back not the school setting.
3. A change of placement may be considered which outlines the conditions that must be met before considering a transition back to the student's home school setting.

SECTION THREE

PROGRESSIVE DISCIPLINE

Viewing and understanding discipline as a “teachable moment” is vital to implementing a positive approach to discipline. Progressive discipline uses incremental interventions to address inappropriate behaviors with the ultimate goal of teaching pro-social behavior. Progressive discipline does not seek punishment. Instead, progressive discipline seeks concurrent accountability and behavioral change. The goal of progressive discipline is to prevent the recurrence of negative behavior by helping students learn from their mistakes.

Every reasonable effort must be made to correct student behavior through counseling and other school-based interventions. Supports and interventions are essential because inappropriate behavior or violations of the Code of Student Conduct may be symptomatic of more serious problems that students are experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs. Per State law, corporal punishment is explicitly prohibited under all circumstances.

Appropriate disciplinary responses should emphasize prevention and effective intervention, foster resiliency, prevent disruption to students’ education, and promote positive school culture. When a student’s misconduct results in a placement out of the classroom, the school should consider, where appropriate, using conflict mediation/resolution or the restorative circle process (secondary level) as an effective strategy to support a successful return to the student’s regular program.

Helping Students Learn from Their Mistakes

Essential to the implementation of progressive discipline is assisting students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and the harm it has caused
- Understand what they could have done differently in the same situation
- Take responsibility for their actions
- Be given the opportunity to learn pro-social strategies and skills to use in the future
- Understand the progression of more severe consequences if the behavior reoccurs
- Include parents in discussions with the student and make them aware of the plan for addressing behavior

Discipline for Students with Disabilities

For a student with disabilities whose behavior impedes his/her participation in school, a functional behavioral assessment (FBA) is an essential tool to understand the causes of the student's behavior. A positive behavior support plan (PBSP) after an FBA provides specific approaches to address the student's behavior. (Read more about our [Special Education Department](#))

Determining the Disciplinary Response

In determining which disciplinary measure to impose and how to best address inappropriate student conduct, school officials should evaluate the totality of the circumstances surrounding the misbehavior.

The following facts must be considered prior to determining the appropriate disciplinary measures:

- The student's age and maturity
- The student's disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct, and the disciplinary and guidance intervention measures applied for each)
- The nature, severity, and scope of the behavior
- The circumstances/context in which the conduct occurred
- The frequency and duration of the behavior
- The number of persons involved in the behavior
- The social/emotional needs of ALL persons involved in the behavior
- The student's IEP, PBSP, and/or 504 Accommodation, if applicable

RESTORATIVE PRACTICES

What are Restorative Practices?

Restorative Practices effectively foster supportive and safe school climates by preventing, addressing, and changing behaviors that hurt individuals, families, schools, and communities. They provide the structures and skills needed to create and maintain positive relationships. Restorative Practices help strengthen the communication between adults and students on campus. They are also the preferred approach to address student behavior issues because they reflect the importance of relationships among students and between teachers and students. These approaches provide students with opportunities to develop self-discipline and positive behaviors in a caring, supportive environment. A restorative approach sees conflict or misbehavior as an opportunity for students to learn about the consequences of their actions, to develop empathy for others, and experience making amends in such a way that strengthens the community bonds that may have been damaged.

On a Restorative Practices continuum, informal practices include affective statements and questions that

communicate feelings and allow for reflection on how one's behavior has affected others. Impromptu restorative dialogues and circles are more structured, while formal conferences require more preparation and include more representation from the community such as family members. Restorative Practices are used in the classroom to help create a caring and supportive environment with a focus on relationship building. They are also used to re-enter students into school after suspension, expulsion, or incarceration.

Examples of Restorative Practices:

Affective Statements and Questions – Statements and questions that appropriately communicate one's feelings, and allow for reflection on how their behavior has affected others.

Restorative Dialogue – Structured conversation designed to open dialogue and conversation, develop understanding, and work towards coming to consensus agreement about how to make things right.

- From your point of view, what happened?
- What do you remember thinking at the time?
- How have you and others been affected?
- What feelings and needs are still with you?
- What do you think should happen next?

Classroom Circles – A group discussion format which is a mainstay of Restorative Practices and can be used in a variety of ways including but not limited to:

- Building community
- Making agreements
- Solving problems

Restorative Discipline and Other Means of Correction – More formal actions taken by site administration that maintain high behavioral expectations for which all students are held accountable and may be used in lieu of, or in addition to, traditional means of discipline such as suspension. They may include:

- Restorative conferences
- Behavior support plans
- Peer mediation
- Restitution
- Community service
- Referral to counseling, mentoring, or after-school programs

LEVELS OF INFRACTIONS & DISCIPLINARY CONSEQUENCES

In order to protect the right of all students to receive the best education possible within a safe and orderly learning environment, certain types of behaviors **MUST** be prohibited. Student misconduct is grouped into four levels of infractions based on the severity of the misbehavior, place of occurrence, frequency of occurrence, and disruptive effect upon the safety and orderliness of the learning environment. Each level of infraction provides a set of possible supports and interventions as well as a range of possible disciplinary responses that may be imposed by a teacher, principal, or other designee of the Superintendent.

The specified infractions are **NOT** all inclusive. Students who engage in misconduct that is not listed are, nevertheless, subject to appropriate disciplinary measures as indicated within this document and the Code of Student Conduct. The Code of Student Conduct provides progressive disciplinary actions for students who engage in repeated misbehaviors despite prior interventions and/or prior imposition of appropriate disciplinary measures. More severe consequences will be imposed on those students who engage in a pattern of persistent misconduct. Whenever possible and appropriate, prior to imposing such penalties, school officials should exhaust less severe disciplinary consequences in conjunction with supports and interventions. These are the four levels of infractions:

Level 1 – TEACHER REFERRAL/TEACHER ENFORCED – Uncooperative, Noncompliant Behavior

Level 2 - ADMINISTRATOR ENFORCED - Lower Level/Repetitive Disruptive Behavior

Level 3 – ADMINISTRATIVE TEAM ENFORCED - Higher Level Aggressive/Harmful Behavior

Level 4 – DISTRICT ENFORCED – Seriously Dangerous or Violent Behavior

Schools are required to provide and document support at all stages of the disciplinary process, including during suspension. When used consistently and appropriately, interventions help improve student behavior, lower the incidence of repeated misbehavior, and contribute to a more positive school environment. Support services may include any of the interventions or a combination of services that best meet the needs of the individual student.

Required Documentation

All interventions and supports provided to a student in response to behavioral incidents must be entered in the District’s online system, regardless of whether or not a disciplinary action is imposed. Consequences assigned by an administrator must also be documented.

LEVEL 1 INFRACTIONS

UNCOOPERATIVE NON-COMPLIANT BEHAVIOR – TEACHER REFERRED/ENFORCED

* POSSIBLE ADMINISTRATIVE REFERRAL

INFRACTION KEY

(This is not an exhaustive list)

<ul style="list-style-type: none"> • Engaging in unsafe acts (E,S) • Using obscenities or abusive language towards peers (First Offense) (E,S) • Disruptive behavior (S) • Insubordination (S) • *Possession of Tobacco, Vape paraphernalia, and/or smoking materials (First Offense) (S) • Riding a bike to school without required approvals (See Policy 223) (E,S) • Bus misconduct (First Offense) (S) • *Driving a car to school without the required school permit (See Policy 223) (S) 	<ul style="list-style-type: none"> • Engaging in horseplay (E,S) • *Disrupting the operations of the school district or the educational activities of the school district (E,S) • Violating copyright (E,S) • Possessing a laser pointer (S) • Loitering in hallways (E,S) • Inciting any person(s) to disrupt the operation of the school district, provided, however, that this does not apply to any conduct that is protected under the law (E) • Violation of dress or grooming rules (E,S) • Failing to comply with a directive (E,S) • Class cut (First Offense) (S) 	<ul style="list-style-type: none"> • *Minor physical confrontation (First Offense) (E,S) • Unexcused late to class/advisory/school (First Offense) (S) • Refusing to report to office (First Offense) (S) • Use of cell phone during school hours (E) • Leaving class without permission (E) • Failing to be aware of all rules for student behavior and conducting themselves in accordance with them (E)
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LEVEL 1 INFRACTIONS

SUPPORTS/INTERVENTIONS/CONSEQUENCES

The District will follow all state and federal laws regarding the discipline of students with disabilities as set forth Board Policies [113](#), [113.1](#), [113.2](#), [218](#), and [233](#). Nothing in the Code of Student Conduct should be interpreted or applied in conflict with those laws, policies, and regulations.

<p>1. Each classroom teacher will develop a Classroom Management System. The system will include a description of expected student behaviors within the class and consequences for failing to adhere to the procedures.</p> <ul style="list-style-type: none"> • Consequences implemented by the teacher in the Classroom Management System may include but are not limited to <ul style="list-style-type: none"> » Sign teacher/adult mentor » Conference with student/warning » Conflict resolution/referral to mediation » Intervention time out to another classroom (Elementary) » Loss of classroom privileges/incentives » Referral to school counselor, school nurse, Homeschool visitor, SAP, MTSS team, IEP team (if applicable), or other school- based support » Reflective assignment/apology » Student behavior plan/weekly report » Student-Parent-Teacher conference » Teacher detention » Teacher/team interventions 	<ul style="list-style-type: none"> » Verbal warning and re-teaching of classroom rules » Goal setting » Connect student with positive adult » Collaborative problem solving » Written communication to parent/guardian » Think Sheet <p>2. Students who violate classroom rules will first be addressed by the classroom teacher according to the Classroom Management System, the Behavioral Management Plan as included in the student’s IEP, or by implementing the accommodations as indicated on the student’s 504 Plan</p> <p>3. Students may be referred to an administrator when, despite efforts of the teacher to change the student’s behavior, the student continues to demonstrate a pattern of misconduct, refusing to follow the directions of the teacher.</p> <p>4. Other supportive/corrective interventions; review of matrix of expectations, re-teach behavior, coaching, etc.</p>
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LEVEL 2 INFRACTIONS

DISRUPTIVE/REPETITIVE BEHAVIOR – ADMINISTRATION ENFORCED

Level 2 Infractions: These infractions include prohibited behaviors during school, during school- sponsored activities on and off school property, and while students travel to and from school on a District provided vehicle (School Bus). Misconduct that meets the definition of a Level 2 infraction is referred to an administrator for appropriate disciplinary action within guidelines established by the building administration.

INFRACTION KEY

<ul style="list-style-type: none"> • Repeated violations of level 1 offenses (E,S) • Participating in practical jokes or pranks which cause injury requiring medical attention (E,S) • Possession of Tobacco, Vape paraphernalia, and/or smoking materials (Second Offense) (E,S) • Bringing a drone and operating it without the authority of an administrator. Operating a drone without legally required credentials as may be required by and in Accordance with Applicable Law (E,S) • Using obscenities, profanities, or abusive language towards peers (Second Offense) (E,S) • Verbal Confrontation (E,S) • Making sexual or lewd comments (S) 	<ul style="list-style-type: none"> • Lying to School Authorities and/or withholding information that could impact school safety (E,S) • Falsifying School District records (S) • Gambling (E,S) • Using a laser pointer without prior (S) permission by a teacher or using it in a way that has not been authorized • Failure or refusal to serve an administrative detention (lunch, after school, etc.) (First Offense) (S) • Using obscenities, profanities, or abusive language towards staff (First Offense) (S) • Minor physical confrontation (Second Offense) (E,S) • Breaching school security (E) • Verbal confrontation w/ profanity (E) 	<ul style="list-style-type: none"> • Bringing or possessing medication in violation of the rules set forth in the Code or in applicable Policy of the District, Including Policy #210 (E,S) • Significant or repeated violation of safety rules or practices (E,S) • Sale of Goods: Attempting to collect money via student for personal benefit through the sale of goods. (E,S) • Taking a fire extinguisher off its fixture without justification (E,S) • Class Cut (Second Offense) (S) • Unlawfully retaliating against any individual (E,S) • Repeated leaving class w/out permission (E) • Failing to cooperate in any district investigation or to answer questions (E)
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LEVEL 2 INFRACTIONS

SUPPORTS/INTERVENTIONS/CONSEQUENCES

The District will follow all State and Federal laws regarding the discipline of students with disabilities as set forth in Board Policies [113](#), [113.1](#), [113.2](#), [218](#), and [233](#). Nothing in the Code of Student Conduct should be interpreted or applied in conflict with those laws, policies, and regulations.

<ul style="list-style-type: none"> • Any level 1 intervention of consequence • Documented warning • Lunch detention (lunch must be provided) • After school detention • In-school suspension (ISS) • Confiscation of banned materials (hats, cell phones, laptop computers, digital music devices, and other electronics), by administrator consistent with Dress/Grooming and/or Electronics Device Police #237 • Class schedule/classroom change • Restorative practices, restitution • Loss of school privileges, school-wide incentives • Positive practice (example: cleaning up cafeteria for misbehaving in cafeteria) • Bus assigned seat • Bus suspension 	<ul style="list-style-type: none"> • School based community service • Individual instruction/participation in specialized classes • Alternatives to suspension: mini-courses/module activities (if available), check in-check-out, stay away agreements, parent/student conference with administrator/teacher(s), mentoring, parent/guardian attending class with child (one or more days), group counseling (if available), behavior contracting, etc. <p>***A consequence at the administration's discretion which might include out-of-school suspension to the principal and loss of extracurricular privileges for repetitive level 2 infractions (ex: participation/attendance in sporting events/team sports, participation in school dances, participation in after school clubs, participation in special activities such as plays, talent show, field day, field trips.)</p>
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*** Added for the 2022-2023 school year

LEVEL 3 INFRACTIONS
ADMINISTRATIVE TEAM ENFORCED

Level 3 Infractions: These infractions include prohibited behaviors during school, during school-sponsored activities, on and off school property, and while student(s) travel to and from school. Due to the seriousness of these infractions, an immediate referral is required to the Building administration. Building administration will immediately notify Central Office staff including the District School Resource Officer and Superintendent.

INFRACTION KEY

<ul style="list-style-type: none"> • Repeated violation of level 1 or 2 offenses (E,S) • Stealing or attempting to steal (E,S) • Entering or leaving school grounds without permission (S) • Trespassing (S) • Fight (First Offense) (S) • Disorderly Conduct (s) • Gang related activity or symbolism (S) • Possession or distribution of counterfeit money (S) • Using threatening language to anyone at School (E,S) • Engaging in sexual conduct or activity (E,S) • Possession of Tobacco, Vape paraphernalia, and/or smoking materials (Third Offense) (S) 	<ul style="list-style-type: none"> • Enabling unauthorized persons to enter a District building through an unauthorized door (S) • Possession of any toy weapon (E) • Physical contact w/intent to harm (E) • Inciting any person(s) to disrupt the operation of the School District, provided, however, that this does not apply to any conduct that is protected under Applicable Law (S) • Bullying any Person (E,S) • Engaging in or allowing the hazing of any student (S) • Bringing pornography or nude pictures to school, in paper form, electronic form, or any other form; bringing an electronic device to school that has pornography downloaded to it/ displaying pornography (E,S) 	<ul style="list-style-type: none"> • Class Cut (Third Offense) (S) • Minor physical confrontation (Third Offense) (S) • Breaching school security (S) • Having knowledge and failing to report a gun/weapon or look- alike gun/weapon (E) • Destruction or defacing of school property (E) • Using tobacco or vaping materials (E) • Significant or repeated violation of safety rules or practices (E) • Unauthorized recording or dissemination of audio or video (E)
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LEVEL 3 INFRACTIONS

SUPPORTS/INTERVENTIONS/CONSEQUENCES

The District will follow all State and Federal laws regarding the discipline of students with disabilities as set forth in Board Policies [113](#), [113.1](#), [113.2](#), [218](#), and [233](#). Nothing in the Code of Student Conduct should be interpreted or applied in conflict with those laws, policies, and regulations.

<ul style="list-style-type: none"> • Any level 2 consequences assigned by an administrator • Corrective interventions: mini-courses, conflict mediation (may not be used for bullying, harassment, or sexual misconduct), victim safety plan, etc. • Suspension – depending on the severity of the offense – up to 10 days • Immediately follow discipline procedures for suspensions beyond 3 consecutive days • Written behavior contracting • Completion of a behavioral assessment • Completion of Risk/Threat Assessment • Referral to community human services agencies • Possible referral to alternative setting 	<ul style="list-style-type: none"> • Certain infractions may be referred to the Director of Pupil Services and the Superintendent for an expulsion hearing before the Board of School Directors of the Coatesville Area School District • All violations of the PA Crimes Code will be reported to the School District Police and may be reported to juvenile probation (if applicable) and to Chester County Children and Youth • *All emergencies must be reported to 911 • *** Loss of extracurricular privileges (ex: participation/attendance in sporting events/team sports, participation in school dances, participation in after school clubs, participation in special activities such as plays, talent show, field day, field trips....)
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**** Added for the 2022-2023 school year*

LEVEL 4 INFRACTIONS
ADMINISTRATIVE/DISTRICT ENFORCED

Level 4 Infractions: These offenses include behaviors that represent an immediate danger to safety and wellbeing of the school community. Due to the seriousness of these infractions, they need immediate referral – **within the same day.**

INFRACTION KEY

<ul style="list-style-type: none"> • Multiple or repeated violations of level 1, 2, 3 infractions (E,S) • Assaulting or battery of any person (E,S) • Physical Altercation/Fight (Second Offense) (S) • Confrontation involving any student/school personnel that results in requiring medical treatment by a physician or hospital as a result of fighting or assault (S) • Intimidation/hate crime because of race, gender, ethnicity, nationality, or gender identity (S) • Possessing firearms or other weapons (E,S) • Possessing look alike weapons (E,S) • Driving while under the influence of controlled substances (S) • Driving without a license (S) • Sexual assault (S) 	<ul style="list-style-type: none"> • Rape (S) • Calling in or making a Terroristic Threat (E,S) • Calling in or making a bomb threat (E,S) • Committing or attempting to commit arson (E,S) • Discharging or attempting to discharge a fire extinguisher unless there is a fire necessitating the use of the fire extinguisher (E,S) • Setting of a false alarm or attempting to set off a false alarm (E,S) • Extortion or attempted extortion (E,S) • Possession of Tobacco, Vape paraphernalia, and/or smoking materials (Fourth and Subsequent Offenses) (S) • Having knowledge of and failing to report a gun/weapon or look alike gun/weapon (S) 	<ul style="list-style-type: none"> • Bringing, possession, selling, transferring to another person, or consuming intoxicants or controlled substances (E,S) • Bring, possessing, selling, transferring to another Person drug paraphernalia (S) • Attending school while under the influence of a controlled substance or alcohol (E,S) • Willfully damaging, defacing, misusing, or stealing the District’s property, or the property of a student, parent or another person (E,S) • Misrepresentation of any drug, pill, look alike drug or medication (E) • Repeated use of tobacco and vaping materials (E) • Repeated physical contact with intent to harm (E)
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**Removed - Refusing to take a drug or alcohol test when requested or required – 2022-2023 school year*

LEVEL 4 INFRACTIONS
SUPPORTS/INTERVENTIONS/CONSEQUENCES

Level 4 Infractions: The District will follow all State and Federal laws regarding the discipline of students with disabilities as set forth in Board Policies [113](#), [113.1](#), [113.2](#), [218](#), and [233](#). Nothing in the Code of Student Conduct should be interpreted or applied in conflict with those laws, policies, and regulations.

<ul style="list-style-type: none"> • Mandatory Administrative Responsibilities: investigate, collect witness statements, notify Central Office staff, and notify School Resource Officer / School District Police • Suspension up to 10 days • Immediately follow the discipline process – for removals beyond 3 consecutive days • Completion of Risk/Threat Assessment • Possible referral to an alternative school setting 	<ul style="list-style-type: none"> • Students may be referred for an expulsion hearing before the Board of School Directors of the Coatesville Area School District • Students with IEPs and 504 plans will follow the Manifestation Determination Review Process • *All emergencies must be reported to 911 <p>*** Loss of extracurricular privileges (ex: participation/attendance in sporting events/team sports, participation in school dances, participation in after school clubs, participation in special activities such as plays, talent show, field day, field trips....)</p>
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**** Added for the 2022-2023 school year*

REPORTING TO LAW ENFORCEMENT

MANDATORY REPORTABLE OFFENSES (*Safe School Reporting – [Title 22 PA Code– Chapter 10](#)*)

- **Offensive weapons:** Any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor, or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, taser or other electronic or electric weapon or other implements for the infliction of serious bodily injury which serves no common lawful purpose.

Any offense relating to:

- | | |
|---|---|
| <input type="checkbox"/> Criminal homicide | <input type="checkbox"/> Indecent assault |
| <input type="checkbox"/> Aggravated assault | <input type="checkbox"/> Arson and related offenses |
| <input type="checkbox"/> Stalking | <input type="checkbox"/> Institutional vandalism (<i>Penalty is felony of the third degree</i>) |
| <input type="checkbox"/> Kidnapping | <input type="checkbox"/> Burglary |
| <input type="checkbox"/> Unlawful restraint | <input type="checkbox"/> Criminal trespass |
| <input type="checkbox"/> Rape | <input type="checkbox"/> Riot |
| <input type="checkbox"/> Statutory sexual assault | <input type="checkbox"/> Possession of a firearm by a minor |
| <input type="checkbox"/> Involuntary deviate sexual intercourse | <input type="checkbox"/> Possession, use or sale of a controlled substance, designer drug or drug paraphernalia |
| <input type="checkbox"/> Institutional sexual assault | |
| <input type="checkbox"/> Aggravated indecent assault | |

Discretionary Reportable Offenses

- | | |
|--|--|
| <input type="checkbox"/> Simple assault | <input type="checkbox"/> Criminal trespass |
| <input type="checkbox"/> Recklessly endangering another person | <input type="checkbox"/> Theft |
| <input type="checkbox"/> Terroristic threats | <input type="checkbox"/> Failure of disorderly persons to disperse upon official order |
| <input type="checkbox"/> Harassment | <input type="checkbox"/> Disorderly Conduct |
| <input type="checkbox"/> Indecent exposure | <input type="checkbox"/> Sale of tobacco |
| <input type="checkbox"/> Institutional vandalism – (<i>Misdemeanor of the second degree</i>) | <input type="checkbox"/> Use of tobacco in schools |