

## Elementary Code of Character

*This document can be provided or translated in languages other than English, Spanish, Bengali and Urdu. Please contact your child's building administrator.*

[Este documento ha sido traducido al bengalí. Haga clic aquí para acceder.](#)

[এই নথিটি বাংলায় অনুবাদ করা হয়েছে। অ্যাক্সেস করতে এখানে ক্লিক করুন.](#)

[اس دستاویز کا بنگلہ میں ترجمہ کیا گیا ہے۔ رسائی کے لیے یہاں کلک کریں۔](#)

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## **Elementary Education Administration**

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## **Philosophy**

The Upper Darby Elementary School Code of Character embodies the basic principles of responsibility, respect, and safe student behavior. We provide a restorative approach to student concerning behaviors, and the importance of stakeholder relationships are 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 schools' 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 responses to behavior 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.

## **Definitions**

### **Positive Behavioral Interventions and Support (PBIS) – District, School, Classroom and Individualized Levels**

The three-tiered PBIS framework engages students at different levels, beginning with establishing, explicitly modeling, practicing, and continuously reviewing common expectations. As more support is needed progressive strategies, supports, and interventions are utilized to address students' individual needs.

### **Restorative Practices**

Restorative practices are processes that proactively work to build healthy relationships and create a sense of, and a commitment to, community that helps to prevent and

address conflict, wrongdoing, and damage. When employed with fidelity, restorative practices encourage a positive school climate that promotes and sustains teaching and learning.

## **Trauma-Informed Care Approach**

The trauma-informed care approach provides students and teachers with emotional tools to build their capacity for healthy relationships, focused learning, and greater happiness. Teaching students about stress responses and resilience can help them better recognize their emotions, cope with trauma, and reach out for help before they display behaviors of concern. This approach eliminates emotional roadblocks so they can learn more readily and thrive in classrooms.

## **Responsibilities**

### **Responsibilities of Students**

*Our UDSD elementary **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

### **Responsibilities of Staff**

*Our UDSD elementary **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

## **Responsibilities of Families**

Our UDSD elementary **FAMILIES** have the 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
- assure child(ren) are on-time and present each day
- support student's adherence to all safety precautions, rules and policies
- share concerns as needed
- read school/district communications, attend school informational meetings, family conferences, and events
- know school rules and help their children understand them
- help their children deal effectively with peer pressure

## **Rights of Students & Families**

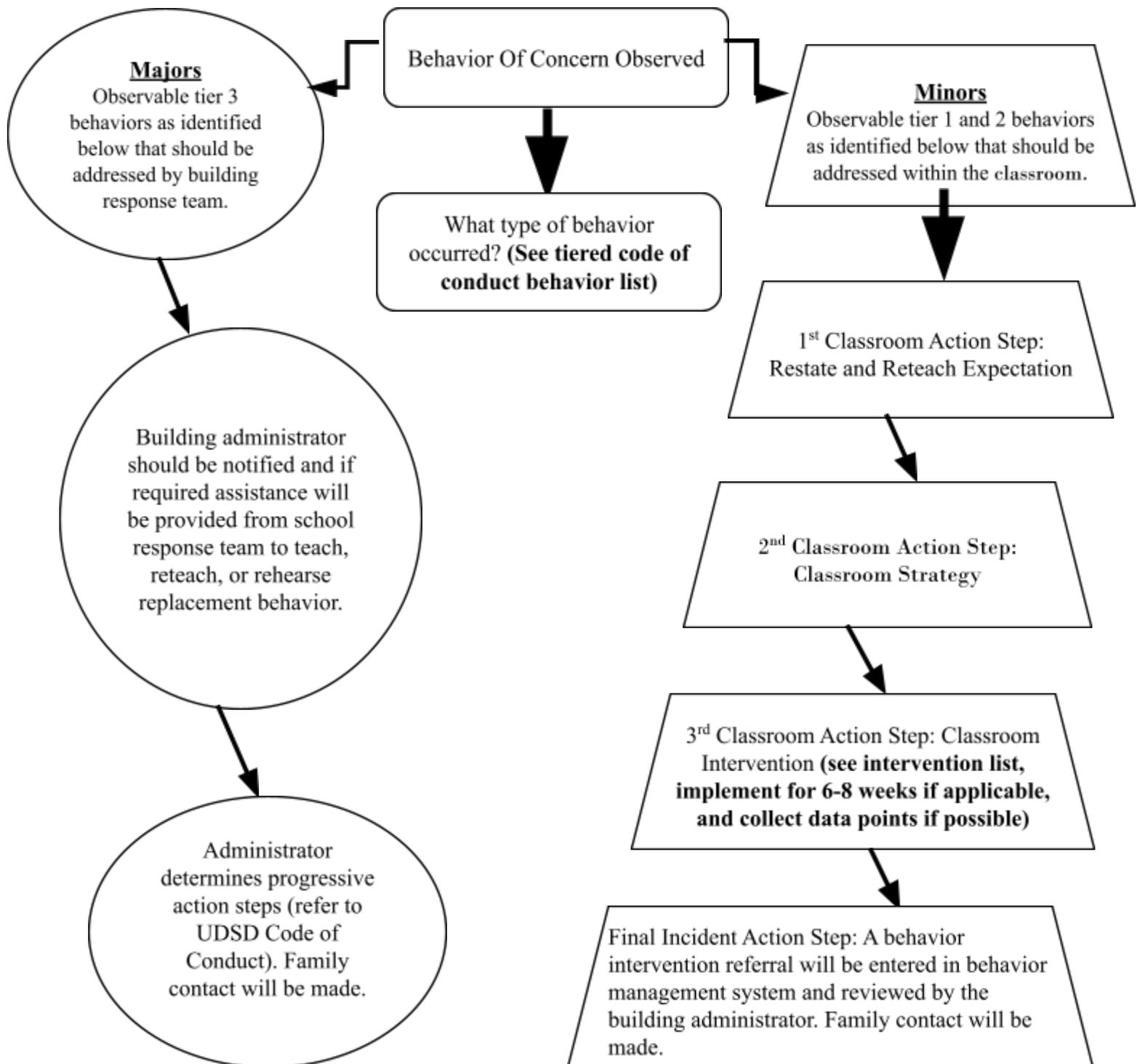
The UDSD has the shared belief that families and students are an integral part of the disciplinary process. All conduct matters are in compliance with federal, state, and local laws. UDSD wants all stakeholders to be aware that they have the right to appeal any disciplinary action which can be initiated through contacting school and district level administrators. For more information review UDSD School Board Administrative Regulation 219, provided below.

## **Multi-Tiered Systems of Supports**

The Upper Darby School District provides tiered interventions to students that demonstrate a need for differentiated supports. Our PBIS framework aims to implement evidence-based practices along a multi-tiered continuum to support the academic, social, emotional, and behavioral abilities of all students. These practices are utilized at a district, school, classroom, and individualized level. Our goal is to explicitly prompt, model, practice, and encourage positive social skills across all settings and amongst individuals. To ensure learning environments are conducive to learning we aim to establish behavioral systems that support students in accessing rich and rigorous learning experiences.

## PBIS Matrix Flowchart

This is a guide to assist in determining next steps in addressing behaviors displayed across all settings. The guide below describes minor versus major behaviors and possible action steps to address behaviors of concerns. These progressive steps are contingent on the frequency and type of behavioral occurrence.



## Strategies and Interventions Guide

The following list indicates the types of interventions and replacement behavior strategies that staff may implement to provide support and address violations:

**Strategy** - A teacher directed technique to impact a student's behavior.

**Intervention** - A technique the teacher demonstrates to the student which allows a skill to be acquired.

**Tier 1**- Accessible to all students within the whole group setting

**Tier 2**- Requires teacher differentiation and is a targeted support and intervention

**Tier 3**- Individualized and student specific intensive support and intervention

### Tier 1: Strategy Example List

Restate expectations
Preferential seating
Break opportunities
Family communication
Reflection sheet
Movement break
Goal setting
Frequent praise 4:1 ratio (praise when student shows desired behaviors)
Reward system
Verbal redirection
Non-verbal redirection (i.e., gesture)
Classroom job
Provide clear & concise directions
Provide student choices
Visual schedule
Provide teacher support
Provide separate work space
Calming music (60 beats per minute)
Organizational aides

Deep breathing techniques
Close proximity to students
Solicit student participation
Reflective listening
Fidget tools

**Tiers 2 & 3: Strategy Example List**

Mentor teacher or mentor peer
Restorative meeting
Family conference
Peer mediation
Social work or counselor support
Informal behavior chart
Behavior contract
Modifying assignments

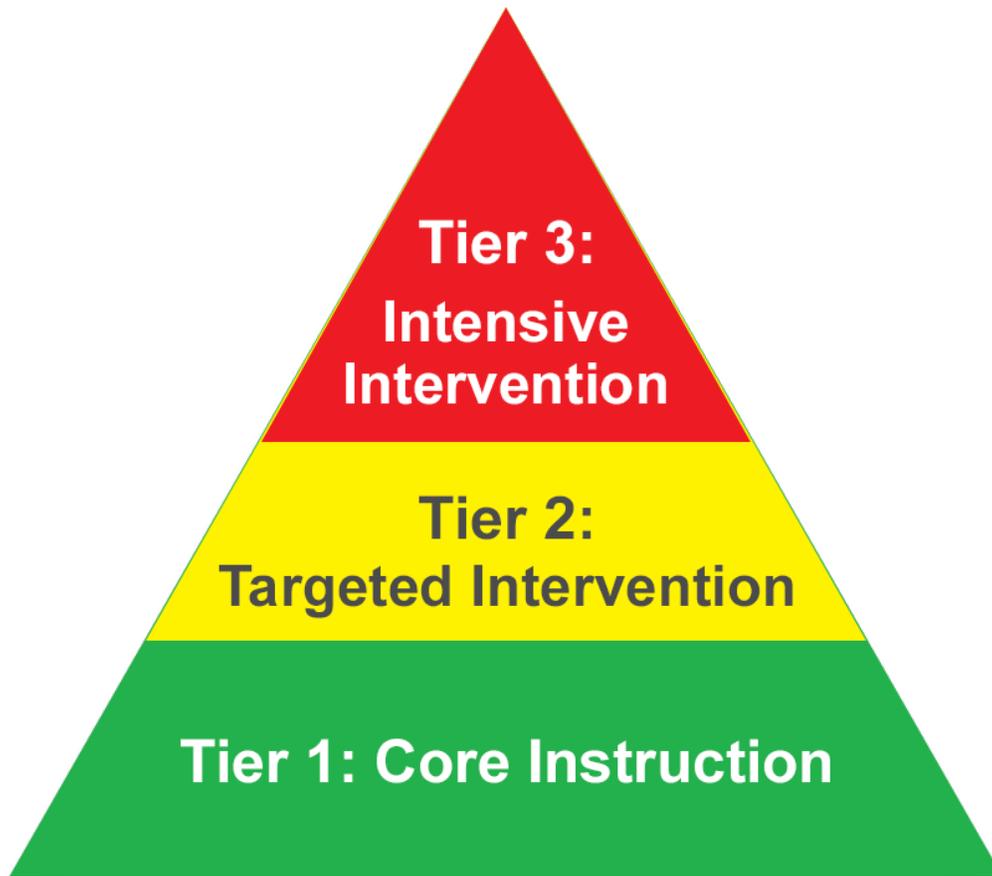
**Tier 1: Intervention Example List**

Structured Break
Established Calming Area
Instruction of coping techniques
Instruction of relaxation techniques

**Tiers 2 & 3: Intervention Example List**

Instruction of self-monitoring skills
Targeted sensory tools
Social stories
Instruction of conflict resolution skills
Instruction of social skills
CICO (check in/ check out)
Staff and peer mentoring
Social worker or counseling sessions

## Tiered System of Behavior Support



**Tier 1:** Tier 1 behaviors of concern impede and alter the school building climate and culture. These behaviors are not aligned with the expectations of students being safe, respectful, and responsible. These behaviors may impact the welcoming, nurturing, and secure atmosphere across all settings. Each behavior of concern will be addressed based upon the type of occurrences and frequency. Tier 1 level occurrences may be, however are not limited to the following:

Behaviors of Concern	Possible Supportive Interventions
Eating and chewing items, such as gum, at inappropriate times	<ul style="list-style-type: none"> <li>● Teacher redirection</li> <li>● Student reflection</li> <li>● Mediation/conflict resolution</li> <li>● Classroom management system</li> <li>● Behavioral referral (based upon occurrence frequency)</li> <li>● Family communication</li> </ul>
Incompliance of dress code	
Disrespect to peers or staff members	
School setting disturbance	
Possession of electronic devices	
Refusal of assigned task or directives/Defiance	

Incompliance of district, school, and classroom expectations	
Cheating, plagiarism, and academic dishonesty	
Profanity	
Lying	

**Tier 2:** Tier 2 behaviors of concern impede and alter the school building climate and culture. These behaviors are not aligned with the expectations of students being safe, respectful, and responsible. These behaviors may result in strategies focused on improving specific lacking skills some students may exhibit across all settings. Each behavior of concern will be addressed based upon the type of occurrences and frequency. Tier 2 level occurrences may be, however are not limited to the following:

Behaviors of Concern	Possible Supportive Interventions
Continuation of tier 2 unmodified behavior	<ul style="list-style-type: none"> <li>● Staff and family restorative conference</li> <li>● Student reflection</li> <li>● Mediation/conflict resolution</li> <li>● Behavioral referral (based upon occurrence frequency)</li> <li>● Family communication</li> <li>● Administrative conference</li> </ul>
Leaving assigned area without permission/ elopement	
Forgery or possession of a school forged note/document	
Student to student verbal, written, or physical harassment	
Stealing	
Cheating/plagiarism	
Destruction of building property	
Instigating a fight/fighting	

**Tier 3:** Tier 3 intensive behaviors of concern impede and alter the school building climate and culture. These behaviors are not aligned with the expectations of students being safe, respectful, and responsible. These behaviors are very serious disruptions exhibited by individuals and may threaten the health, safety, or welfare of a member of the school community. Tier 3 behaviors may result in an individualized approach and development of strategically designed plans. Each behavior of concern will be addressed based upon the type of occurrences and frequency. Tier 3 level occurrences may be, however are not limited to the following:

Behaviors of Concern	Possible Supportive Interventions
Continuation of tier 2 unmodified behavior	<ul style="list-style-type: none"> <li>● Staff and family restorative conference</li> <li>● Behavioral referral (based upon occurrence frequency)</li> <li>● Family Communication</li> <li>● Administrative conference</li> <li>● Restitution</li> <li>● School service act</li> <li>● Outside agency collaboration</li> <li>● School Assistance Program (SAP)</li> <li>● Suspension or expulsion</li> </ul>
Leaving school grounds without permission	
Bullying/ Cyberbullying	
Sexual harassment	
Vandalism	
Aggravated Assault	
Causing a false alarm	
Terroristic threats	
Possession, dispensing, sale, or use of drugs, alcohol, and illegal substances	
Possession of dangerous weapons including but not limited to firearms, explosives, knives, blades, chemical irritants, or any items than can cause bodily injury and harm	
Arson	

***\*Upper Darby School District recognizes the potential for behaviors of concern to warrant a referral to our SST team for examination into providing the student with additional support.***

All employees of the Upper Darby School District have a responsibility to promptly refer any suspected or confirmed conduct that could constitute a Tier III behavior(s) of concern to the appropriate building administrator.

### **UDSD Administrative Regulations**

*\*Excerpts from UDSD School Board administrative regulations are provided for your convenience.*

#### **Attendance Policy AR 204**

Adopted

August 10, 2010

Last Revised  
August 8, 2017

### Purpose

The Board requires that school age students enrolled in district schools attend school regularly, in accordance with state laws. The educational program offered by the district is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress.[1][2][3][4][5][6][7][8]

### Definitions

#### Compulsory school age

**Compulsory school age** shall be defined as the period of a child's life from the time the child enters school as a beginner, which may be no later than at the age of eight (8) years, until the age of seventeen (17) or graduation from high school, whichever occurs first.[9]

The Board considers the following conditions to constitute reasonable cause for absence from school or an excused absence:

1. Illness.[10][13]
2. Quarantine.
3. Family emergency.
4. Recovery from accident.
5. Death in family.
6. Family educational travel, upon written request from parents/guardians with prior written approval from the building principal. No educational travel will be approved for students required to take PSSA, Keystone or other state mandated testing, during mandatory testing periods.
7. Educational tours and trips, upon written request from parents/guardians with prior written approval from the building principal. No educational tours/trips will be approved for students required to take PSSA, Keystone or other state mandated testing, during mandatory testing periods.[11][13]

## Unlawful Absences

**Unlawful absences** shall be defined as a student of compulsory school age, or an enrolled student of an earlier age, who is absent without a valid excuse.

## Habitually Truant

**Habitually truant** shall be defined as absent for more than three (3) school days or their equivalent following the first notice of truancy given after a student's unlawful absence for three (3) school days.

## Enforcement of Compulsory Attendance Requirements

### *Student is Truant -*

When a student has been absent for three (3) days during the current school year without a lawful excuse, district staff shall provide notice to the person in parental relation who resides in the same household as the student within ten (10) school days of the student's third unexcused absence.[12]

The notice shall:[12]

1. Be in the mode and language of communication preferred by the person in parental relation;
2. Include a description of the consequences if the student becomes habitually truant; and
3. When transmitted to a person who is not the biological or adoptive parent, also be provided to the child's biological or adoptive parent, if the parent's mailing address is on file with the school and the parent is not precluded from receiving the information by court order.

The notice may include the offer of a School Attendance Improvement Conference.[12]

If the student incurs additional unexcused absences after issuance of the notice and a School Attendance Improvement Conference was not previously held, district staff shall offer a School Attendance Improvement Conference.[12]

### *School Attendance Improvement Conference -*

District staff shall notify the person in parental relation in writing and by telephone of the date and time of the School Attendance Improvement Conference.[12]

The purpose of the School Attendance Improvement Conference is to examine the student's absences and reasons for the absences in an effort to improve attendance with or without additional services.[2]

The following individuals shall be invited to the School Attendance Improvement Conference:[2]

1. The student.
2. The student's person in parental relation.
3. Other individuals identified by the person in parental relation who may be a resource.
4. Appropriate school personnel.
5. Recommended service providers.

Neither the student nor the person in parental relation shall be required to participate, and the School Attendance Improvement Conference shall occur even if the person in parental relation declines to participate or fails to attend the scheduled conference.[12]

The outcome of the School Attendance Improvement Conference shall be documented in a written School Attendance Improvement Plan. The Plan shall be retained in the student's file. A copy of the Plan shall be provided to the person in parental relation, the student and appropriate district staff.[12]

The district may not take further legal action to address unexcused absences until after the date of the scheduled School Attendance Improvement Conference has passed.[12]

#### *Student is Habitually Truant -*

When a student under fifteen (15) years of age is habitually truant, district staff:[42]

1. Shall refer the student to:
  - a. A school-based or community-based attendance improvement program; or
  - b. The local children and youth agency.
2. May file a citation in the office of the appropriate judge against the person in parental relation who resides in the same household as the student.[42]

When a student fifteen (15) years of age or older is habitually truant, district staff shall:[42]

1. Refer the student to a school-based or community-based attendance improvement program; or
2. File a citation in the office of the appropriate judge against the student or the person in parental relation who resides in the same household as the student.

District staff may refer a student who is fifteen (15) years of age or older to the local children and youth agency, if the student continues to incur additional unexcused absences after being referred to a school-based or community-based attendance improvement program, or if the student refuses to participate in such program.[42]

Regardless of age, when district staff refer a habitually truant student to the local children and youth agency or file a citation with the appropriate judge, district staff shall provide verification that the school held a School Attendance Improvement Conference.[42]

#### *Filing a Citation -*

A citation shall be filed in the office of the appropriate judge whose jurisdiction includes the school in which the student is or should be enrolled.[43]

Additional citations for subsequent violations of the compulsory school attendance requirements may only be filed against a student or person in parental relation in accordance with the specific provisions of the law.[43]

#### Special Needs and Accommodations

If a truant or habitually truant student may qualify as a student with a disability, and require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations and Board policy.[44][45][46][47]

For students with disabilities who are truant or habitually truant, the appropriate team shall be notified and shall address the student's needs in accordance with applicable law, regulations and Board policy.[44][45][47]

#### Discipline

The district shall not expel or impose out-of-school suspension, disciplinary reassignment or transfer for truant behavior.[12]

#### Authority

Attendance shall be required of all students enrolled in district schools during the days and hours that school is in session, except that a principal or teacher may excuse a

student for temporary absences upon receipt of satisfactory evidence of mental, physical, or other urgent reasons that may reasonably cause the student's absence.[3][7][10][13][14][15]

Absences shall be treated as unlawful until the district receives a written excuse explaining the absence, to be submitted within three (3) days of the absence.

A maximum of ten (10) days of cumulative lawful absences verified by parental notification shall be permitted during a school year. Excusal beyond ten (10) cumulative lawful absences shall require submission by the parent/guardian of the Upper Darby School District Explanation of Absence form or shall require an excuse from a licensed physician.

Students who miss ten (10) consecutive school days shall be dropped from the active membership roll unless the school is provided with evidence the excuse is legal or the school is pursuing compulsory attendance prosecution.

The Board shall report to appropriate authorities infractions of the law regarding the attendance of students below the age of seventeen (17). The Board shall issue notice to those parents/guardians who fail to comply with the requirements of compulsory attendance that such infractions will be prosecuted according to law.[7][12][16]

Attendance need not always be within school buildings. A student shall be considered in attendance if present at any place where school is in session by authority of the Board; the student is receiving approved tutorial instruction, or health or therapeutic services; the student is engaged in an approved and properly supervised independent study, work-study or career education program; the student is receiving approved homebound instruction.[3][15][17][18][19][20][21][22]

Upon written request by a parent/guardian, an absence for observance of a student's religion on a day approved by the Board as a religious holiday shall be excused. A penalty shall not be attached to an absence for a religious holiday.[23]

The Board shall, upon written request of the parents/guardians, release from attendance a student participating in a religious instruction program acknowledged by the Board. Such instruction shall not require the child's absence from school for more than thirty-six (36) hours per school year, and its organizers must inform the Board of the child's attendance record. The Board shall not provide transportation to religious instruction. A penalty shall not be attached to an absence for religious instruction.[23][24]

The Board shall permit a student to be excused for participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group upon written request prior to the event.[6][13]

A student may be dismissed before the close of the school day only for urgent reasons, such as medical and dental treatments, or other reasons for the welfare of the student. However, the principal or designee has the discretion to determine which are special and justifiable requests and has the authority to act accordingly.[10][15]

No student should be permitted to leave the school with a person unless authority is first received by direct communication with the parent/guardian who has registered the student.

In an emergency, when a parent/guardian telephones to request early dismissal, the employee should inquire as to the telephone number being used and check that number against the emergency contact numbers the parent/guardian provided.

The Board shall excuse the following students from the requirements of attendance at district schools, upon request and with the required approval:

1. On certification by a physician or submission of other satisfactory evidence and on approval of the Department of Education, children who are unable to attend school or apply themselves to study for mental, physical or other reasons that preclude regular attendance.[13][14][25]
2. Students enrolled in nonpublic or private schools in which the subjects and activities prescribed by law are taught.[3][26]
3. Students attending college who are also enrolled part-time in district schools.[27]
4. Students attending a home education program in accordance with law.[28][29]
5. Students fifteen (15) or sixteen (16) years of age whose enrollment in private trade or business schools has been approved.[3]
6. Students fifteen (15) years of age, and fourteen (14) years of age who have completed the highest elementary grade, engaged in farm work or private domestic service under duly issued permits.[14]
7. Students sixteen (16) years of age regularly employed during the school session and holding a lawfully issued employment certificate.[14][18]

The Board may excuse the following students from the requirements of attendance at district schools:

1. Students receiving tutorial instruction in a field not offered in the district's curricula from a properly qualified tutor approved by the Superintendent, when the excusal does not interfere with the student's regular program of studies.[3][17][20]

2. Homebound children unable to attend school on the recommendation of the school physician and the school psychologist or a psychiatrist and approval of the Secretary of Education.[25]
3. Students enrolled in special schools conducted by the Delaware County Intermediate Unit or the Department of Education.[3]

### Educational Tours/Trips

The Board may excuse a student from school attendance to participate in an educational tour or trip not sponsored by the district if the following conditions are met:[11][13]

1. The parent/guardian submits a written request for excusal prior to the absence.
2. The student's participation has been approved in writing by the Superintendent or designee.
3. The adult directing and supervising the tour or trip is acceptable to the parents/guardians and the Superintendent.

The Board may limit the number and duration of tours or trips for which excused absences may be granted to a student during the school term.

No educational tours/trips will be approved for students required to take PSSA, Keystone or other state mandated testing, during mandatory testing periods.

### Delegation of Responsibility

The Superintendent or designee shall annually notify students, parents/guardians and staff about the district's attendance policy by publishing such policy in the student handbook, parent newsletters, district website and other efficient methods.[6][48]

The Superintendent or designee shall develop administrative regulations for the attendance of students which:

1. Ensure a school session that conforms with requirements of state law and regulations.[30][31][32][33][40][41]
2. Govern the keeping of attendance records in accordance with law.[34][35]
3. Distribute annually to staff, students, and parents/guardians Board policies and school rules and regulations governing student attendance, absences and excusals. [6]

4. Impose on truant students appropriate incremental disciplinary measures for infractions of school rules, but no penalty may have an irredeemably negative effect on the student's record beyond that which naturally follows absence from classroom learning experiences.[12][16][36][37][38]
5. Identify the habitual truant, investigate the causes of truant behavior, and consider modification of the student's educational program to meet particular needs and interests.
6. Ensure that students legally absent have an opportunity to make up work.
7. Issue written notice to any parent/guardian who fails to comply with the compulsory attendance law, within three (3) days of any proceeding brought under that law. Such notice shall inform the parent/guardian of the date(s) the absence occurred; that the absence was unexcused and in violation of law; that the parent/guardian is being notified and informed of his/her liability under law for the absence of the student; and that further violations during the school term will be prosecuted without notice.[12][16]

Repeated infractions of Board policy requiring the attendance of enrolled students may constitute misconduct and disobedience to warrant the student's suspension or expulsion from the regular school program (or offered alternative education services).[37][38][39]

## **Student Complaint Process Policy- AR 219**

Adopted August 10, 2010

### Purpose

The Board recognizes that students have the right to request redress of complaints. In addition, the Board believes that the inculcation of respect for established procedures is an important part of the educational process. Accordingly, individual and group complaints shall be recognized, and appropriate appeal procedures shall be provided.

### Definition

For purposes of this policy, a **student complaint** shall be one that arises from actions that directly affect the student's participation in an approved educational program.

### Authority

The Board and its employees will recognize the complaints of students, provided that such complaints are submitted according to the guidelines established by Board policy.

### Guidelines

The student should first make the complaint known to the staff member most closely involved or, if none is identifiable, a guidance counselor; and both shall attempt to resolve the issue informally and directly.

For complaints that must move beyond the first step, the student shall prepare a written statement of his/her complaint which shall set forth:

1. Specific nature of the complaint and a brief statement of relevant facts.
2. Manner and extent to which the student believes s/he has been adversely affected.
3. Relief sought by the student.
4. Reasons why the student feels entitled to the relief sought.

The complaint may then be submitted, in turn, to the building principal, the Superintendent and the Board, with a suitable period of time allowed at each level for hearing of the complaint and preparation of a response.

At each level the student shall be afforded the opportunity to be heard personally by the school authority.

The student may seek the help of a parent/guardian at any step.

## **Bullying/Cyberbullying**

Legal  
24 P.S. 510  
Book  
Policy Manual

Adopted  
August 10, 2010

Last Revised  
October 13, 2020

Prior Revised Dates  
6/4/2019

### Purpose

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

### Definitions

**Bullying** means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:[1]

1. Substantially interfering with a student's education.
2. Creating a threatening environment.
3. Substantially disrupting the orderly operation of the school.

Bullying, as defined in this policy, includes cyberbullying.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.[1]

### Authority

The Board prohibits all forms of bullying by district students.[1]

The Board encourages students who believe they or others have been bullied to promptly report such incidents to the building principal or designee.

Students are encouraged to use the district's report form, available from the building principal, or to put the complaint in writing; however, oral complaints shall be accepted and documented. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.

The Board directs that verbal and written complaints of bullying shall be investigated promptly, and appropriate corrective or preventative action shall be taken when allegations are substantiated. The Board directs that any complaint of bullying brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be bullying under this policy but merits review and possible action under other Board policies.

## **Title IX Sexual Harassment and Other Discrimination**

Every report of alleged bullying that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination and discriminatory harassment shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a bullying investigation, potential issues of discrimination or discriminatory harassment are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged bullying.[2][3]

### Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with applicable laws, regulations, this policy and the district's legal and investigative obligations.

### Retaliation

Reprisal or retaliation relating to reports of bullying or participation in an investigation of allegations of bullying is prohibited and shall be subject to disciplinary action.

### Delegation of Responsibility

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.

The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.[1]

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.[1]

District administration shall annually provide the following information with the Safe School Report:[1]

1. Board's Bullying Policy.
2. Report of bullying incidents.

3. Information on the development and implementation of any bullying prevention, intervention or education programs.

### Guidelines

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.[1][4][5]

This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district website, if available.[1]

### Education

The district may develop, implement and evaluate bullying prevention and intervention programs and activities. Programs and activities shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.[1][6][7][8]

### Consequences for Violations

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:[1][5][9]

1. Counseling within the school.
2. Parental conference.
3. Loss of school privileges.
4. Transfer to another school building, classroom or school bus.
5. Exclusion from school-sponsored activities.
6. Detention.
7. Suspension.
8. Expulsion.
9. Counseling/Therapy outside of school (as a condition of readmittance to school).

## **Dress Code Policy AR 221**

Adopted  
August 10, 2010

Last Revised  
February 9, 2016

### Authority

The Board has the authority to impose limitations on students' dress in school. The Board will not interfere with the right of students and their parents/guardians to make decisions regarding their appearance, except when their choices disrupt the educational program of the schools or constitute a health or safety hazard.[1][2]

The Board shall require students to wear standard dress, which may be required district-wide or by individual schools.[1][2]

Students may be required to wear certain types of clothing while participating in physical education classes, technical education, extracurricular activities, or other situations where special attire may be required to ensure the health or safety of the student.[2]

### Delegation of Responsibility

The building principal or designee shall be responsible to monitor student dress and grooming, and to enforce Board policy and school rules governing student dress and grooming.

The Superintendent or designee shall ensure that all rules implementing this policy impose only the minimum necessary restrictions on the exercise of the student's taste and individuality.[2]

Staff members shall be instructed to demonstrate, by example, positive attitudes toward neatness, cleanliness, propriety, modesty, and good sense in attire and appearance.[3]

### Guidelines

All students shall be subject to this dress code. Students must report to school on a daily basis attired in compliance with the provisions of this policy.

### Attire:

Acceptable dress must be appropriately sized and must conform to the following requirements:

1. We strongly encourage students to exhibit their school pride by wearing school colors and apparel.
2. Students are not permitted to wear apparel that belittles another, suggests sexual activity, or refers to violence, weapons, alcohol, drugs, tobacco, discrimination, gangs, or any illegal activity. Objectionable language or graphics are also not permitted on apparel or belongings.
3. All shirts and dresses must have sleeves and cover the entire torso, and shoulders. Tank tops, midriffs, tube tops, low cut shirts, strapless, spaghetti straps, see through shirts, halters, or bare back shirts are not permitted.
4. Dresses, skirts, and shorts must reach mid-thigh. We use the "fingertip" rule, which means when standing straight, fingertips are in line with the hem.
5. Pants must be worn above the hip bone. No undergarments are to be seen at any time. Tights worn as pants are not permitted.
6. See through clothing, undergarments worn as outer garments, and sleepwear are not permitted.
7. Clothing that are torn or ripped are not permitted.
8. Students are not permitted to wear any spiked collars, spiked bracelets, or wallet chains.
9. Shoes must cover the entire foot and have soles. Steel toe boots are not permitted.
10. Hats, hoods, bandannas, and sunglasses are not to be worn in the building.
11. Administration will make final decisions about the appropriateness and acceptability of specific items of clothing.
12. Violations of the dress code will result in disciplinary consequences.

## **Bullying/Cyberbullying AR 249**

Adopted August 10, 2010

Last Revised October 13, 2020

Prior Revised Dates 6/4/2019

### Purpose

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

### Definitions

**Bullying** means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:[\[1\]](#)

1. Substantially interfering with a student's education.
2. Creating a threatening environment.
3. Substantially disrupting the orderly operation of the school.

**Bullying**, as defined in this policy, includes cyberbullying.

**School setting** means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.[\[1\]](#)

### Authority

The Board prohibits all forms of bullying by district students.[\[1\]](#)

The Board encourages students who believe they or others have been bullied to promptly report such incidents to the building principal or designee.

Students are encouraged to use the district's report form, available from the building principal, or to put the complaint in writing; however, oral complaints shall be accepted and documented. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.

The Board directs that verbal and written complaints of bullying shall be investigated promptly, and appropriate corrective or preventative action shall be taken when allegations are substantiated. The Board directs that any complaint of bullying brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be bullying under this policy but merits review and possible action under other Board policies.

## **Title IX Sexual Harassment and Other Discrimination**

Every report of alleged bullying that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination and discriminatory harassment shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a bullying investigation, potential issues of discrimination or discriminatory harassment are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged bullying.[2][3]

### Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with applicable laws, regulations, this policy and the district's legal and investigative obligations.

### Retaliation

Reprisal or retaliation relating to reports of bullying or participation in an investigation of allegations of bullying is prohibited and shall be subject to disciplinary action.

### Delegation of Responsibility

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.

The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.[1]

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.[1]

District administration shall annually provide the following information with the Safe School Report:[\[1\]](#)

1. Board's Bullying Policy.
2. Report of bullying incidents.
3. Information on the development and implementation of any bullying prevention, intervention or education programs.

### Guidelines

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.[\[1\]](#)[\[4\]](#)[\[5\]](#)

This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district website, if available.[\[1\]](#)

### Education

The district may develop, implement and evaluate bullying prevention and intervention programs and activities. Programs and activities shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.[\[1\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)

### Consequences for Violations

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:[\[1\]](#)[\[5\]](#)[\[9\]](#)

1. Counseling within the school.
2. Parental conference.
3. Loss of school privileges.
4. Transfer to another school building, classroom or school bus.
5. Exclusion from school-sponsored activities.

6. Detention.
7. Suspension.
8. Expulsion.
9. Counseling/Therapy outside of school (as a condition of readmittance to school).