

# Universal Family of Schools

*Code of*

STUDENT  
CONDUCT



INTEGRITY  
RESPECT  
EQUALITY  
DREAM  
SAFETY  
COOPERATION  
DISCIPLINE  
EXCELLENCE  
ACHIEVEMENT  
TRADITION  
PARTICIPATION  
TEAMWORK  
LEARN  
PROTOCOL  
HONOR  
JUSTICE  
KNOW THE CODE



## **Universal Family of Schools**

### **SUPERINTENDENT/CEO**

**Dr. Penny Nixon**

### **SCHOOL BOARD PRESIDENT**

**Sultan Ahmad**

### **SCHOOL BOARD MEMBERS**

<b>Universal Alcorn, Vare and Audenried Charter Schools</b>	
Dr. Patricia Williams Diaw	Mr. Curtis Savoy
Mrs. Claudia Sherrod	Mrs. Phyllis Randall
Mr. Sultan Ahmad	Mr. Christopher Hill
<b>Universal Bluford and Daroff Charter Schools</b>	
Mrs. Cheryl Seay	Mrs. Gail Greene
Mr. Joel Seay	Mr. Mark Davis
Mr. Sultan Ahmad	Mr. Deshawnda Williams
<b>Universal Creighton Charter School</b>	
Mr. Curtis Savoy	Mrs. Gail Greene
Mr. Garland Thompson	Mr. Roger Tenant
Mr. Sultan Ahmad	
<b>Universal Institute Charter School</b>	
Mrs. Emma Chappell	Mrs. Salima Rabb
Mrs. Faatimah Gamble	Mr. Kenneth Gamble

The information in this handbook may be updated during the course of the school year.

The Code of Conduct is available in full on the Universal website - <http://universalfamilyofschools.org/>

The Code of Conduct is available in hard copy from your principal or the Central Education Office at 215-391-4161.

For copies in a language other than English, please contact your school principal or visit the school website.



# UNIVERSAL FAMILY OF SCHOOLS

**Universal Alcorn Charter School**  
3200 Dickinson Street | Philadelphia, PA  
215-952-6219

**Principal: Aaron Starke**

**Universal Audenried Charter High School**  
3301 Tasker Street, Philadelphia, PA  
215-952-4801

**Principal: Blanchard Diavua**

**Universal Bluford Charter School**  
5720 Media Street | Philadelphia, PA  
215-581-5502

**Principal: Crystal Gary-Nelson**

**Universal Daroff Charter School**  
5630 Vine Street | Philadelphia, PA  
215-471-2905

**Principal: Dr. James Ruffin**

**Universal Creighton Charter School**  
5401 Tabor Road | Philadelphia, PA  
215-537-2531

**Principal: Wendy Baldwin**

**Universal Institute Charter School**  
1415 Catharine Street | Philadelphia, PA  
215-732-2876

**Principal: Jeffery Williams**

**Universal Vare Charter School**  
2100 S. 24th Street | Philadelphia, PA  
215-952-8611

**Principal: Karen Howell-Toomer**

The Universal Family of Schools does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities and employment practices. This statement is a reflection of the Department of Education and refers to, but is not limited to, the provisions of the following laws:

- Titles IV, VI, and VII of the Civil Rights Act of 1964 - race color, national origin
- The Age Discrimination in Employment Act of 1967
- The Age Discrimination Act of 1975
- Title IX of the Education Amendments of 1972 (Title IX) - sex
- Section 504 of the Rehabilitation Act of 1973 (Section 504) - disability
- The Americans with Disabilities Act of 1990 (ADA) - disability
- NH Law against discrimination (RSA 354-A)

The following individual has been designated to handle inquiries regarding the non-discrimination policies and laws above:

Mu'min F. Islam, Esq.  
General Counsel  
800 S. 15<sup>th</sup> Street  
Philadelphia, PA 19146  
215-735-2357

[mislam@universalcompanies.org](mailto:mislam@universalcompanies.org)



## **Our Vision**

Universal Companies will be recognized as a change agent and national leader in urban education as evidenced by student awareness of self, high academic achievement, positive school culture and community transformation wherever we serve.

## **Our Mission**

The Universal Education mission is to provide a rich and high quality education for every scholar to prepare them for college, technical school, entrepreneurships that leads to a sustainable career in the 21st century and build altruistic alumni who contribute to the transformation of their communities as future leaders and positive members of society.

## **Our Beliefs**

- Love the children we work with and serve as role models for our students, staff and families
- Understand our role as “servant leaders” who empathize with urban issues
- Maintain high academic and personal expectations with a “No Excuse Attitude” for high achievement
- Plan based on data, review all data, revise based on data and execute based on data
- Communicate clearly, concisely and with resolve
- Demonstrate respect, patience and understanding for students and parents – especially those most challenged
- Guarantee a safe and nurturing learning environment
- Utilize the school as a key element and hub for the surrounding community to help in the transformation of neighborhoods
- Foster strong partnerships between employees, students, families, businesses and other constituents
- Take wise risks that benefit our scholars

## Student Pledge

*As a student of Universal Charter School, I pledge to follow the Code of Conduct, **to respect others** and myself, and to treat everyone in my school community with fairness and consideration.*

*I understand and agree that school must be a positive and cooperative environment so that everyone can learn.*

*I understand that my daily attendance is the key to my success.*

*I understand that violence, disruptive behavior, and abusive language **are unacceptable** and will not be tolerated.*

*By signing this pledge, I understand and accept the responsibility of the Code of Conduct, for as long as I am a student in a Universal Charter School.*

Student's Signature: \_\_\_\_\_

## Parent/Guardian/Caregiver Pledge

*As a member of my child's school community, I have read and understand the Code of Conduct, and agree to support its purpose for as long as I am a member of this school community.*

*I understand that I play a critical role in maintaining an environment where learning is celebrated.*

*I will emphasize to my child the importance of good behavior and the possible consequences if he or she violates the Code of Conduct.*

*I understand the importance of, and expect open communication with, Universal Charter School when my child's behavior and discipline at school are involved.*

*I pledge to provide positive support for my child to encourage his/her daily attendance, and to promote a positive learning environment for all.*

Parent/Guardian/Caregiver's Signature: \_\_\_\_\_

## **Universal School Pledge**

*As a member of Universal Charter School, I understand that I play a critical role in providing a safe and positive environment for all students. I pledge to follow the Code of Conduct, to respect others and myself, and to treat everyone in my school community with fairness and consideration.*

*I commit to celebrate learning.*

*I commit to support teaching and learning by creating and maintaining a safe, orderly, and engaging environment.*

*I commit to promote respectful two-way communication with all school and community members.*

*I pledge to enforce the Code of Conduct in a fair and consistent manner.*

Administrator's Signature: \_\_\_\_\_

## Introduction to the Code of Conduct

Universal Family of Schools is committed to providing well-resourced, clean, and safe school environments conducive to teaching and learning. We strive to develop meaningful partnerships with parents and families, so we can work together to encourage academic, social, and emotional growth in our students. Our goal is to ensure that all of our students have the needed resources to graduate and will be ready to succeed as fully engaged citizens of the world.

Each school community member plays an important role in creating safe and supportive learning environments for our students. Some of the expectations and responsibilities of school community members include:

### School Staff

- Implement the code of conduct in a fair and consistent manner.
- Review and investigate code of conduct violations.
- Report any reasonable suspicion of child abuse or neglect.
- Address code of conduct violations with multiple strategies and interventions to keep students in school.
- Maintain confidentiality of student records.

### Students

- Comply with Universal's attendance, dress code, unlawful harassment, and bullying policies.
- Behave in a manner that focuses on academic success.
- Be responsible and accountable for following rules.
- Report any conflicts or concerns to a school staff member.

### Parents/Guardians

- Support school rules and regulations.
- Support the policies of The Universal Family of Schools.
- Understand that school personnel must enforce school rules.
- Teach children to respect the rights of others and follow school rules.
- Emphasize the importance of being prepared for school and adhering to school rules.

The Code of Conduct is available in its entirety on the Universal Family of Schools [Website](#).

It is also available in hard copy from your child's school or from the Central Education Office located at 1427 Catherine Street, Philadelphia PA 19146.

## **When does the Code Apply?**

The Code of Conduct applies to school community members while they are in school and/or at any school sponsored activity such as a class trip or a sporting event. The Code of Conduct also applies to all students while they are traveling to and from school, using any mode of transportation (walking, school bus, SEPTA, etc). Additionally, the Code of Conduct applies to off-grounds and after-hours (including weekends) behavior if the incident impacts the school community.

## **Community Member Expectations and Responsibilities**

### **Responsibilities of Everyone**

- Respect all members of the school community.
- Maintain a positive school climate by being responsible, respectful, and cooperative.
- Communicate code of conduct expectations for students and staff.
- Motivate students to live up to the expectations through positive reinforcement.
- Use good judgment to prevent minor incidents from becoming major problems.

### **Responsibilities of School Administrators and Staff**

- Respect all members of the school community.
- Provide students and parents with all disciplinary policies, notices, and materials in their preferred language free of charge.
- Inform all school personnel, parents, and students of discipline policies.
- Teach and maintain a learning environment that leads to academic success.
- Hold students accountable for disruptive behavior in school and on school grounds.
- Address code of conduct violations with multiple strategies and interventions to keep students in school.
- Provide training for teachers and staff in creating and maintaining a respectful school climate, discipline issues, de-escalation, trauma in youth, restorative practices and other training requested by teachers and staff for the purpose of improving school climate, safety, and/or student outcomes.

### **Responsibilities of Students**

- Respect all members of the school community.
- Understand and comply with school rules and climate expectations, including the Code of Conduct and the school handbook.
- Behave in a manner that focuses on academic success.
- Be responsible and accountable for following rules.

### **Responsibilities of Parents/Guardians and Advocates**

- Respect all members of the school community.
- Recognize and understand that school personnel must enforce school rules.
- Teach children to respect the rights of others and follow school rules.

## **Student and Parent/Guardian Rights**

### **Parent/Guardian Appeals**

The Board of Trustees is responsible for reviewing decisions made by school and/or central office staff to determine if the decision was made in accordance with the Universal Family of Schools policies, procedures, and protocols. The following decisions can be appealed:

1. Disciplinary transfers- transfers made pursuant to a disciplinary hearing
2. Neighborhood school transfers- transfers back to a neighborhood school at the end of a school year for reporting inaccurate residency information to the school, moving out of the neighborhood catchment, or gaining admission to a school without an approved transfer through a district approved process or procedure
3. School selection- assignments made after the parent completed the school selection process

4. Homelessness designation- transfer to a new school based on student's new address (dispute about whether a student is homeless)
5. Parental exclusion letters- parent is banned from a school building as a result of inappropriate behavior
6. Bullying/harassment findings- after the school administrator investigates an allegation of bullying or harassment, the parent disputes the findings of that investigation.

For instructions on submitting an appeal, parents should refer to the Procedures for Appeal Process at your schools Central Education Office, located at 1427 Catherine Street, Philadelphia PA 19146.

### Request for Special Education Evaluation

A school professional may recommend that a child be evaluated to determine if the student has a disability. Parents/Guardians may also contact the child's teacher or another school professional to request an evaluation. This request may be verbal, but it is best to put it in writing. Once you make the request, the school will either issue a "permission to evaluate" (PTE) or explain, in writing, why a PTE may not be issued. For questions, please contact the special education liaison for your school.

### Request for 504 Service Plan

Parents/Guardians can request for their student to have a 504 service plan. The request should be made in writing and the parent/guardian should include any relevant medical records along with specific services or accommodations the parent/guardian believes the student needs and/or the modifications the parent would like the Universal Family of Schools to make if the parent/guardian is requesting a modification. These requests can be provided to the student's teacher, the counselor, or another school professional.

### Victim Services

If a student is the victim of a school related incident, victim services can be sought by contacting the [Pennsylvania Office of Safe Schools Advocate](#) at phone number 215-656-5381, e-mail [Ra- OSSAPhiladelphia@pa.gov](mailto:Ra-OSSAPhiladelphia@pa.gov) or website – <http://www.phillyossa.com>.

If a student is a victim, they can request that a safety plan be put in place by the school.

### Students Experiencing Homelessness

The Universal Family of Schools considers students who lack a fixed, regular, and adequate nighttime residence, as experiencing homelessness. This includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason, living in motels, parks or campgrounds; or children or youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a sleeping accommodation by human beings; or children or youth living in cars, abandoned buildings or substandard housing or similar situations; or migratory children because they are living in circumstances like those described above.

Unaccompanied youth also fall under this category and can be described as a youth not in the physical custody of a legal parent or guardian and youth living on their own in any of the homeless situations described above. Children and youth who meet the criteria of

being homeless, even unaccompanied by a guardian, must be given full and equal access to an appropriate public education and success in the educational program. The permanency and adequacy of the housing conditions will be considered when determining if a student qualifies.

These children and youth may enroll in:

- The school the student attended when permanently housed (school of origin).
- The school in which the student was last enrolled (school of origin).
- Any school that non-homeless students who live in the attendance area in which the child or youth experiencing homelessness is currently living are eligible to attend (new neighborhood school).

For more information, contact Education for Children and Youth Experiencing Homelessness (ECYEH).

### Student Discipline

Students receiving disciplinary action can expect that school officials will:

1. Give the student an opportunity to respond to allegation(s) explaining their version of events and to present relevant additional information.
2. Permit the student to choose not to provide a statement.
3. Discuss student's problem behavior and ways to correct it.
4. Inform the student of the corrective action and/or next steps to be taken.
5. Document the problem behavior and intervention and document agreements reached in the conference.

### Students in Foster Care

A child in foster care will remain in their school of origin (the school where the child was enrolled at the time of placement), unless a determination is made that it is not in their best interest to attend that school. If a student in foster care has experienced a change in placement, a Best Interest Determination meeting will be held to determine if the student should remain in the school of origin or if they should transition to a new school. Foster parents and/or foster care workers should not make any changes to enrollment for students who are in foster care without a Best Interest Determination meeting being held first. Please contact the Office of Student Rights and Responsibilities for additional information.

### Transgender and Gender Non-Conforming Students

Transgender and gender non-conforming students are afforded certain rights under The Board of Trustees Transgender policy which are:

1. The right to privacy, and this includes the right to keep one's gender identity private at school.
2. School personnel should not disclose information that may reveal a student's gender identity or gender nonconformity to others, including parents and other school personnel, unless the student has authorized such disclosure.
3. The right to be included in the group that corresponds to their gender identity.
4. The right to have access to the restroom or locker room that corresponds to their gender identity.

### School Police Complaint Process

This procedure is intended to ensure that all students and parents/guardians have a process to submit complaints pertaining to the conduct of School Police Officers (SPO) and that the complaint process is accessible to all, regardless of race, ethnicity, age, gender, sexual orientation, or disability status.

The complaint process shall be used by any student or parent/guardian of the Universal Family of Schools to report an incident that pertains to the conduct of a SPO. It may be used to document information regarding SPO misconduct. In order for timely review of the facts, including interviewing witnesses, the complaint should be filed as soon as possible.

### Expunging Records for Expelled Students

A student who has been permanently or temporarily expelled by the affirmative vote of a majority of the School Board, may apply to Universal Family of Schools to have the records of expulsion expunged.

Expunging records occurs at the discretion of the superintendent or the student's designee and is not subject to review or appeal to the school board or the courts.

The complete Board Policy, including the criteria and process for readmission and/or expungement of records, may be found at The Central Education Office, located at 1427 Catherine Street, Philadelphia PA 19146.

### **Visitors to Campus**

Parents and guardians are encouraged to visit schools and meet with teachers and administrators about their child's progress. To ensure that all of our buildings are safe and orderly learning environments, visitors must first report to the main office to sign in, state the reason for their visit and receive authorization from a school administrator to proceed with the visit. Visits to your child's school should be scheduled in advance whenever possible.

### **Dress Code Expectations**

Students are expected to follow their school's dress code so that their appearance does not constitute a health or safety hazard. School principals must determine and communicate the final decision regarding what is considered proper or improper attire. For information regarding a school's dress code, please consult your student's school handbook.

A dress code violation shall not result in exclusion from the classroom environment.

Principals may declare spirit or club days and allow students to wear school spirit shirts, or schedule dress-up days (e.g., when school pictures are scheduled) or allow students to wear other attire for extracurricular activities (eg. athletics, band, or chorus). Nothing in this Code of Conduct restricts or bans students from wearing religious garb. Parents with concerns regarding religious dress are encouraged to discuss them with the school principal.

Students have the right to dress in accordance with their stated gender identity and/or expression within the constraints of the school's dress code.

### Attendance Expectations

In Philadelphia County, school attendance is required for all children ages 6 to 17. “Attend school” means that a child must be enrolled and attend a public school, a charter school, a cyber-charter school, or a private or religious-based school, or else participate in an approved home-schooling program. Once a student age 5 or older is registered for school, a student is considered school-age and is required to attend school daily. If the student/family does not comply, they can be referred to the Department of Human Services (DHS) for truancy services.

Pennsylvania Department of Education regulations state that children are considered school age from the time they are admitted to the public school educational program until graduation from high school or the age of 21 is reached. During the time that a child is of school age, they are entitled to attend the public schools in The Universal Family of Schools. Students who turn 21 during the school term are entitled to finish out the school year.

Parents/guardians are expected to:

- Ensure that their children between the ages of 6 and 17 are enrolled in school and attend school regularly, on time, and for the entire school day.
- Emphasize the importance of on-time attendance in school, class, and supervised activities-and celebrate good attendance and success.
- Send their child to school every day prepared to participate and learn.
- Establish reasonable, age-appropriate curfews and bedtimes.
- Make personal appointments for their child outside of the school day or during school breaks as often as possible.
- Ensure that their child receives the periodic student health examinations that are required by law.
- Schedule family vacations to coincide with school recesses.
- Call the school when their child is absent.
- Provide a written excuse for every absence when their child returns to school.
- Provide a written excuse for every late arrival and early departure.
- Provide the school with correct current addresses, emergency contacts, home, cell, and work telephone numbers, e-mail addresses at the beginning of each school year and update information whenever there are changes.
- Help develop and implement an individualized plan for their child’s improved attendance when necessary.

### When can a student be absent?

Sometimes students have to miss school. These “excused absences” apply under circumstances such as illness or injury, teen parent leave (six weeks or thirty school days) after the birth of a child, death/funeral-related absence, education-related trips or activities, suspension, and religious holidays. A written note from a parent or guardian must be submitted to the school immediately upon a student’s return to school.

Such note must include a valid telephone number or other means of contact for verification purposes. Certification of illness/injury/delivery is required if the absence extends for three or more consecutive days. The student/family has three days from the date of the absence to provide documentation to the school for an excused absence. After the third day, the school principal or designee has the discretion to approve or deny the note.

An “unexcused” or “illegal” absence occurs when a student is absent without a valid excuse in writing. That means that either no written note was submitted to the school upon the student’s return or that the reason provided in the note was deemed invalid. Examples of invalid excuses include (but not limited to) babysitting, waking up late, or being on vacation with family.

Additional attendance and truancy information is available at The Central Education Office, located at 1427 Catherine Street, Philadelphia PA 19146.

### Responses to Non-Attendance (Truancy)

A student who has missed three (3) or more unexcused days of school during a school year is considered truant under the law. Once a student is truant, the school must notify the parent/ guardian in writing via the Three-Day Legal Notice letter. This notice must be in the language preferred by the parent/guardian. The notice may include an offer to have a school attendance improvement conference. At the school level, truancy can result in school-based interventions (home visits, school attendance improvement plan (SAIP), academic supports, social service referrals, or a referral to the counselor).

If a child who is truant continues to have unexcused absences, the school is then required to invite the family into the school for a student attendance improvement plan (SAIP) conference. The parent and child must be invited to this conference in advance but are not required to attend. At the conference, the reasons for the child’s absences must be discussed and the school must create a plan to help remove any barriers to attendance that the child is facing.

A SAIP must be developed for any student who has between three (3) and six (6) unexcused absences. If the student’s attendance does not improve, the student may be referred to Regional Truancy Court or to DHS, depending on the child’s age. The school must provide the plan with any referral to DHS or the court.

When a child is in Kindergarten through 3rd grade, a truancy case manager will be assigned to assist the family. When a child is in 4th grade or above, the child is referred to truancy court, and a truancy case manager will be assigned to help remove any barriers to attendance. The child and parent/guardian will be required to attend truancy court and the parent/guardian must comply with the truancy court order. The court order may include a referral for services. If the child’s attendance does not improve, the truancy court may refer the case to family court. In family court, a judge may adjudicate the child dependent, and possibly order the child removed from his or her home and placed into foster care or a group home setting.

Suspension from school or transfer to an alternative education setting is not a permissible response to truancy.

## **Modifying Behavior**

Universal Family of Schools has high expectations for all students. Our goal is to maximize academic engagement and minimize rule violations and disruptive behavior. Research shows this is best accomplished through prevention and intervention rather than suspension.

Suspensions should only be utilized as a last resort when other interventions are not successful, or for serious violations of the code of conduct.

The following interventions are strategies that have proven effective in modifying behavior. For additional information on any of these strategies or to request assistance with implementing them, please contact the Central Education Office.

# Tier I Prevention Strategies

**Schools create safe and supportive environments that promote healthy and successful students. The foundation of this work is Tier I of the MTSS pyramid and necessary to support strategies across the entire pyramid.**

## Classroom Strategies

- Change classroom organization/ set-up
- Intentional seating
- Structured academic tasks
- Clear and explicit directions
- Strategy instruction
- Mnemonic strategies
- Classroom system of positive reinforcement
- Full-class redirection
- Increasing opportunities to respond
- Hook (i.e start the lesson with an engaging task/activity)
- Chunk lessons
- Differentiation/modification
- Less lecture, more facilitation
- "Gamify" lesson
- Display student work
- Assign class jobs
- Art integration
- Explicit help protocol
- Preview schedule
- Gradual release method
- Teacher or student conferences
- Modeling, Rehearsal, and Feedback
- Make a video of words, steps, procedures and/or instruction
- Mindfulness exercises (i.e: Go noodle, brain breaks, etc.)
- Create and review daily agenda

## School-Wide Strategies

- Student choice
- Morning meeting
- Token Economy
- Clear, taught expectations/ procedures
- Use of voice levels
- Active supervision
- Establish buddy teacher system
- Intentionally taught skills
- Transition procedure
- Increasing student interaction
- Restorative justice community-building circles
- Town hall
- Firm and kind mindset
- Opportunities for movement
- Community building activities
- Clear, consistent, predictable consequences
- Modeling desired behavior
- Reward/incentive system
- De-escalation strategies
- Restorative practice methods
- Verbalizing problems
- Previewing
- Sequential prompting
- Incorporating student interest and preferred activities and assignments
- Choice - making opportunities
- Group contingency
- Use of free time
- Refocus desk/space
- Implementing School-Wide PBIS

**Schools identify and respond to students who are at-risk or have been exposed to trauma and/or loss in ways that meet their unique exposures, experiences, developmental, and personal needs.**

## **Classroom Strategies**

- Class wide peer tutoring
- Refocus desk/structured break for group
- Cooperative learning
- Peer-assisted learning strategies
- Peer assessment
- Peer modeling
- Academic or social contracting
- Written reflection or apology
- Loss of privileges
- Goal Setting
- Self-Monitoring
- Self-Evaluation
- Self-Instruction

## **School-Wide Strategies**

- Conflict resolution
- Peer mediation
- Restorative justice harm & conflict circles
- Student support team interventions and responses
- Group discussion with appropriate administrator
- Intentionally taught replacement behavior (group)
- Check-In, Check-Out (CICO)

## **Classroom or School-Wide Strategies**

- Pre-taught use of refocus location/structured break
- Monetary or service-based restitution
- Detention
- Referral to student support team
- Group assignment of work projects
- Group mentoring
- Referral to substance abuse counseling group
- Restorative conversation with peers and/or adults
- Use of proximity and active supervision
- Teacher look
- Redirect and reteach with love and concern
- Classroom assigned seats or seat change
- High levels of praise vs. corrections
- Group Reward/incentive or contingencies
- Peer Reinforcement
- Group goal setting
- Differential reinforcement
- Behavior modification
- Academic or social contracting
- Intentionally taught skills
- Verbal correction and feedback
- Group reminders and redirection

# Tier 3 Interventions

**Schools provide support to those students whose behaviors necessitate intensive interventions and aim to meet their individualized needs.**

## **School-Wide Interventions**

- Change in schedule or class
- Development of or revision to student support team plan
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)
- Community conferencing by trained adult
- RJ circle of support and accountability
- RJ welcome circle
- Referral to IEP team or 504 team for manifestation determination for students with disabilities
- Referral to substance abuse counseling
- Referral to appropriate community organization (e.g., mentoring programs)
- Revision to IEP or 504 plan as needed for students with disabilities
- In-school suspension
- Detention (lunch, make-up period, etc.)
- Suspension

## **Classroom Interventions**

- Teacher provides input in planning process of Behavior Intervention Plans
- Teacher supports implementation of Behavior Intervention Plans

## Discipline

Students who engage in behaviors that endanger school safety or disrupt the educational experience of others may be subject to discipline in accord with the Code of Conduct.

Universal Family of Schools is committed to achieving educational equity and reducing disproportionality in discipline.

Parents/Guardians who have any questions or concerns related to discipline are encouraged to contact the school principal and/or the Office of Student Rights and Responsibilities.

\*Not permitting a child to attend recess or gym is not an appropriate form of discipline and should not be used.

## Suspension Procedures

According to Pennsylvania law, suspension is defined as the denial to a student of the right to attend school and to take part in any school function for any period of up to ten (10) days. Suspensions must be preceded by notification to the student and parent/guardian in writing. For the purposes of The Universal Family of Schools Code of Student Conduct, suspensions comprise three categories: in-school, short-term, and long-term.

### In-School Suspensions

In-school Suspension is an exclusion from a classroom for disciplinary purposes that allow a student to remain under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.

### Out-of-School Suspensions

Kindergarten, first, and second grade students may NOT be suspended unless their actions result in serious bodily injury. Serious bodily injury is defined as bodily injury that involves (1) a substantial risk of death; (2) extreme physical pain; (3) protracted and obvious disfigurement; or (4) protracted loss or impairment of the function of a body part, organ, or mental faculty. In order to prove serious bodily injury, the school must provide medical documentation to the Central Education Office to determine if it constitutes serious bodily injury. Please consult with the Central Education Office as well as the assigned superintendent before issuing any suspension for a student in grades kindergarten, first and second. In lieu of suspension, the student must be referred to the counselor for a meeting to discuss appropriate behavioral or behavioral health interventions and supports.

**Short-term Suspension** is an exclusion from school and/or any school activity or function for a period of three or fewer school days. Students who are suspended must meet with the principal or designee prior to the suspension. During the conference, the student has the right to the procedures described under Student Conference Procedures outlined in this code of student conduct.

**Long-term Suspension** is an exclusion from school and/or any school activity or function for a period of four to 10 school days. Students who are given a long-term suspension are to participate in a student conference and a parent/guardian conference. Prior approval by the

superintendent is required for all suspensions exceeding five school days.

## Parent Conference Procedures

At parent conferences, parents/guardians can expect that school administrators will adhere to the following protocol:

1. Notice of a conference must be provided to the parent/guardian in their preferred language in writing and either hand-delivered to the home, sent by certified mail, faxed, emailed, or communicated by other reasonable means.
2. When a student is suspended, a parent/guardian conference must be held no later than day three of the suspension.
3. **At the conference, the parent/guardian or caregiver may request to review and have a copy of the student's records and any witness statements, with other student names and information redacted. (Photographs and video recordings of incidents may be shown to parents/guardians, but copies will not be provided.)**
4. School administrators will discuss the student's problem behavior and ways to correct it.
5. School administrators will inform the parent/guardian of any further disciplinary action.
6. **Schoolwork for students with more than a four (4) day suspension must be provided to the parent/guardian at the conference, which is due upon reinstatement.**

## Interim Placements

Schools may request an interim placement (temporary school assignment) for a regular education student with documentation that the student's continued presence poses a threat to the school community. If an interim assignment is granted by The Central Education Office, a hearing must be held as soon as possible after that assignment. For a special education student, interim assignments will only be granted if the incident involves weapons, drugs, or serious bodily injury.

Note: Please refer to the **Discipline for Students with Disabilities** section for exceptions and additional information regarding discipline protocols for students with disabilities.

## Disciplinary Hearings/Transfers

**Referrals will not be made for disciplinary transfers or expulsion for students in kindergarten through grade 5.**

Students in kindergarten through grade 5 who are exhibiting a pattern or disruptive behavior(s) and/ or committing serious violation(s) of the Code of Conduct are referred to the Multi-Tiered Systems of Support (MTSS) process.

Students in grades 6 through 12 who are exhibiting a pattern of disruptive behavior(s) and/or committing serious violation(s) of the code of conduct may be referred to the Office of Student Rights and Responsibilities for a student disciplinary hearing if school administrators determine that level of discipline is warranted.

Students who are referred for a disciplinary hearing receive full due process to determine whether the student will be transferred to a disciplinary school. Disciplinary schools provide high-quality alternative education programs and support to help students achieve their intellectual and social potential.

Students referred for a hearing will be suspended and provided the procedures indicated in the suspension procedures section of the code of student conduct. The school must complete a Behavior Performance Review (BPR) for regular education students or a Manifestation Determination for special education students or students with a 504 plan and share the results of the review at the parent/guardian conference. **When a hearing is not scheduled during the period of a student's suspension, the student has the right to return to school pending the outcome of the hearing, unless the behavior of the student continues to create such a risk of harm to the school community. In this case, then the school may request an interim placement. (See below for details of that process).**

Disciplinary hearings will be conducted by an impartial hearing officer. During the hearing process, parents/guardians may oppose the request for their student's removal from the school. Students and parents/guardians going through the disciplinary hearing process have the following rights:

- At the parent conference, you may request a copy of your child's records and any evidence the school plans to present which will be provided to you within 48 hours.
- You may bring your own witnesses and/or character statements to the hearing.
- You may bring a representative and/or advocate.
- You may present evidence of your own if it relates to the incident.
- You may submit an appeal if you are not in agreement with the hearing decision. Appeals must be submitted within **15 calendar days** from the date on the hearing decision letter, either in person or [via the lfinney@universalcompanies.org](mailto:via.the.lfinney@universalcompanies.org) email address.
- All hearings are audio-recorded. After the hearing, you may request a copy of the recording which will be provided to you within 48 hours.

If a student is a victim, they can request that a safety plan be put in place by the school.

### Expulsion Procedures

According to Pennsylvania law, expulsion is defined as an exclusion from school and any school activities for more than ten (10) school days. Students who have committed an offense subject to expulsion will also be suspended and have the right to the procedures found in the suspension procedures section of the code of student conduct.

**The formal expulsion hearing process includes the following due process requirements:**

1. Notification of the charges in writing by certified mail to the student's parent/guardian.
2. At least three days' notice of the time and place of the hearing, which shall include a copy of this policy, hearing procedures, and notice of the right to representation by legal counsel. A student may request the rescheduling of the hearing when he/she demonstrates good cause for an extension.
3. The hearing shall be private unless the student or parent/guardian requests a public hearing.
4. Representation by counsel at the parent's/guardian's expense and parent/guardian may attend the hearing.
5. Disclosure of the names of witnesses against the student and copies of their written statements or affidavits.
6. The right to request that witnesses against the student appear in person and answer questions or be cross-examined.
7. The right to testify, make arguments and present witnesses on the student's behalf.

8. A written or audio record shall be kept of the hearing and a copy made available to the student at the student's expense, or at no charge if the student is indigent.
9. The hearing shall be held within 15 school days of the notice of charges, unless a delay is mutually agreed to by both parties or is delayed by:
  - A. The need for laboratory reports from law enforcement agencies.
  - B. Evaluations or other court or administrative proceedings are pending due to a student's invoking his/her rights under the Individuals with Disabilities Education Act (IDEA).
  - C. Delay is necessary due to the condition or best interests of the victim in cases of juvenile or criminal court involving sexual assault or serious bodily injury.
10. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

If a student is expelled by the Board of Trustees, the parent/guardian of the student has 30 days to provide written documentation that the student is in another educational program. If they are unable to find an alternative educational program, Universal Family of Schools will provide for the student's education.

A student who has been permanently expelled from Universal Family of Schools by the affirmative vote of a majority of The Board of Trustees may apply for readmission.

The Board of Trustees delegates complete authority for all readmission decisions to the Chief Executive Officer/Superintendent or his/her designee. Temporarily expelled students need not apply for readmission because they are automatically readmitted to The Universal Family of Schools at the end of the expulsion period. Readmission decisions are final and not subject to review by appeal to the school board or the courts.

For information on expunging expulsion records, see the Student and Parent/Guardian Rights section of the Code of Conduct.

### **Discipline for Students with Disabilities**

Students with disabilities, even if expelled, must be provided with a Free and Appropriate Public Education (FAPE).

#### **Students Identified as Intellectually Disabled**

Students who are identified as intellectually disabled can only be removed (suspension, interim disciplinary placement, or expulsion) from the school building if there is written agreement from the parent/guardian or written approval from the Bureau of Special Education of the Pennsylvania Department of Education (PDE). PDE can be contacted by calling 717-783-6913 or by visiting their website – <http://www.pde.state.pa.us>.

#### **All Other Students Receiving Special Education Services (includes students with a 504 Plan)**

The school may suspend students who are receiving special education services and cease educational services for up to ten (10) consecutive school days or fifteen (15) cumulative school days in one school year without providing special education services

as outlined in their IEP.

If schools are considering any of the following disciplinary actions for students receiving special education services or students with a 504 service plan, the action steps listed below must be completed:

1. Suspension for a behavior for which the student has received 10 cumulative days of suspension during this school year.
2. Request for a disciplinary hearing and transfer.
3. Referral for expulsion.

Action Steps:

1. Provide written notice to the parent/guardian of the recommended disciplinary action and provide an invitation to participate in the Manifestation Determination Meeting with the student's IEP team.

The purpose of the Manifestation Determination meeting is to answer two questions:

(1) Was the conduct caused by, or did it have a direct and substantial relationship to, the student's disability?

(2) Was the conduct a direct result of the school's failure to implement the student's IEP?

This meeting should take place within 24 hours of the incident (or within 24 hours of the school becoming aware of the incident).

2. During the Manifestation Determination Meeting, the student's most recent evaluation, IEP and placement will be reviewed as well as the details of the incident which led to the need for discipline.
3. If the behavior IS a manifestation of the student's disability, the proposed disciplinary action may not be implemented. When necessary, the team should review and revise the existing behavior intervention plan or complete a functional behavior assessment and intervention plan to address the specific behavior and include in the IEP those services and modifications that will enable the student to continue to participate in the general education curriculum and help prevent the problem behavior from recurring.
4. If the behavior is NOT a manifestation of the disability, school officials may proceed with the recommended disciplinary action in accord with the Code of Conduct.
5. A Notice of Recommended Educational Placement (NOREP) must be issued with the results of this determination and a copy of the Procedural Safeguard Notice (PSN) must be given to the parent/guardian.

\*If the parent/guardian disagrees with the decision that is made at the Manifestation Determination Meeting, they can request an expedited Special Education Hearing and the Commonwealth appointed hearing officer will review the manifestation determination. Directions on requesting a hearing can be found in the NOREP and must be completed within ten (10) days.

6. If the incident involves one of the following special circumstances, an interim placement (a 45 day school assignment to an alternative educational setting) can be requested from the Central Education Office. NOTE: An interim placement can be requested regardless of whether the behavior is considered a manifestation of the student's disability.

## **Special Circumstances:**

1. The student carried a dangerous weapon\* to school or a school function.
2. The student knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school function.
3. The student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

If the behavior is not one of these three special circumstances, is a manifestation of the student's disability and the student is likely to cause injury to themselves or others, a school administrator can request an expedited hearing conducted by a special education hearing officer to obtain a 45-day interim placement. This request should be made by a school administrator to the Office of General Counsel.

\*NOTE: A "dangerous weapon" is a weapon, device, instrument, material, or substance that is used for, or is readily capable of, causing death or serious bodily injury.

## **Behavior Matrix**

This behavior matrix provides definitions for behaviors that are considered dangerous and/or disruptive to the learning environment. While some definitions contain an example, the definitions are not limited to the example provided. The behavior matrix also provides guidance as to the levels of consequence that school administrators might implement for specific rule violations.

### **Reminders:**

- For all violations of the code of conduct before any suspension is issued, in-school interventions should be implemented as a means to modify student behavior.
- Suspensions should be utilized as a last resort if in-school interventions have proven unsuccessful or if the violation is of a serious nature.
- Disciplinary hearings should be sought for students who have exhibited a pattern of disruptive behavior(s) or who have engaged in a serious violation(s) of the code of conduct.
- For the purpose of this code of conduct, the term possession refers to having physical control over the item. This will include items found in a student's locker, bag, or clothing.

### **Please Note:**

- Pursuant to ACT 26, the superintendent or their designee, may, after a hearing, decide to allow the student who brought a weapon to school to remain in the school.
- The "X" symbol on the grid below means that the consequence does not apply to that behavior.

Rule	Definitions of Behaviors	Consequence Levels				
	<ul style="list-style-type: none"> <li>• <i>For all violations of the Code of Conduct, in school interventions should be implemented as means to modify student behavior</i></li> <li>• <i>Suspensions should be utilized as a last resort if in school interventions have proven unsuccessful</i></li> </ul>	Level 1: In-school Interventions (Including In-school suspension)	Level 2: Out of School Suspension	Level 3: Behavior Contract or Lateral Transfer	Level 4: Alternative Education School Assignment	Level 5: Alternative Education Assignment with Expulsion Referral
Levels 3, 4, or 5 consequences are issued by The Office of Student Rights and Responsibilities as a result of a disciplinary hearing.						
1	<b>Profane or obscene language or gestures</b> <ul style="list-style-type: none"> <li>• Students who curse or use disrespectful, insulting or sexually explicit language/ gestures.</li> </ul>	Grades K - 12	X	X	X	X

		<b>Level 1: In-school Interventions (including in- school suspension)</b>	<b>Level 2: Out of School Suspension</b>	<b>Level 3: Behavior Contract or Lateral Transfer</b>	<b>Level 4: Alternative Education School Assignment</b>	<b>Level 5: Alternative Education Assignment with Expulsion Referral</b>
2	<b>Inappropriate use an electronic device</b> <ul style="list-style-type: none"> <li>Students who engage in acts including but not limited to sexting (sending sexual images or videos), videotaping fights, videotaping someone in a place where there is an expectation of privacy, or posting content that impacts the school community in a negative manner.</li> </ul>	Grades K - 12	Grades 3 -12	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12
3	<b>Forgery/Alteration of grades, excuse notes, or school documents</b> <ul style="list-style-type: none"> <li>Students who reproduce the signature of another with the intent to deceive or who alter official school records such as grades, attendance or reports.</li> </ul>	Grades K - 12	Grades 3 -12	X	X	X
4	<b>Cheating</b> <ul style="list-style-type: none"> <li>Students who submit or intend to submit work that is not their own.</li> </ul>	Grades K - 12	X	X	X	X
5	<b>Unauthorized Entry Into School Property</b> <ul style="list-style-type: none"> <li>Students who gain entry to a school building or who allow others into a school building via an unauthorized door or at an unauthorized time.</li> </ul>	Grades K - 12	Grades 3 -12	Grades 6 - 12	Grades 6 - 12	X
6	<b>Destruction of Property (Totaling less than \$100)</b> <ul style="list-style-type: none"> <li>Students who damage or deface school property or the personal property of another school community member.</li> <li>If the destruction of property was accidental, this should be taken into consideration when determining a consequence.</li> </ul>	Grades K - 12	Grades 3 -12	X	X	X
7	<b>Destruction of property (Totaling \$100 or more)</b> <ul style="list-style-type: none"> <li>Students who damage or deface school property or the personal property of another school community member.</li> <li>If the destruction of property was accidental, this should be taken into consideration when determining a consequence.</li> </ul>	Grades K - 12	Grades K - 12	Grades K - 12	Grades 6 - 12	X
8	<b>Theft (Less than \$100)</b> <ul style="list-style-type: none"> <li>Students who take school property or the personal property of another school community member.</li> </ul>	Grades K - 12	Grades 3 - 12	X	X	X
9	<b>Theft (More than \$100)</b> <ul style="list-style-type: none"> <li>Students who take school property or the personal property of another school community member.</li> </ul>	Grades K - 12	Grades 3 - 12	Grades 3 - 12	Grades 6 - 12	X
10	<b>Extortion (Must be by use of threatened force)</b> <ul style="list-style-type: none"> <li>Students who obtain money, property, or services from another school community member by expressed or implied threat of force.</li> </ul>	Grades K - 12	Grades 3 -12	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12

		<b>Level 1: In-school Interventions (including in- school suspension)</b>	<b>Level 2: Out of School Suspension</b>	<b>Level 3: Behavior Contract or Lateral Transfer</b>	<b>Level 4: Alternative Education School Assignment</b>	<b>Level 5: Alternative Education Assignment with Expulsion Referral</b>
11	<b>Robbery (Must be by use of force)</b> <ul style="list-style-type: none"> <li>Students who take or attempt to take the property of another student or school community member by force, threat of force, or by putting the victim in fear.</li> </ul>	Grades K - 12	Grades 3 -12	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12
12	<b>Mutual fighting</b> <ul style="list-style-type: none"> <li>Students who willingly engage in a one on one physical altercation.</li> </ul>	Grades K - 12	Grades 3 -12	X	X	X
13	<b>Mutual group fight</b> <ul style="list-style-type: none"> <li>Students who willingly engage in a physical altercation with multiple willing participants. This is a physical altercation in which none of the participants are identified as aggressors or victims.</li> </ul>	Grades K - 12	Grades 3 -12	Grades 6 - 12	Grades 6 - 12	X
14	<b>Instigation and/or participation in a group assault</b> <ul style="list-style-type: none"> <li>Students who instigate or participate in an assault by multiple students on one or more other students. This is a physical confrontation in which participants can clearly be identified as aggressors and victims.</li> </ul>	Grades K - 12	Grades 3 -12	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12
15	<b>Simple assault</b> <ul style="list-style-type: none"> <li>Students who intentionally and without provocation, hit, punch, or kick a school community member. This does not include accidental physical contact such as a teacher being struck while breaking up a fight.</li> </ul>	Grades K - 5	Grades 3 -12	Grades 6 - 12	Grades 6 - 12	X
16	<b>Causing serious bodily injury</b> <ul style="list-style-type: none"> <li>Students who intentionally engage in an act that causes serious bodily injury to another school community member. Serious bodily injury must be supported with documentation from a medical professional.</li> </ul>	Grades K - 5	Grades 3 -12	Grades 6 - 12	Grades 6 - 12	X
17	<b>Inappropriate touch</b> <ul style="list-style-type: none"> <li>Students who engage in unwanted touching of another school community member either with their own body or with an object.</li> <li>Examples can include hugging or other touching that may not be sexual in nature.</li> </ul>	Grades K - 12	Grades 3 -12	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12

		Level 1: In-school Interventions (including in- school suspension)	Level 2: Out of School Suspension	Level 3: Behavior Contract or Lateral Transfer	Level 4: Alternative Education School Assignment	Level 5: Alternative Education Assignment with Expulsion Referral
18	<p><b>Bullying/Cyberbullying</b></p> <ul style="list-style-type: none"> <li>• <b>Bullying</b> is repeated intentional conduct (physical, psychological, verbal, nonverbal, written, or electronic) that is directed at another student or students. It could happen in or outside of a school setting, is severe, persistent or pervasive, and has one of the following effects: (1) substantially interfere with a student's education, (2) creates a hostile learning environment, (3) substantially disrupts school operation. Bullying occurs within an interpersonal relationship where there is an imbalance of power (e.g., one person is physically larger, stronger, mentally quicker, or socially more powerful).</li> <li>• <b>Cyberbullying</b> occurs through electronic communication devices including but not limited to social networking, e-mail, instant messaging, text messages, tweets, blogs, photo and video sharing, chat rooms, dash boards, or web sites.</li> </ul>	Grades K - 12	Grades 3 -12	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12
19	<p><b>Harassment</b></p> <ul style="list-style-type: none"> <li>• Students who engage in unwelcome verbal, written, graphic or physical conduct relating to an individual's gender, age, race, color, sexual orientation, gender identity expression, national origin, religion, disability, English language proficiency, socioeconomic status and/or political beliefs. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.</li> </ul>	Grades K - 12	Grades 3 -12	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12
20	<p><b>Sexual Harassment</b></p> <ul style="list-style-type: none"> <li>• Students who engage in unwelcome conduct of a sexual nature. This can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. The harassment does not have to involve repeated incidents.</li> </ul>	Grades K - 12	Grades 3 -12	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12

		<b>Level 1: In-school Interventions (including in- school suspension)</b>	<b>Level 2: Out of School Suspension</b>	<b>Level 3: Behavior Contract or Lateral Transfer</b>	<b>Level 4: Alternative Education School Assignment</b>	<b>Level 5: Alternative Education Assignment with Expulsion Referral</b>
21	<b>Hazing</b> <ul style="list-style-type: none"> <li>Students who for the purpose of initiating or enhancing a student's membership in an organization causes or forces that student to violate any criminal law, consume a substance that subjects the student to harm, endure physical, mental or sexual brutality or perform any activity that endangers another person.</li> </ul>	Grades K - 12	Grades 3 -12	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12
22	<b>Sexual Act (Consensual)</b> <ul style="list-style-type: none"> <li>Students who willingly engage in sexual conduct. This includes sexual intercourse, oral sex, or simulated sex, exposing or touching their own sexual parts or touching the sexual parts of another person.</li> </ul>	Grades K - 12	Grades 3 -12	Grades 6 - 12	X	X
23	<b>Sexual act (Non-consensual)</b> <ul style="list-style-type: none"> <li>Students who engage in sexual conduct without the consent of the other involved person/s. This includes sexual intercourse, oral sex, or simulated sex, exposing or touching their own parts or touching the sexual parts of another person.</li> </ul>	<b>COMPLETE THE FOLLOWING STEPS:</b> <b>1) Call Philadelphia Police</b> <b>2) Call Serious Incident desk</b> <b>3) Issue a suspension</b> <b>4) Contact Student Rights and Responsibilities at 215-400-4830</b>				
24	<b>Threats/Intimidation</b> <ul style="list-style-type: none"> <li>Students who introduce fear or a sense of inferiority in another school community member. This includes threatening to engage in an act that causes harm. Threats can be made verbally, in writing, or with gestures.</li> </ul>	Grades K - 12	Grades 3 -12	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12
25	<b>Threatening Mass Violence</b> <ul style="list-style-type: none"> <li>Students who threaten to engage in an act that causes serious physical harm or creates a substantial risk of serious physical harm to members of a school community.</li> <li>For example, threatening to engage in a school shooting or bombing.</li> </ul>	<b>COMPLETE THE FOLLOWING STEPS:</b> <b>1) Call Philadelphia Police</b> <b>2) Call Serious Incident desk</b> <b>3) Issue a suspension</b> <b>4) Contact Student Rights and Responsibilities at 215-400-4830</b>				
26	<b>Possession and/or use of tobacco or electronic smoking devices</b> <ul style="list-style-type: none"> <li>Students who use or possess tobacco or any electronic smoking device on Universal Family of Schools property or at school sponsored events. This includes but is not limited to products containing tobacco, electronic cigarettes, cigars, vaping kits, and hookah.</li> </ul>	Grades K - 12	X	X	X	X

		<b>Level 1: In-school Interventions (including in- school suspension)</b>	<b>Level 2: Out of School Suspension</b>	<b>Level 3: Behavior Contract or Lateral Transfer</b>	<b>Level 4: Alternative Education School Assignment</b>	<b>Level 5: Alternative Education Assignment with Expulsion Referral</b>
27	<b>Possession and/or use of alcohol and/or drugs</b> <ul style="list-style-type: none"> <li>Students who are found to be in possession or who use alcohol or other drugs on school property or at a school sponsored event. This includes drugs in edible form.</li> <li>All students in violation of this rule MUST be referred to the counselor.</li> </ul>	Grades K - 12	Grades 3 -12	Grades 6 - 12	Grades 6 - 12	X
28	<b>Distribution of alcohol and/or drugs</b> <ul style="list-style-type: none"> <li>Students who are found to be sharing or selling alcohol or drugs. This includes drugs in edible form.</li> </ul>	Grades K -12	Grades 3 - 5	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12
29	<b>Possession of incendiary devices and/or explosives</b> <ul style="list-style-type: none"> <li>Students who are found to be in possession of incendiary devices such as matches, lighters, fireworks, bombs, firecrackers, bombshells, and/or other explosives.</li> </ul>	Grades K - 12	Grades 3 -12	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12
30	<b>Use of incendiary devices and/or explosives</b> <ul style="list-style-type: none"> <li>Students who use or activate incendiary devices such as matches, lighters, fireworks, bombs, firecrackers, bombshells and/or other explosives.</li> <li>This may include accidental or intentional fire starting.</li> </ul>	Grades K - 12	Grades 3 -12	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12
31	<b>Possession of a weapon</b> <ul style="list-style-type: none"> <li>Students who possess any object, device, or instrument, which, in its inherent and functional purpose is intended to be a weapon. This includes firearms, whether loaded or not, cap guns, pellet guns, BB guns, knives, box cutters, cutting instruments, nunchaku, or mace.</li> <li>This does not include ordinary objects such as pencils that may have been used during an altercation.</li> </ul>	<b>COMPLETE THE FOLLOWING STEPS:</b> <b>1) Call Philadelphia Police</b> <b>2) Call Serious Incident desk</b> <b>3) Issue a suspension</b> <b>4) Contact Student Rights and Responsibilities at 215-400-4830</b>				
32	<b>Reckless endangerment</b> <ul style="list-style-type: none"> <li>Students who take any action that creates a substantial risk such that serious bodily harm could result to any person. For example, throwing objects across a room or out of a window.</li> </ul>	Grades K - 12	Grades 3 -12	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12

## **Referrals to the Philadelphia Police Department**

Some of the behavior infractions in the code of conduct are also considered crimes according to Pennsylvania state law. Universal Family of Schools has a Memorandum of Understanding (MOU) with the Philadelphia Police Department (PPD) that explicitly states which crimes must be reported to PPD. The crimes that must be reported to the Philadelphia Police Department are as follows:

- Abductions & Attempts
- Assaults
- Bomb Scares
- Burglary
- Drug & Alcohol Offenses
- Fire & False Alarms (Arson)
- Graffiti (if racial or threatening in nature)
- Child Abuse
- Hate Crimes
- Moral Offenses (sexual in nature)
- Property Damage
- Robbery
- Theft
- Trespassing
- Weapon Offenses

A complete copy of the Memorandum of Understanding is available on the Universal Family of Schools website (<https://www.universalfamilyofschools.org/>). Students eleven (11) years old and younger will not be subject to arrest unless they have committed one of the enumerated crimes listed in the Memorandum of Understanding.

Universal Family of Schools also has a Memorandum of Understanding regarding the Diversion Program with the Philadelphia Police department. This program permits PPD to offer alternatives to arrest and criminal prosecution, such as social service supports. The Diversion Program allows Philadelphia Police Department to divert a student from arrest if that student has committed a non-violent offense in school and has no prior arrests. In those cases, the student will receive services from the Department of Human Services.

**The information in this handbook may be updated during the course of the school year.**

The latest version is available on the Universal Family of Schools website (<https://www.universalfamilyofschools.org/>).