

### **Board Policy Regarding Code of Conduct**

In a democratic society, each individual must learn to work with others and share with them the privileges and responsibilities of good citizenship. Therefore, the development of self-discipline and the acceptance of individual responsibility are important goals of education. The Springfield Community believes that order and discipline are essential to an effective educational environment, and to that end, everyone in the school community must play a role in contributing to an orderly and respectful environment.

Opportunities for growth are best provided in a positive learning environment characterized by an atmosphere of dignity of each person. We believe that a positive school environment requires a code of conduct that defines individual responsibilities, categorized unacceptable behaviors, and articulates appropriate disciplinary options and responses. Finally, we believe that, to be effective, such a code must:

- Be preventive in nature and provide opportunities for positive reinforcement and encouragement
- Promote self-esteem, self-awareness, and self-discipline
- Promote respect for the welfare of the individual, all members of the school, and property
- Promote a close working relationship between parents and school staff
- Provide disciplinary responses that are appropriate to the specific misbehavior so that students learn that their decisions and actions have reasonable consequences
- Be administered in a way that is fair, reasonable, and consistent
- Encourage a high regard for every person's right to be heard when accused of misconduct
- Comply with the provisions of federal, state, and local law as well as with the guidelines and directives of the Pennsylvania Department of Education

### Discipline Responsibilities

<b>Student Responsibilities</b>	<b>Parent Responsibilities</b>	<b>Teacher Responsibilities</b>	<b>Administrator Responsibilities</b>
Accept responsibility for his/her own actions	Build a good working relationship between themselves and their child, his or her teachers, and the school	Promote a climate of mutual respect and dignity which will strengthen the student's positive self image.	Recommend to the Board of School directors appropriate policies and actions to achieve optimum conditions for positive learning
Respect the rights of others, including his/her own right to secure an education in an environment that is orderly and disciplined	Instill a sense of self-respect, respect for the law, and respect for all members of the community and school property	Seek to develop close cooperative relationships with parents for the educational benefit of the student	Seek to develop a sound and healthful atmosphere of mutual respect within the school.
Respect school property and help to keep it free from damage	Insist on prompt and regular attendance	Maintain dignity and confidentiality in matters relating to the students code of conduct	Work with students and staff to formulate school regulations acceptable to all
Contribute toward establishing and maintaining an atmosphere that generates mutual respect and dignity for all		Establish high expectations and guide students to attain their full potential	Work closely with parents to establish a wholesome relationship between home and family
Obey school regulations and rules made by school authorities and by the student governing body			Insure fairness, reasonableness, and consistency
			Comply with pertinent state laws governing hearing, suspensions, and student's rights

**The purpose of the Springfield Township Middle School Code of Conduct is to:**

1. Strengthen and clarify the school's expectations of students
2. Inform students of the consequences related to any inappropriate behaviors
3. Develop teacher-to-teacher consistency
4. Involve teachers more in the discipline process

Detentions will be served the next school day after students have been notified and will be held Monday through Thursdays from 3:10 – 4:00. It is the student's responsibility to notify his/her parents. The only exceptions to this rule will be a doctor's appointment, family emergency, religious holiday, sibling care, and dental appointment. A note from a parent to confirm these exceptions will be given to an administrator by the student prior to the detention being held.

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**The detention room rules are as follows:**

1. No sleeping
2. No talking
3. No food
4. Students are expected to do homework, read, or other quiet activity
5. No student may leave the detention room once they enter and once detention has begun
6. All books and other materials must be brought with the student when they initially enter

*Violation of these rules will result in two detentions being issued.*

**The structure for disciplinary responses to student misconduct is intended to be more than a mere illustration or simple classification scheme. It is designed to be used as a foundation for the development of a total disciplinary system within a school district, with enough flexibility to meet a variety and range of problems which exist from school to school.**

**Developing a structure with both wide applicability and adequate specificity is difficult. No scheme, however carefully conceived, could cover all real and potential disciplinary problems which may arise in the School District of Springfield Township.**

### **Levels of Misconduct**

The following list of conduct categories represents a continuum of misbehaviors based on the seriousness of the act and the frequency of occurrence. The infractions classified at LEVEL I are relatively minor and involve acts which only minimally interfere with the orderly conduct of the educational process. Often these LEVEL I misbehaviors take the form of simple classroom disturbances which do not disrupt the learning of other students or which involve minor infractions of general school rules and represent no further threat to the health and safety of others. By contrast, LEVEL IV misconducts may involve criminal acts and are so serious that they represent a direct and immediate threat to the welfare of other individuals. These acts (LEVEL IV) often require interventions by law enforcement authorities.

At the two levels between these extremes, the seriousness of the misconduct remains a primary classification factor but the frequency of occurrence also plays a significant role in determining the most appropriate disciplinary response. For example, minor misconduct appropriately classified at LEVEL I could move to LEVEL II and subsequently to LEVEL III if the act persisted after intervention had been attempted at a lower level. Although the seriousness of the infraction remains the same, the frequency of occurrence requires it to be classified at a high level where a different set of disciplinary responses could be applied.

In terms of seriousness, most LEVEL II misbehaviors could probably be characterized as "victimless infractions," since they generally do not involve the welfare of others but could have a serious effect on the student's own education. On the other hand, misconducts in LEVEL III take on added gravity because they frequently involve a violation of the personal or property rights of others.

### **Disciplinary Response Procedures and Response Options**

Accompanying the list of conduct categories in the chart are the disciplinary procedures and response options suggested at each level. Procedures are viewed as minimal actions which must take place at each level. By way of illustration, LEVEL III infractions call for several procedural actions, one of which is a disciplinary conference with the parent and temporary suspension of the student. Administrative options, on the other hand, include the range of disciplinary alternatives which might appropriately be applied to the infraction.

It should be noted that the degree of formality, flexibility, and discretion exercised in applying these disciplinary responses changes markedly from LEVEL I to LEVEL IV.

Depending upon the circumstances involved, it will sometimes be appropriate to use options from a lower level to deal with higher level infractions. The converse is not recommended. High level options should not be used to respond to lower levels of student misconduct. More severe options should be used for less serious infractions only when the offense is repeated or when lower level options fail to correct misconduct. In the case of LEVEL IV, the gravity of the misconduct and the possible requirement to involve law enforcement authorities serve to limit the number of options available to the administrator and, in large part, preclude the use of most options prescribed for the lower levels.

### **Staff Responsibilities**

In order for the list of conduct categories structure to be translated into an effective discipline system, each member of the school staff must thoroughly understand the structure and must accept responsibility for making the system work. Teachers who assume that their role is strictly to teach and that student discipline is someone else's job are as much in error as administrators who hold that the good teacher can handle all problems of student discipline without any outside help.

Although every staff member plays a part in the overall discipline system, the chart offers directions about who would have responsibility for the disciplinary response at each level. At LEVEL I, for example, responsibility falls on the core team, since misbehavior at this level usually occurs in the classroom or other settings under the teacher's control or supervision. Occasionally, the teacher will have to call on other people for assistance, but the responses at this level usually do not require intervention by the administration.

Infractions at LEVEL II to LEVEL III almost always require that a building administrator be involved at some point. At these levels, misbehaviors are serious enough or occur often enough to demand special attention from someone other than the teacher. Acts such as truancy or repeated class-cutting require the use of responses which are usually not available to instructional staff. Very often, support staff are involved at LEVEL II and LEVEL III, as are resource persons from community agencies.

Although the building administrators would almost always be involved in responding to LEVEL IV infractions, these are usually so serious and the discipline response so severe that they require the direct involvement of the chief school administrator, a special disciplinary committee, the CARE team, or the Board of School Directors.

### **Discipline and Record Keeping**

The Disciplinary Report form is to be used whenever a student is referred to the administration. This form requires a statement as to the nature of the offense and the action taken prior to the referral. It is essential that an accurate history be kept of the problem in case information is needed as part of a hearing or appeal process. Keeping well organized discipline records on all levels will help increase the chances that all options have been exhausted in the effort to change a student's behavior and that staff and faculty have played their appropriate parts in the process.

## Code of Conduct

<i>Level Examples</i>	<i>1<sup>st</sup> and 2<sup>nd</sup> Occurrence</i>	<i>Subsequent Occurrences</i>
<p><b>LEVEL I</b></p> <ul style="list-style-type: none"> <li>- Homework late or incomplete</li> <li>- Class disturbance</li> <li>- Late to class</li> <li>- Hall Violation</li> <li>- Locker violation</li> <li>- Recess violation</li> <li>- Walkman/radios/beepers</li> <li>- Bus Misconduct</li> </ul>	<p style="text-align: center;">Core Team Intervention</p> <p style="text-align: center;">* * *</p> <p style="text-align: center;">Response may include teacher detention(s), individual performance/behavior contract, referral to guidance, referral to C.A.R.E.</p> <p style="text-align: center;">[Parents notified by phone]</p>	<p style="text-align: center;">Refer to discipline office on referral form</p> <p style="text-align: center;">* * *</p> <p style="text-align: center;">Response moves to LEVEL II or may be referred back to the Core Team</p> <p style="text-align: center;">[Parents notified]</p>
<p><b>LEVEL II</b></p> <ul style="list-style-type: none"> <li>- Late to school</li> <li>- No-return of library book (after 2<sup>nd</sup> notice)</li> <li>- Disrespectful language/gestures</li> <li>- Attendance note violation</li> <li>- Cutting teacher detention</li> <li>- Improper dress</li> <li>- Detention room violation</li> </ul>	<p style="text-align: center;">Refer to discipline office on referral form</p> <p style="text-align: center;">* * *</p> <p style="text-align: center;">Discipline office issues 1 detention</p> <p style="text-align: center;">[Parents notified]</p>	<p style="text-align: center;">Refer to discipline office on referral form</p> <p style="text-align: center;">* * *</p> <p style="text-align: center;">Responses move to LEVEL III and may include withdrawal of privileges and out-of-school suspension</p> <p style="text-align: center;">[Parents notified]</p>
<p><b>LEVEL III</b></p> <ul style="list-style-type: none"> <li>- Falsifying teacher and/or parent signatures</li> <li>- Cheating</li> <li>- Insubordination to a staff member</li> <li>- Use of racial or derogatory terms</li> <li>- Threatening another student</li> </ul>	<p style="text-align: center;">Refer to discipline office on referral form</p> <p style="text-align: center;">* * *</p> <p style="text-align: center;">Discipline office issues 2 detentions</p> <p style="text-align: center;">[Parents notified]</p>	<p style="text-align: center;">Refer to discipline office on referral form</p> <p style="text-align: center;">* * *</p> <p style="text-align: center;">Responses may include withdrawal of privileges and out-of-school suspension</p> <p style="text-align: center;">[Parents notified]</p>
<p><b>LEVEL IV</b></p> <ul style="list-style-type: none"> <li>- Fighting, harassment/chronic threatening or intimidation, vandalism, stealing, truancy, smoking, arson, purposeful disruption of school activity, possession and/or transfer of dangerous weapons, alcohol, and illegal substances, extortion, assault, tampering with fire alarm/extinguisher, leaving school property, possession of incendiary devices.</li> </ul>	<p style="text-align: center;">Immediate referral to the discipline office</p> <p style="text-align: center;">* * *</p> <p style="text-align: center;">Disciplinary action may include one or more of the following: Detentions, suspension, expulsion, referral to outside law enforcement agencies, and filing of charges.</p> <p style="text-align: center;">[Parents notified]</p>	<p style="text-align: center;">Immediate referral to the discipline office</p> <p style="text-align: center;">* * *</p> <p style="text-align: center;">Disciplinary action may include one or more of the following: Detentions, suspension, expulsion, referral to outside law enforcement agencies, and filing of charges.</p> <p style="text-align: center;">[Parents notified]</p>

**Bus Rider's Rules and Regulations**  
*(Provided by the Transportation Department)*

There are certain rules that are designed for the safety and discipline of the occupants of a school bus. Failure to comply with these rules and regulations will result in disciplinary action and possible suspension of school bus privileges.

**While Waiting at the Bus Stop or at School:**

- Be at the bus stop ten (10) minutes before the scheduled time
- Whenever the bus is delayed because of weather or mechanical, wait for a reasonable length of time – depending on the weather conditions.
- Stay off the road at all times while waiting for the bus.
- Do not push or crowd when boarding the bus
- Be considerate of private property – keep off lawns, do not litter, and stay away from parked cars.
- Do not attempt to board the bus at school loading zones until the bus has come to a complete stop. If your stop requires that you cross the street to board the bus, wait until the red lights are flashing before crossing the street.
- Do not run after the bus in an attempt to board the bus once the bus has been put into motion.

**While Riding the Bus**

- Do not leave your seat while the bus is in motion.
- Share your seat with others.
- Follow directions of the driver at all times
- Keep books, packages, coats, and all other articles out of the aisle.
- Do not throw anything inside the bus or out of the bus windows.
- Remember that loud talking, laughter, or unnecessary confusion distracts the driver and may result in a serious accident.
- Treat bus equipment as you would valuable furniture in your own home. Damage to seats or vandalism will be paid for by the offender.
- Do not bring skateboards, radios, or pets on the bus.
- Smoking is prohibited.
- DO not eat food on the bus.

*To facilitate discipline on the bus, the driver may assign or reassign seats*

## **Springfield Township School District**

### **Responsible Use of The Network Agreement**

#### **Purpose**

To promote computer literacy in an increasingly technological world and to foster educational and personal growth in technology, information gathering, and communication skills, the School District of Springfield Township offers access to its network and use of the Internet to students, staff, and administrators in district classrooms, libraries, and offices. The school district supports independent use of the school district's network and expects that all users will comply with all guidelines for appropriate network and Internet communication and behavior. The following guidelines apply to all users who access the school district's network connection.

#### **Oversight**

The school district staff will exercise reasonable oversight to ensure that the communication resources and facilities are used in the appropriate manner. The school district will use available monitoring and blocking software to filter objectionable materials on the Internet. However, neither the school district nor its employees shall be held responsible for any objectionable material that a student may intentionally or unintentionally access. Time restrictions on use of the Internet may be imposed to ensure equity of use.

#### **Responsibilities of Users**

- Users shall obey all applicable copyright laws, shall secure the express consent of the owner, and shall pay any applicable fees before transferring copyrighted materials onto the school district network. Materials accessed through the Internet must be properly cited when referenced.
- Users shall confine their use to receiving and transmitting only those materials that are of direct educational value. Personal and business uses are prohibited.
- Users are expected to use the highest ethical standards when receiving or transmitting information over the network. Specifically excluded are:
  - using electronic mail or other network-based communication to harass, defame, offend other users or to disseminate defamatory, inaccurate, abusive, obscene, profane, sexually-explicit, threatening, racially-offensive, or illegal material.
  - intentionally accessing information from the Internet that is obscene, profane, sexually explicit, or offensive.
  - disseminating personal or student information that is protected by law.
  - intercepting or disclosing the contents of electronic mail messages without the express consent of the sender and receiver of the communication.
  - examining, deleting, copying or modifying files or data belonging to other users without their consent.

- allowing another person to use or failing to protect unauthorized use of their network account.
  - using the identity of another person when transmitting or receiving messages.
- Users accept the responsibility to use the school district network without modification. Specifically, users may not:
  - transmit software designed to compromise the operation or security of the network.
  - move, repair, reconfigure, modify or attach external devices to existing network systems.
- Users recognize that some electronic mail, Internet, or other network based materials may not be reliable. Therefore, when conducting academic research on network based communication, users agree to evaluate the reliability of material accessed from unknown or questionable sources.
- Users agree that the school district may monitor messages of all those who have network based accounts for compliance with school policy, as long as the interception device is included in the installed hardware or software.
- All users have the responsibility of reporting any violations of this Agreement to the principal, assistant principal, or other school officials.

