

Middle School Code of Character

2024-2025

Translation Statement

The Upper Darby School District is committed to inclusivity and ensuring that all members of our community have access to important information. The UDSD Student and Family Handbook is available in several languages to accommodate our diverse population. If you need to access this document in a language other than English, please click the accessibility button (stick-figure) found on the top right of this page and select your language of choice. Please contact Aaronda Q. Beauford, Director of Communications, at abeauford@upperdarbysd.org with any questions, comments, or suggestions related to the translation of this document.

El Distrito Escolar de Upper Darby está comprometido con la inclusión y con garantizar que todos los miembros de nuestra comunidad tengan acceso a información importante. El Manual para estudiantes y familias de UDSD está disponible en varios idiomas para adaptarse a nuestra población diversa. Si necesita acceder a este documento en un idioma que no sea inglés, haga clic en el botón de accesibilidad (figura de palo) que se encuentra en la parte superior derecha de esta página y seleccione el idioma de su elección. Comuníquese con Aaronda Q. Beauford, Directora de Comunicaciones, en abeauford@upperdarbysd.org si tiene alguna pregunta, comentario o sugerencia relacionada con la traducción de este documento.

আপার ডার্বি স্কুল ডিস্ট্রিক্ট অন্তর্ভুক্ত এবং নিশ্চিত করতে প্রতিশ্রুতিবদ্ধ যে আমাদের সম্প্রদায়ের সকল সদস্যের গুরুত্বপূর্ণ তথ্যের অ্যাক্সেস রয়েছে। ইউডিএসডি স্টুডেন্ট অ্যান্ড ফ্যামিলি হ্যান্ডবুক আমাদের বিভিন্ন জনসংখ্যার জন্য বিভিন্ন ভাষায় উপলব্ধ। আপনি যদি ইংরেজি ছাড়া অন্য কোনো ভাষায় এই নথিতে অ্যাক্সেস করতে চান, তাহলে অনুগ্রহ করে এই পৃষ্ঠার উপরের ডানদিকে পাওয়া অ্যাক্সেসসিবিলাটি বোতামে (স্টিক-ফিগার) ক্লিক করুন এবং আপনার পছন্দের ভাষা নির্বাচন করুন। এই নথির অনুবাদ সম্পর্কিত যেকোন প্রশ্ন, মন্তব্য বা পরামর্শের জন্য অনুগ্রহ করে Aaronda Q. Beauford, যোগাযোগের পরিচালক, abeauford@upperdarbysd.org-এ যোগাযোগ করুন।

Āpāra ḍārbi skula ḍīstriḱṭa antarbhukti ēbarṁ nīscita karatē pratiśrutibad'dha yē āmādēra sampradāyēra sakala sadasyēra gurutbapūrṇa tathyēra ayāksēsa rayēchē. l'uḍi'ēsadi sṭudēnta ayāṇḍa phyāmili hyāṇḍabuka āmādēra bibhinna janasaṅkhyāra jan'ya bibhinna bhāṣāya upalabdha. Āpani yadi inrēji chārā an'ya kōnō bhāṣāya ē'i nathitē ayāksēsa karatē cāna, tāhalē anugraha karē

ē'i pr̥ṣṭhāra uparēra ḍānadikē pā'ōyā ayāksēsibīlīṭi bōtāmē (ṣṭika-phigāra) klika karuna ēbam āpanāra pachandēra bhāṣā nirbācana karuna. Ē'i nathira anubāda samparkita yēkōna praśna, mantabya bā parāmarṣēra jan'ya anugraha karē Aaronda Q. Beauford, yōgāyōgēra paricālaka, abeauford@upperdarbysd.org-ē yōgāyōga karuna.

اپر ڈاربی اسکول ڈسٹرکٹ شمولیت اور اس بات کو یقینی بنانے کے لیے پرعزم ہے کہ ہماری کمیونٹی کے تمام اراکین کو اہم ایڈوڈنٹ اینڈ فیملی ہینڈ بک کئی زبانوں UDSD معلومات تک رسائی حاصل ہو۔ ہماری متنوع آبادی کو ایڈجسٹ کرنے کے لیے میں دستیاب ہے۔ اگر آپ کو انگریزی کے علاوہ کسی دوسری زبان میں اس دستاویز تک رسائی حاصل کرنے کی ضرورت ہے، تو براہ کرم اس صفحہ کے اوپری دائیں جانب موجود رسائی کے بیٹن (اسٹیک فگر) پر کلک کریں اور اپنی پسند کی زبان منتخب کریں۔ ڈائریکٹر آف Aaronda Q. Beauford، براہ کرم اس دستاویز کے ترجمے سے متعلق کسی بھی سوال، تبصرے، یا تجاویز کے لیے پر رابطہ کریں۔ abeauford@upperdarbysd.org کمیونیکیشنز سے

Học khu Upper Darby cam kết mang tính toàn diện và đảm bảo rằng tất cả thành viên trong cộng đồng của chúng ta đều có quyền truy cập vào những thông tin quan trọng. Cẩm nang Gia đình và Sinh viên UDSD có sẵn bằng nhiều ngôn ngữ để phù hợp với thành phần dân cư đa dạng của chúng ta. Nếu bạn cần truy cập tài liệu này bằng ngôn ngữ khác tiếng Anh, vui lòng nhấp vào nút trợ năng (hình que) ở phía trên bên phải của trang này và chọn ngôn ngữ bạn chọn. Vui lòng liên hệ với Aaronda Q. Beauford, Giám đốc Truyền thông, theo địa chỉ abeauford@upperdarbysd.org nếu có bất kỳ câu hỏi, nhận xét hoặc đề xuất nào liên quan đến bản dịch tài liệu này.

تلتزم منطقة مدارس داربي العليا بالشمولية وضمان حصول جميع أفراد مجتمعنا على المعلومات المهمة. يتوفر دليل الطالب والأسرة في بعدة لغات لاستيعاب تنوع سكاننا. إذا كنت بحاجة إلى الوصول إلى هذا المستند بلغة غير الإنجليزية، فيرجى النقر فوق زر إمكانية الوصول (الشكل المصق) الموجود في أعلى يمين هذه الصفحة واختيار اللغة التي تختارها. برجاء الاتصال بأروندا كيو بوفورد، مديرة لطرأ أي أسئلة أو تعليقات أو اقتراحات تتعلق بترجمة هذه الوثيقة abeauford@upperdarbysd.org الاتصالات، على

taltazim mintaqat madaris darbi aleulya bialshumuliat wadaman husul jamie 'afraad mujtamaeina ealaa almaelumat almuhimati. yatawafar dalil altaalib wal'usrat fi UDSD bieidat lughat liaistieab tanawue sukaanina. 'iidha kunt bihajat 'iilaa alwusul 'iilaa hadha almustanad bilughat ghayr al'iinjliziati, fayurjaa alnaqr fawq ziri 'iimkaniat alwusul (alshakl almulsqa) almawjud fi 'aelaa yamin hadhih alsafhat waikhtiar allughat alati takhtaruha. biraja' alaitisal barwnda kiu bufurd, mudirat alaitislati, ealaa abeauford@upperdarbysd.org litarh 'ayi 'asyilat 'aw taeliqat 'aw aiqtirahat tataealaq bitarjamat hadhih alwathiqati.

Accessibility Statement

The goal of the Upper Darby School District is to ensure that this document is usable to the widest possible audience, regardless of ability. Smore helps the District provide this The Americans with Disabilities Act (ADA)-compliant document to our community. Smore is guided by the WCAG 2.1 level AA success and conformance criteria and readability considerations such as font type, size, color, contrast, and considerations for a screen reader, motion detector, and voice-to-text software. Visitors to this document are able to access a customizable bar that lets users adjust font size and enable high contrast mode and use a screen reader, enhancing the visual accessibility of this document. Please contact Aaronda Q. Beauford, Director of Communications, at abeauford@upperdarbysd.org with any questions, comments, or suggestions related to accessibility of this document.

Document Update/Revision Disclaimer Statement

This document is subject to periodic revisions and updates. We strive to ensure that all information is accurate and up-to-date; however, changes may occur over time and without prior

notice. Please consult the latest version of this document for the most current information.

Document Accuracy and Quality Statement

While we strive to ensure the accuracy and quality of our content, there may be occasional errors or inaccuracies. If you come across any mistakes or issues, please contact us to let us know: Aaron Q. Beauford, Director of Communications, abeauford@upperdarbysd.org. We appreciate your feedback and will do our best to address any concerns promptly. Thank you for your understanding and assistance in improving our work.

Philosophy

The Upper Darby School District Middle Schools' Code of Character embodies the basic principles of responsibility, respect, and safe student behavior. We provide a restorative approach to students' concerning behaviors, and the importance of stakeholder relationships is integral to this approach. Building on our commitment to equity and Positive Behavioral Interventions and Supports (PBIS), Upper Darby School District continues to work to embed restorative practices and trauma-informed care as part of our school's culture and climate across all settings.

Upper Darby School District believes that behaviors develop over time and that school responses to behaviors of concern should be developmentally appropriate, considering each child's needs. A continuum of instructional strategies and suggested behavioral responses support teaching and learning, foster positive behaviors, and reflect a restorative philosophy. A restorative approach to discipline affords opportunities for students to learn from their mistakes, correct wrongdoings that result from their behavior, and restore relationships that are disrupted by their actions.

We believe relationships are essential to student academic success and social, emotional, and behavioral development. In all practices, our responses to student behaviors will support the ongoing development of the child, the school community, and the relationship between both.

Responsibilities of Students

*Upper Darby School District **STUDENTS** have the responsibility to:*

- contribute to maintaining a safe, supportive and orderly school environment that is conducive to learning and to show respect and dignity to other persons and to property
- practice respectful, responsible, and safe behaviors
- arrive on time, prepared to actively participate in their learning
- work to their potential both inside and outside of the classroom
- respect school property and ensure that safe conditions continue in our school.
- know the rules and expectations for their behavior
- ask questions when they do not understand
- seek help in solving problems that might lead to discipline
- work to develop strategies to control anger/frustration

- maintain behavior that is free from all forms of bullying, harassment, and discrimination
 - empower students to utilize elements of restorative justice to resolve conflict
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Responsibilities of Staff

Upper Darby School District **EDUCATORS** have the responsibility to:

- establish and maintain a climate of mutual respect and dignity for all students
 - establish an environment that is culturally sensitive
 - model and teach positive expected behaviors across all areas and disciplines
 - know school expectations, policies, and rules, and enforce them in a fair and consistent manner
 - effectively communicate with students, families, administration about academic and behavioral concerns
 - Be aware and informed of your own professional responsibilities
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Responsibilities of Families

Upper Darby School District **FAMILIES** have the suggested responsibility to:

- recognize that the education of their child(ren) is a joint responsibility of families and the school community
 - build positive relationships with school staff and communicate with teachers
 - Support your student(s) timeliness and attendance
 - support student's adherence to all safety precautions, rules, and policies
 - share concerns as needed
 - read building level and school district communications
 - Participate!- attend school informational meetings, join our Home and School Association, attend family conferences, and events
 - know school rules and help their children understand them
 - help their children deal effectively with peer pressure
-

Rights of Students and Families

The Upper Darby School District has the shared belief that families and students are an integral part of the disciplinary process. All conduct matters are in compliance with local, state and federal laws. The Upper Darby School District wants all stakeholders to be aware that they have the right to appeal any disciplinary action which can be initiated through contacting school and district-level administrators.

Resident students have the right to a free, appropriate public education until age 21 or graduation from Upper Darby School District, whichever occurs first.

In cases where discipline is being considered, each student will have a fair chance to have their side of a controversy considered.

The Upper Darby School District does not discriminate against any student on the basis of race, creed, handicap, nationality, or sex. If there are any concerns regarding such matters, they should be referred to the student's teacher or guidance counselor. If the concern cannot be resolved at this level, the building administration can be asked to participate in resolving the problem. In line with school district organization, the Director of Secondary Education can be involved in any matter not resolved at the building level.

This Code of Character has been prepared in accordance with local, state and federal laws, which define student rights and specify the need for a comprehensive discipline policy. Special Education students are subject to all parts of the Code of Character. The District complies with all aspects of the Individuals with Disabilities Education Act (IDEA) and Pennsylvania Department of Education Special Education Regulations.

Responsibilities of the Student (Board Policy 235):

Attendant upon the rights established for each student are certain responsibilities, which include regular attendance; conscientious effort in classroom work and homework; conformance to Board policies and school rules and regulations; respect for the rights of teachers, students, administrators and all others who are involved in the educational process; and expression of ideas and opinions in a respectful manner.^{[4][7][8][9][10][11]}

It shall be the responsibility of the student to:^[7]

1. Be aware of all policies, rules and regulations and Code of Student Conduct for student behavior and conduct him/herself accordingly. Each student shall assume that, until a rule is waived, altered or repealed in writing, it is in effect.^[10]
2. Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.
3. Dress and groom to meet standards of safety and health, and not to cause substantial disruption to the educational processes.^[12]
4. Assist the school staff in operating a safe school.
5. Comply with federal, state and local laws.
6. Exercise proper care when using district facilities, school supplies and equipment.^[13]
7. Attend school daily and be on time to all classes and other school functions.^[9]
8. Make up work when absent from school.
9. Pursue and attempt to satisfactorily complete the courses of study prescribed by local school authorities.
10. Report accurately in student media.^[11]
11. Not use obscene language in student media or on school property.^[11]

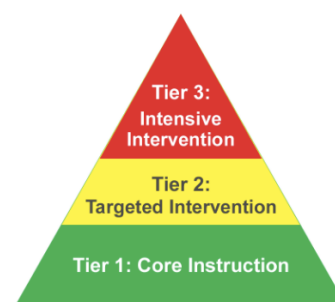
Behavior(s) of concern of this policy may result in disciplinary action, consistent with the Code of Student Character and Board policy.^{[10][14]}

3 TIERED SYSTEM OF BEHAVIOR SUPPORT

Positive Classroom Management Strategies

Behaviors of concern will occur in the classroom. All teachers are encouraged to employ positive classroom management strategies within the classroom, in addition to making notes of student behavior.

- Seat Change
- Proximity
- Alternative Assignment Choice
- Non-verbal Prompt
- Verbal Redirection
- Restate Expectations
- Positive Reinforcement



Searches

School authorities may search the person, the possessions of, and/or the locker assigned to any student. School authorities may take temporary possession of and safeguard any materials, which are considered to be evidence of the commission of an offense or of other improper activity.

In general, searches should be based on reasonable suspicion that material will be produced, which evidences the violation of the Upper Darby School District Middle Schools' Code of Character and/or a violation of applicable law, statute, or regulation. Prior to an individual locker search, the student shall be notified and be given an opportunity to be present. However, when school authorities have a reasonable suspicion that a locker contains materials that pose a threat to the health, welfare, or safety of the school population, student lockers may be searched without prior warning.

Custody and control of student lockers are shared jointly by the Upper Darby School District Middle Schools and the assigned student(s). Although students have a legitimate expectation of privacy in a school locker, the expectation should be minimal. Under certain circumstances, the interests of the Upper Darby School District to search a locker or lockers will clearly outweigh the intrusion into the privacy rights of students.

Deterring drug possession and use is a compelling concern for school officials. Appropriate searches are permissible to both discover the evidence of drugs within the school and to warn

students that bringing drugs to school will not be tolerated. Canine sniff searches will be used to minimize the intrusiveness of any mass or school-wide search.

Students who attend dances at Upper Darby School District Middle Schools and prom(s) off-site will be searched at the door as part of our standard procedure. Students who are found in possession of materials that violate the Upper Darby Code of Character will be subject to school discipline.

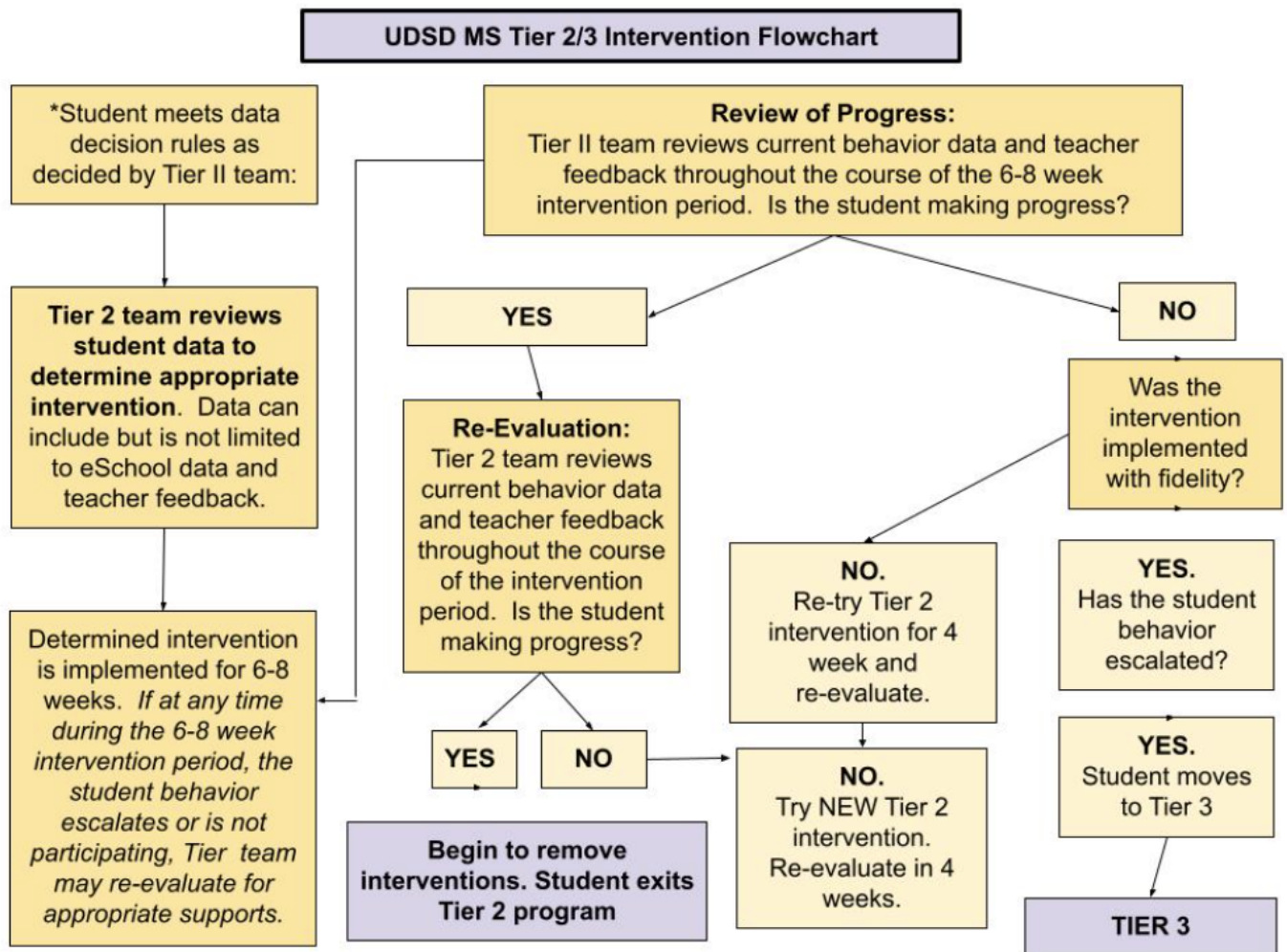
Physical Restraint

Physical restraint may be used for, but not limited to, the following reasons: defense of self or others, removal of students from the educational setting, or detaining a student while awaiting the arrival of school administrators or police.

Staff members may use reasonable force as is necessary to protect themselves from attack, protect another person or property, quell a disturbance threatening physical injury to others, and/or obtain possession of dangerous objects.

Tier II Program

As part of our PBIS framework, UDSD provides interventions for students who do not respond positively to school-wide expectations and procedures. Students demonstrating the need for additional behavioral support may be referred to the Tier II team. The procedures are as follows:



Tier I Behaviors of Concern

Behaviors that impede the orderly classroom procedures which include, but are not limited to the below examples. These behaviors will be addressed by an individual teacher. If Tier I behaviors persist, teachers may issue an administrative referral.

Possible Interventions:

Teacher redirection, Student reflection, Mediation/conflict resolution, Teacher Led Restorative Conference, Classroom management system, Behavioral referral (based upon occurrence frequency), Family communication, Provide student access to Student Support Service Team, Apology of Action, Teacher Reflection (before/after school, or during lunch), Learning Community Consultation. The building administration reserves the right to provide intervention for Tier I behaviors of concern.

Infraction	Definition
Truancy	Board Policy 204
Disrespect to Teacher	May Include: Use of inappropriate language directed toward a staff member Purposeful violation of classroom rules Yelling or arguing with a teacher.
Disruptive Classroom Behavior	May Include: Anything that impedes with learning, or interferes with instruction. Throwing objects, misuse of materials, damage to instructional materials, disrespect to peers, or verbal arguments between students.
Dress Code	Board Policy 221
Late to Class	A student who arrives up to 15 minutes after the scheduled class start time.
Misuse of Hall Pass or Student ID	May Include: Out of class for an excessive amount of time Out of bounds - on the wrong floor or and unreasonable distance from assigned class Using another student's hall pass or ID for any purpose Not carrying a pass in the hallways
Possession of Electronic Device	Any violation of the cell phone policy as outlined in the updated Board Policy 237 . <i>**During state testing, a separate code will be entered by administration for testing violations</i>
Violation of Acceptable Use Policy	Board Policy 815

[Board Policy 204](#)

[Board Policy 221](#)

[Board Policy 237](#)

[Board Policy 815](#)

Tier II Behaviors of Concern

Behaviors that disrupt the learning climate of the school include, but are not limited to the below examples:

Possible Interventions:

Teacher-led Restorative Conference with Staff/Family, Mediation/conflict resolution, Family communication, Provide student access to Student Support Service Team, Teacher Reflection (before/after school, or during lunch), Center Team Consultation, Learning Community Consultation, SAP Referral. The building administration reserves the right to provide intervention for Tier II behaviors of concern.

Infraction	Definition
Not Following Procedures	May Include: Not signing in through <i>approve system</i> upon entering the building or classroom Not identifying self when stopped by an adult Eating food in the hallways
Cheating	Unauthorized use or attempted use of material or information during an academic exercise Copying another student's academic work or allowing another student to copy your work Submitting someone else's work as your own
Disruptive Hallway Behavior	Running, Throwing objects, Yelling, Knocking on door and running away
Continuation of unmodified Tier I behavior	Multiple Tier 1 infractions of a similar nature. Student exhibited no change in behavior after intervention.
Cutting Class	Physically in school but not attending a class Late to class by 15 or more minutes
Plagiarism	May Include: Presenting another person's writing as your own. Copying another person's words without proper citation Copying work from internet sources without proper citation
Tampering with Instructional Materials	Can include but not limited to books, textbooks, hard copy quizzes/assessments, technology designated for instructional purposes
Leaving Class Without Permission	

Tier III Behaviors of Concern

Behaviors that may pose a threat to the health, safety, or welfare of a member of the school community include, but are not limited to the below examples:

Possible Interventions:

Parent contact by administration, Administrative Disciplinary Conference, Administrative Reflection, Social Worker referral, SAP referral, SST referral, SAIC/SAIP, Restorative Conference with Students/Family, Mediation/conflict resolution, Center Team Consult, Out of School Suspension, Contacting law enforcement, Criminal Prosecution, Restitution.

The Principal (or designee), in consultation with the Superintendent (or designee), may recommend expulsion, or a referral to AEDY (must meet application criteria).

Infraction	Definition
Late to School	Board Policy 204
Cursing/Abusive Language towards Student	May Include: Any term/word conceived as offensive toward a peer, aggressive in nature or with malicious intent.
Cursing/Abusive Language towards Staff	May Include: Any profane or obscene word used in anger towards a teacher. Any term/word conceived as offensive. Any hand gesture that is perceived offensive by the teacher.
Cutting/Removal from Administrative Reflection	
Minor Physical Altercation Student to Student	May Include: Pushing/Shoving
Minor Verbal Altercation Student to Student	Escalated verbal arguments that require additional intervention/support from staff outside of the classroom.
Electronics During State Testing	Misuse of electronics as it is stated in directions provided for state assessments
Violation of Acceptable Use Policy	Board Policy 237

[Board Policy 204](#)

[Board Policy 237](#)

Infraction	Definition
Habitual Truancy	Board Policy 204
Bringing Unauthorized Visitors to Campus	All visitors must enter through the Main Entrance and provide identification to security. This includes opening or propping doors. May Include: Food Delivery Services (Uber Eats, DoorDash, GrubHub). Students from other schools Any non-student, school aged or otherwise Graduates of Upper Darby School District Family members
Causing of a False Alarm	Pulling a Fire Alarm Any action(s) that could cause a Lock In, Lock Out, or Lock Down
Continuation of Tier 2 offenses	Multiple Tier II infractions of a similar nature Student exhibits no change in behavior after intervention
Creating a Health/Safety Hazard	Creating unsafe conditions for students and staff on school grounds
Drug Paraphernalia Possession	Includes but not limited to: bong, bowl, scales (digital or otherwise), rolling papers, packaging materials ie clear, zip top bags
Extortion	Using intimidation or threats to obtain money, information, or anything else of value from another person.
Forgery	Falsely or fraudulently making or altering a document
Gambling	Exchange of money, goods, or services in any format and/or game(s) of chance
Gang Activity	Including wearing of colors, sports paraphernalia, or any article of clothing that contains a symbol of a *Gang or the intent to show allegiance to a Gang. A gang shall mean any ongoing organization or group of people which has an identifiable name or identifying symbol whose members, individually or collectively engage in or have engaged in a pattern of activity that endangers or disrupts the safety of the school or members of the school community.

[Board Policy 204](#)

Infraction	Definition
Instigating a Fight	Can include various means of instigating including but not limited to: verbal, written, electronic (SM)
Leaving School Grounds without Permission	Excludes students with a modified schedule (late entry, early dismissal, DCTS)
Not following fire drill or lock down procedures	Students violating lock down or fire drill procedures <ul style="list-style-type: none"> Leaving the room during a lockdown Making noise during a lockdown Not reporting to your designated area during a fire drill
Possession/Sale of Stolen Goods	Possession or sale of items identified as stolen.
Possession/Setting off of an incendiary device	This includes lighters, matches, fireworks, and any other explosive device
Possession, Use, Sale of Tobacco	Includes cigarettes, cigarillos, cigars, roll-your-own tobacco, dissolvable or smokeless tobacco. 222-AR-0. Tobacco/Nicotine
Trespassing	Being on school property while on disciplinary removal or suspension or violating the early dismissal policy by not leaving school grounds after the agreed dismissal time Students with modified schedules who do not leave campus following their scheduled dismissal time or those who arrive prior to their scheduled start time
Violation of Bus Procedures	When a student interferes with the safe operation of a school bus. Violations include: <ul style="list-style-type: none"> Entering or riding a school bus which you are not assigned to Disruptive behavior that impedes bus travel Unsafe behavior that could lead to physical harm to students and staff Violations of bus procedures as outlined in Policy 810-AR-3

[222-AR-0. Tobacco/Nicotine](#)

[Policy 810-AR-3](#)

***Any violation of the Pennsylvania Crimes Code constitutes a Tier III violation.**

Acts that pose a direct threat to the health, safety, or welfare of others in the school include, but are not limited to the following examples:

Infraction	Definition
Arson	Deliberately setting fire to property
Assault on Staff	Simple Assault on Staff: Attempts to cause intentionally, knowingly, or recklessly bodily injury to a staff member. Aggravated Assault on Staff: : Attempts to cause serious intentionally, knowingly, or recklessly serious bodily injury with a weapon to a staff member.
Assault on Student	Simple Assault on Student: Attempts to cause intentionally, knowingly, or recklessly bodily injury to another student. Aggravated Assault on Student: Attempts to cause serious intentionally, knowingly, or recklessly serious bodily injury to another student.
Bomb Threat	A verbal or written threat to detonate an explosive or incendiary device to incite fear, disrupt normal activities, to cause damage to property, serious bodily harm or death regardless of the existence of the device
Burglary (stealing, not from a person)	Illegal entry into a building with intent to commit theft
Bullying	Policy 249- AR- 0
Disorderly Conduct	Intent to cause public inconvenience, annoyance or alarm by engaging in violent or tumultuous behavior, making unreasonable noise, using obscene language, or creating a hazardous or physically offensive condition by an act that serves no legitimate purpose.
Fighting	When two or more people engage in a use of force or physical violence that may require intervention from school staff.
Institutional Vandalism	To knowingly vandalize, deface, or damage school property.
Kidnapping or Unlawful Restraint	The abduction of another person; to restrain another unlawfully in circumstances that risk serious bodily injury.

[Policy 249- AR- 0](#)

Infraction	Definition
Reckless Endangerment	Behavior that places or may place another person in danger of death or serious bodily injury.
Rioting	Organizing, promoting, encouraging or participating in a riot; violent disturbance of the peace
Robbery	Taking property unlawfully from a person or place by force or threat of force
Sale, distribution, or buying/receiving a controlled substance	Behavior(s) of concern of Substance Abuse Guidelines: A student shall not knowingly sell, distribute, possess, use, transmit, or be under the influence of any narcotic drug, a hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, intoxicant, synthetic or distilled oil, or any other kind of controlled substance. This rule pertains to actions on school grounds, at any school activity, function or event, or any vehicle designated or used by the school for student transport, including public transportation or while traveling to or from school.)
Sexual Harassment	Unwelcome conduct of a sexual nature determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to a district education program or activity.
Sexual Misconduct	Including but not limited to: rape, involuntary sexual deviate intercourse, statutory sexual assault, sexual assault, aggravated indecent assault, indecent assault, indecent exposure, open lewdness, obscene and other sexual materials and performance
Stalking	A pattern of repeated and unwanted attention, harassment, contact or any other course of conduct directed at a specific person that would cause a reasonable person to feel fear
Terroristic Threats	Any written or verbal threat to commit an act of violence that would endanger others with a reckless disregard for the harm it would cause
Threatening School Official or Student	An expression of intent to harm someone that may be spoken, written, gestured, or communicated in some other form, such as via text message or email. Threats may be explicit or implied, directed at the intended target or communicated to a third party. Behavior that suggests a threat such as weapon carrying, fighting, or menacing actions is also considered threatening behavior.
Theft and Related Offenses	To withhold property of another permanently or for an extended period of time. To steal from a member of the school staff or another student.
Possession, Use, or Under the	A student shall not possess, use, or be under the influence of any controlled substance as

Infraction	Definition
Influence of a Controlled Substance	defined by the PA crimes code.
Sale/Distribution of a Controlled Substance	A student shall not sell, facilitate the sale, or distribute a controlled substance as outlined in the PA crimes code.
Possession, Sale, Use or Under the Influence of Alcohol	A student shall not possess, sell, or be under the influence of alcohol while on campus.
Possession, Sale, Use of Vaping Materials	A student shall not possess, sell or use a vape, vape products or e-cigarette device 222- AR-0
Possession of Weapon	A student is in possession of a weapon when the weapon is found on the person of the student, in the student's locker, under the student's control while on school property, on property being used by the school, at any school function or activity, or while the student is coming to or from school. A weapon shall include but not be limited to any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, replica of a weapon, and any other tool, instrument or implement capable of inflicting serious bodily injury. 218.1-AR

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**All employees of the Upper Darby School District have a responsibility to promptly refer any suspected or confirmed action, which could constitute a Tier III Violation to any available administrator, school safety officers, and Children and Youth Services (CYS) as a mandated reporter. Upper Darby School District recognizes the potential for behaviors to warrant a referral to our SST team for examination into providing the student with additional support. Additionally, violations of the UDSD MS Code of Character may result in an informal hearing with the Director of Secondary Education.*

Student Attendance Improvement Plan/Student Attendance Improvement Conference

The purpose of a Student Attendance Improvement Plan (SAIP) is to assist a student in improving their attendance. A SAIP is typically created with a student's support system—including parents/guardians, school counselors, IEP case managers, and building administrators. A SAIP is recommended for students who are habitually absent from school. Additionally, a SAIP may be recommended for students who are chronically late to school or students who are frequently cutting class.

Central Administration Pupil Service Contact Information

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Director of Communications

