



Young Scholars Charter School Behavior Policy Manual

Levels of Behavior and Defining Consequences

At Young Scholars Charter School, we work to ensure that every scholar is able to access as much instructional time as possible. In situations where time out of class is connected to an assigned consequence, we must operate from a place of aligned practice. This begins with ensuring we define misbehaviors and high-stakes consequences in the same way.

Time out of class can take 5 different forms at Young Scholars Charter School.

1. **Removal** – When a scholar is removed from class to a designated area (e.g., Dean’s or DOC’s office) because that scholar is significantly disrupting learning.
2. **In-Grade Suspension** – When a scholar remains in their classroom or another classroom in their grade level but is seated aside from the classroom community and/or prohibited from fully participating in classroom activities.
3. **In-School Suspension**- When a scholar is prohibited from fully participating in the school community due to a behavioral infraction or because they are causing a significant disruption to learning.
4. **Out-of School Suspension** – When a scholar is prohibited from coming to school because of a behavioral infraction or set of infractions.
5. **Expulsion – PA**: The exclusion of a student from the School District for a period exceeding 10 school days. Expulsions may be permanent or may be for a specified period of time.

Below you will find Young Scholars Charter School’s levels of behavior offenses (Level 1, Level 2, Level 3 Short Term and Level 3 Extended) and school based responses. In addition, you will also find interventions to be applied for the levels (Level 1, Level 2, Level 3 Short Term, Level 3 Extended) offenses.

LEVEL 1

Classroom interventions and responses. These interventions aim to teach address misbehaviors so students can learn and demonstrate safe and respectful behavior in order to support the PATH values. Teachers are encouraged to try a variety of teaching and classroom management strategies that are supported by the No Nonsense Nurturer (NNN) approach.

<ul style="list-style-type: none">• Contact parent via phone, e-mail or text message• Verbal Redirection• Written reflection of apology• Restorative Conference• Daily progress sheet on behavior	<ul style="list-style-type: none">• Seat Change• Loss of Classroom Privileges• Reflection• Deductions• Parent or Guardian Conference
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LEVEL 2

Intensive support and administrative staff interventions and responses. These interventions can involve the school Culture Teams (Deans/ Director of Culture) and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school, when possible.

<ul style="list-style-type: none">• Mandatory Parent Conference• Conflict Resolution• Detention• Referral to Student Support Team• Restorative Assignment	<ul style="list-style-type: none">• Community Service• In-School Suspension• Mentoring• Out of School Suspension for repeated
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LEVEL 3 (Short Term)

Short-term Suspension and referral responses. These interventions may involve the removal of a student from the school environment for up to 5 days because of the severity of the behavior. The duration of the suspension, if issued, is to be limited as much as possible while still adequately addressing the behavior.

<ul style="list-style-type: none">• Mandatory Parent Conference• Referral to IEP team for possible manifestation determination• Referral to community organization (mentoring, counseling etc)• Referral to student support team	<ul style="list-style-type: none">• Revision to IEP or 504 as needed• Development of Functional Behavior Assessment and Behavioral Intervention Plan• Short term Suspension (One to three days)
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LEVEL 3 (Extended)

Extended suspension and referral responses. These interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve the placement of the student in an alternative environment that provides additional structure to address behavior. These interventions focus on maintaining the safety of the school community and ending self-destructive and dangerous behavior

<ul style="list-style-type: none">• Parent/guardian notification• Long Term Suspension (4-10 days)• Remand to alternative education setting• Restorative practice strategies	<ul style="list-style-type: none">• Referral to IEP team for possible manifestation determination• Revision to IEP or 504 as needed• Functional Behavior Assessment and Behavior Improvement Plan
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LEVELS OF BEHAVIOR INFRACTIONS AND SCHOOL RESPONSE

Level 1: Teacher-based strategies and Student Support Team/Grade Team strategies (counselor, social worker, etc.) – may be appropriate when student has no prior incidents and interventions have not been put in place	Level 2: Intensive Support Staff/SST referral and Appropriate Administration – may be appropriate when supports have been put in place in the classroom to address behavior, but the behavior has continued to negatively affect the learning of the student and others.	Level 3: Short-term (ST) Suspension (1-3 days) and Referral – may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses)	Level 3: Extended (E) Suspension (4-10 days) OR Remand (more than 11 days) and placement in an alternative education setting and Referral – may be appropriate when student's behavior seriously affects the safety of others in the school	
BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3 (ST)	LEVEL 3 (E)
Academic Dishonesty (e.g., cheating or plagiarizing) Students may receive a failing grade for that assignment		•		
Alcohol - School staff is required to refer student to appropriate substance abuse counseling. <ul style="list-style-type: none"> • Under the influence • Using or possessing • Distributing or selling 			•	
Assault on Student				
<ul style="list-style-type: none"> • No injury (no visual, physical injuries; includes incidents of domestic violence or relationship disputes) • Bodily injury • Two or more persons intentionally attacking a student 		•		
			•	
			•	
Bomb Threat				•

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BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3 (ST)	LEVEL 3 (E)
Bullying, Intimidation Including Cyberbullying and Gang-Related Incidents <ul style="list-style-type: none"> • Intentional conduct (including verbal, physical or written conduct) or electronic communication that is threatening or seriously intimidating and substantially disrupts the orderly operation of a school • Serious bullying (i.e., repeatedly over time engaging in intentional negative behaviors that adversely affect another student's ability to participate in or benefit from a school's education or extracurricular programs) • Recording or publishing a fight or other disturbance 		•		
			•	
			•	
Bus Violations				
<ul style="list-style-type: none"> • Minor disruption on the bus (e.g., eating, drinking, being too loud, standing) 		•		
<ul style="list-style-type: none"> • Serious disruption on the bus <i>Note: Major and/or habitual misconduct may result in bus privileges being revoked.</i>		•		
Class Cutting				
<ul style="list-style-type: none"> • Failure to appear or attend a scheduled class 		•		

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BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3 (ST) LEVEL 3 (E)
Classroom Disruption			
<ul style="list-style-type: none"> • Talking out in class or talking out of turn; picking on, bothering or teasing other students (not bullying); and other behavior that distracts from student learning • Serious classroom disruption that directly affects the safety of others without causing physical harm (e.g., throwing harmful items, turning over tables, or disrupting a fire or safety drill) 	•		
		•	
Defiance of Authority and/or Insubordination (nonviolent/nonphysical)			
<ul style="list-style-type: none"> • Failure to follow directions • Failure to respond to school staff questions or requests 	•		
	•		
Disrespectful Behavior			
<ul style="list-style-type: none"> • Making inappropriate gestures, symbols or comments, or using profane or offensive language • Using verbal insults or put-downs, or lying to, misleading or giving false information to school staff 	•		
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BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3 (ST)	LEVEL 3 (E)
Dress Code Violation <ul style="list-style-type: none"> • Elementary • Secondary 	•			
	•			
Drugs or Controlled Substances (at school, school-sponsored activities or when involved in incidents affecting the safety or welfare of the school community); District staff is required to refer student to appropriate substance abuse counseling. <ul style="list-style-type: none"> • Under the influence • Using or possessing • Distributing or selling 				
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				•
				•
False Activation of a Fire Alarm <i>Note: School staff is required to refer student to a fire safety class.</i>		•		
Fighting (or "Pre-fighting") <ul style="list-style-type: none"> • Mutual fighting (may include incidents resulting in minor injuries) that is easily broken up 				
		•		
Fire Setting/Arson <i>Note: School staff is required to refer student to a fire prevention class.</i>				•
Gambling <ul style="list-style-type: none"> • Requiring the use of money or exchangeable goods 				
		•		

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BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3 (ST)	LEVEL 3 (E)
<p>Hallway Misbehavior</p> <ul style="list-style-type: none"> • Running, making excessive noise, loitering, or persistent hall-walking 	•			
<p>Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability or Religion, Including Cyber harassment</p> <ul style="list-style-type: none"> • Minor harassment (e.g., verbal discriminatory actions) • Serious harassment (e.g., persistent or long-term harassment) 		•	•	
<p>Inciting or Participating in Disturbance</p> <ul style="list-style-type: none"> • Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption, such as a riot • Using an electronic device to bring others to initiate or engage in a disturbance 		•	•	

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BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3 (ST) LEVEL (E)	
Inhalants - Medical personnel must be immediately notified if a student is found to be under the influence or using an inhalant. School staff is required to refer students to appropriate substance abuse counseling. <ul style="list-style-type: none"> • Under the influence • Using or possessing • Distributing or selling 		•		
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				•
				•
Physical Contact with School Personnel <ul style="list-style-type: none"> • Unintentionally striking a staff member who is intervening in a fight, violent behavior or other disruptive activity • Attack against school personnel: physically attacking an employee, including intentionally striking a staff member who is intervening in a fight or other disruptive activity 		•		
			•	
Portable Electronic Device Use at Unauthorized Times <ul style="list-style-type: none"> • Use of cell phones, PDAs, iPods, electronic game devices 	•			
Property Damage, Including Graffiti <ul style="list-style-type: none"> • Minor (less than \$50) or accidental damage • Intentional damage to another person's or school property 		•		
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BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3 (ST)	LEVEL 3 (E)
<p>Robbery</p> <ul style="list-style-type: none"> • Taking from another money or property by force or intimidation without a weapon 				•
<p>School Equipment Use without Permission</p> <ul style="list-style-type: none"> • Use of computers, fax machines, phones, etc. 		•		
<p>Serious Bodily Inquiry (Aggravated Assault)</p> <ul style="list-style-type: none"> • Causing substantial risk of death or causing permanent or serious disfigurement, loss of function of any part of the body or impairment of the function of any part of the body 				•
<p>Sexual Assault or Offense</p> <ul style="list-style-type: none"> • Forced sexual act <p><i>Note: District staff is required to refer student to appropriate counseling.</i></p>				•

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BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3 (ST)	LEVEL 3 (E)
Sexually-Based Infraction				
<ul style="list-style-type: none"> Sexual harassment (e.g., unwelcome sexual advances; requests for sexual favors; other inappropriate verbal, written or physical conduct of a sexual nature) 			•	
<ul style="list-style-type: none"> Sexual activity or sexual misconduct (e.g., indecent exposure, engaging in sexual activity, etc.) 				•
Tardiness				
<ul style="list-style-type: none"> To class or to school 	•			
Threat Against School Personnel, Written or Verbal				
<ul style="list-style-type: none"> Pre-k to grade 2 		•		
<ul style="list-style-type: none"> Grades 3 to 5 			•	
<ul style="list-style-type: none"> Grades 6 to 8 				•
Theft				
<ul style="list-style-type: none"> Less than \$500 			•	
<ul style="list-style-type: none"> Greater than \$500 				•

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BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3 (ST)	LEVEL 3 (E)
Tobacco Possession or Use (including e-cigarette) <i>Note: School staff is required to refer students to appropriate substance abuse counseling.</i>			•	
Trespassing <ul style="list-style-type: none"> • Being on school property without permission and without intent to incite or participate in a disturbance, including while suspended or expelled • Being on school property without permission in order to incite or participate in a disturbance • Breaking and entering 		•		
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			•	

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BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3 (ST)	LEVEL 3 (E)
<p>Weapons, Firearms and Explosives (at school, school-sponsored activities or when involved in incidents affecting the safety or welfare of the school community)</p> <ul style="list-style-type: none"> • Explosives (possession, sale, distribution, detonation or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares or any combustible or explosive substances or combination of substance or articles, other than a firearm) • Firearms (possession of a firearm as defined in 18 USC 921 of the federal code e.g., handguns, rifles, shotguns and bombs) • Other weapons (possession of any implement which could cause bodily harm, other firearm, or other gun). Other weapons include, but are not limited to, a switchblade knife, hunting knife, star knife, razor (including straight or retractable razor), brass knuckles, box cutter, any mace derivative, tear gas device, or pepper spray product. • Possession of a toy gun or water gun that is not used in the commission of an aggressive act toward another person 				
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Special Education & 504 Plan Considerations

Time out of class for scholars with IEPs, 504 Plans, or suspected disabilities requires additional considerations and actions. *When a scholar with an IEP, 504 Plan, or suspected disability accumulates 10 days of suspension a Manifestation Determination Review (MDR) must be conducted. The purpose of the Manifestation Determination Review is to ensure that a scholar with a disability is not discriminated against by imposing disciplinary sanctions for behavior that is a manifestation of his/her disability. After 5 days of suspension, schools must provide related services and compensatory education regardless of the outcome of the MDR. Scholars who are in evaluations for special education or have a potential disability at the time of the violation may assert the protections of scholars with an IEP or 504 Plan. While the 10 days of suspension generally refers to out-of-school suspensions, an ISS must meet three specific criteria in order to not count toward a scholar's 10 days: (1) scholar is provided appropriate participation in GenEd curriculum, (2) scholar receives services identified on the IEP, and (3) scholar continues to participate with nondisabled scholars. If a scholar is suspended from transportation and receives transportation as a related service, the transportation suspension would constitute a day of suspension towards a MDR.*

At each school, the Director of Student Support (DSS) is responsible for monitoring and determining when the behavior subject to disciplinary action will result in a change of placement, a removal for more than 10 consecutive days or when there is a pattern of behavior resulting in cumulative removals that would exceed 10 days within a school year. *When applicable, the DSS must convene an MDR. The MDR must take place within 10 school days of a decision to change a scholar's placement as a result of an infraction to the school's code of conduct, and can be convened with as little as 24-hours' notice to parents.*

If a scholar with an IEP is placed in an alternative educational setting during a suspension or pending an MDR, the scholar must continue to receive educational services consistent with the IEP so as to enable the scholar to continue to participate in the general education curriculum and to progress towards meeting the goals set out in the IEP – even if the services take place in another location.

Additionally, under the Individuals with Disabilities Education Act (IDEA) and state statutes and regulations, schools are required to identify children in need of special education services (also known as "Child Find"). Regulations provide that repeated discipline offenses should be evaluated as an automatic trigger for consideration for an evaluation.

Removal

A removal accompanied by a referral is issued when a scholar is removed from class to a designated area (e.g., Dean or Culture office) as a consequence for significantly disrupting learning. Whenever possible, teachers and deans should work to redirect behavior in the classroom so that scholars do not miss learning time; a removal or send out should be the last resort. If the scholar must go to a designated area to correct their behavior, it is considered a removal. Once the send out takes place, the DOC should work to deescalate behavior, hold an accountability conversation to gather pertinent information on the situation that occurred and teach replacement behaviors as quickly as possible to avoid lost learning time. Removals should occur only at the discretion of the DOC or their stand-in (e.g. Deans). Class time missed for academic and behavioral supports/advancement (e.g., counseling, college interview, etc.) does not count as a removal, but should be minimized and/or take place during non-instructional time whenever possible.

A removal is considered time out of class for up to and no more than 90 minutes.

In-Grade Suspension

An In-Grade Suspension (IGS) is when a scholar remains in their classroom or in another classroom in their same grade level but is seated aside from the classroom community and/or prohibited from fully participating in classroom activities. At Young Scholars Charter School, an IGS is when a school chooses to have a scholar attend class in another classroom in their grade level or small group/individual instruction of the same content that their class is learning (e.g., a staff member teaching content in a separate part of the classroom or school building). This consequence also describes scholars who are seated in their classroom but away from other scholars as a consequence and/or means of limiting their distraction to other scholars.

Young Scholars Charter School considers an IGS as exclusion from normal classroom activities and interactions while remaining in the same grade level class and should not extend beyond **2 days**.

In-School Suspension

An In-School Suspension (ISS) is when a scholar is prohibited from attending class as a consequence for a behavioral infraction or because they are causing a significant disruption to learning. At Young Scholars Charter School, an ISS is when a scholar is prohibited from accessing grade level instruction and is not seated in a classroom of their respective grade level. ISS can take place in a culture office, ISS room or in the classroom of another teacher of a different grade level. Any time a scholar is prohibited from receiving grade level instruction for a duration longer than 90 minutes, a school needs to assign an ISS.

■ In PA, Young Scholars Charter School considers an ISS as exclusion from a classroom for disciplinary purposes that allow a student to remain under the direct supervision of school personnel for **1-3 days**.

Out-of-School Suspension

An Out-of-School Suspension (OSS) is when a scholar is prohibited from coming to school as a consequence for a behavioral infraction or set of infractions.

■ In PA, an OSS is designated as either Short-Term (ST) or Long-Term (LT):

- A **STOSS** is time out of school for **more than 4 hours and up to 3 days**.
- A **LTOSS** is time out of the school **of more than 3 days and up to 10 days**. When assigning a LTOSS, Principals and DOC's can also consider drafting a "stipulation" outlining criteria for early re-entry. Schools considering a LT OSS must contact their Principal Manager for approval.

Expulsion

■ In PA, an **Expulsion is when a scholar is prohibited from coming to school for more than 10 days and up to 1 year as a consequence for a behavioral infraction or set of infractions**.

- No scholar shall be expelled without an expulsion hearing
- For weapon related offenses, schools are required to recommend an expulsion for one year.
- Generally, schools should expel scholars under rare, rare circumstances.
- Principals and DOC's can consider drafting a "stipulation" outlining criteria for early re-admission. Schools considering an Expulsion must contact their Principal Manager for approval and to access further communication/documentation requirements and legal counsel.

Dean Removals

- Teacher refers scholar to the DOC or dean. The DOC or dean pick up the scholar from the classroom, work to deescalate and proceed to designated removal location** (e.g. Dean's Office, etc.). In order to ensure documentation of time-in and time-out, the referring staff member must complete a Referral Form when referring a scholar to the dean or DOC. The Referral Form should indicate (1) teacher name, (2) class, (3) send out time, (4) level of severity and (5) description of event. See [Appendix](#) for a sample Referral Form.
- Scholar arrives at designated removal location and is signed in.** In order to ensure documentation of time-in and time-out, we strongly suggest having a paper Sign-In Log (similar to a Visitor Log in the Main Office) or Google Doc tracker to quickly capture who has been sent out of the classroom. See [Appendix](#) for a sample Sign-In Sheet. Also, please note that **all schools must track referrals in Kickboard or file for every student.** The following information must be documented for all referrals: scholar name, date, time-in, time-out, teacher name, class, event description.
- Once in the referral location, a multistep process occurs:**
 - **Deescalate and Establish Compliance:** If the scholar is agitated, the staff members works to deescalate the student. Once deescalated, the staff member works with the scholar to follow directions the first time they are given.
 - **Accountability Conversation (Informal Hearing):** This is the scholar's opportunity to reflect on the incident with the staff member. This is the staff member's opportunity to gather relevant information regarding the infraction that occurred. While the staff member can take written notes, the scholar's account should be shared orally.
 - **Family Conversation:** The staff member calls the parent to share what happened and puts the student on the phone with the parent. During this time, the student reflects with the parent on the incident.
 - **Replacement Behavior Practice:** The student practices replacement behaviors with the staff member.
 - **Classwork or Apology Letter:** Depending on the required length of the send-out, the student completes classwork or writes an apology letter to others involved.
- When scholar is prepared to return to class, scholar is signed out and total removal time is reviewed by DOC or dean.** In order to ensure a successful reentry, the staff member escorts the student back to class and works with the teacher to reintegrate the student. A removal should not last longer than a full class period. In the event that a removal lasts longer than a full class period the staff member should consider assigning an ISS.
- By the end of the day, the DOC or designee ensures all data for each referral is captured. As mentioned above, all schools must track referrals – in either Kickboard or their school-based system.** The following information must be documented for all removals: scholar name, date, time-in, time-out, teacher name, class, event description.

In-School Suspension

- Accountability Conversation (Informal Hearing):** This is the scholar's opportunity to reflect on the incident with a staff member. This is the staff member's opportunity to gather relevant information regarding the infraction that occurred. While the staff member can take written notes, the scholar's account should be shared orally or in writing.
- DOC assigns ISS.** If the scholar has an IEP or 504 Plan, it is a good practice to contact the DSS and assess data to determine if additional requirements are needed (e.g., MDR).

3. **DOC or designee collects relevant documents (e.g. artifacts, teacher notes) and initiates the ISS Checklist Process.** The ISS Checklist can be found in the [Appendix](#).
4. **DOC or designee calls parent to inform parent of scholar ISS, the length of the ISS, the event/behavior that led to the ISS and when/where the scholar should report.** If the parent cannot immediately be reached by phone, the school must leave a message so that parent is aware of the scholar's ISS. Additionally, all parent communication around suspensions must be logged. The communication should be logged in Kickboard or in the school's parent communication tracker.
5. **DOC or designee prepares for ISS by collecting classwork, homework, etc. from scholar's teacher for scholar to complete.** For scholars with an IEP it is critical to engage with the DSS to determine if the suspension days count toward the 10 days out of school.
6. **By the end of the day, the DOC or designee enters ISS in Kickboard and PowerSchool with the aid of the [Behavior Code Index](#).** The ISS entry should also capture any re-entry or incident-specific practices used (e.g., family meeting, public apology, behavior contract, etc.).
7. **By the end of the day, the DOC or designee generates ISS Formal Letter.** Links to ISS Formal Letters can be found in the [Appendix](#).
8. **DOC or designee hands off Formal Letter and ISS Checklist and relevant documents to Ops Team.**
9. **Ops Team sends Formal Letter home to be received within 24 hours of ISS being assigned.** Can be given to student or mailed.
10. **Ops Team files ISS Checklist "packet" in the scholar's student file.** Ops Team files all documents – Checklist with all items marked complete, supporting documents and Formal Letter in the scholar's student file.
11. **Scholar begins to serve ISS the following day.** If a scholar reports to ISS as directed, the scholar will be considered present in PowerSchool. Ops Teams should ensure that there is clear, daily communication of ISS scholars and scholar attendance. We do know there are circumstances where the suspension begins the same day as infraction. In these circumstances, it is even more important that the DOC or designee calls to inform parent of scholar that an ISS was issued and served so that they are not hearing about it for the first time from their scholar. If the parent cannot immediately be reached by phone the school must leave a message so that the parent is aware of the scholar's ISS.
12. **If applicable, DOC or designee updates Kickboard, PowerSchool and student file with additional information and materials (e.g., length of ISS is shortened, scholars agree to behavior plan).**

Out-of-School Suspension

1. **Accountability Conversation (Informal Hearing):** This is the scholar's opportunity to reflect on the incident with a staff member. This is the staff member's opportunity to gather relevant information regarding the infraction that occurred. While the staff member can take written notes, the scholar's account should be shared orally or in writing.
2. **SD or DOC assigns OSS.** If the scholar has an IEP or 504 Plan, it is a good practice to contact the DSS and assess data to determine if additional requirements are needed (e.g., the OSS will result in cumulative removal of more than 10 days, the school will conduct an MDR).

In PA, an *ST OSS* is time out of school for *more than 4 hours and up to 3 days*.

3. **DOC or designee collects relevant documents (e.g., scholar statements, teacher notes) and initiates the OSS Checklist Process.** The OSS Checklist can be found in the [Appendix](#).
4. **DOC or designee calls parent to inform parent of scholar OSS, the length of the OSS, the event/behavior that led to the OSS and, if available, when/where the scholar should report for alternative education.** If the parent cannot immediately be reached by phone, the school must leave a message so that parent is aware of the scholar's OSS. Additionally, all parent communication around suspensions must be logged. The communication should be logged in Power School or in the school's parent communication tracker.

As best practice, scholars are also entitled to, but not required to, have an "informal conference" with the principal when assigned a ST OSS. At this conference, the scholar and/or parent should have the opportunity to present his/her case and have his/her OSS determination reversed by the principal.

5. **By the end of the day, the DOC or designee enters OSS in Power School.** The OSS entry should also capture any re-entry or incident-specific practices used (e.g., family meeting, public apology, behavior contract, etc.).
6. **At the end of the day, the DOC or designee generates OSS Formal Letter.** The OSS Formal Letters can be found in the [Appendix](#).
7. **DOC or designee hands off Formal Letter, OSS Checklist and relevant documents to Ops Team.**
8. **Ops Team sends Formal Letter home to be received within 24 hours of OSS being assigned.** Given the tight turnaround, we recommend using a form of express delivery that provides receipt of delivery. If available, receipt of mailing is also kept with OSS Checklist "packet."
9. **Ops Team files OSS Checklist "packet" in the scholar's student file.** Ops Team files all documents – Checklist with all items marked complete, supporting documents and Formal Letter in the scholar's student file.
10. **Scholar begins to serve OSS the following day.** If a scholar reports to alternative education, the scholar will be considered Absent-Exempt in PS and therefore considered Present for school attendance reporting purposes. If a scholar does not report to alternative education, the scholar will be considered Absent. Similarly, if a scholar is sent home the day of the incident and begins to serve their OSS immediately, the scholar should be marked as Early Dismissal-Exempt in PS. Ops Teams should ensure that there is clear, daily communication of OSS scholars and scholar attendance.
11. **If applicable, DOC or designee updates PowerSchool and student file with additional information and materials** (e.g., length of OSS is shortened, scholars agree to behavior plan).
12. **DOC schedules a reentry meeting with the parent and scholar that should happen before the scholar returns to class. This meeting is intended to ensure a successful reentry to class. The child should reflect on the incident and what he/she will do different next time, practice replacement behaviors with the parent and dean and prepare to return to class.**

Out-of-School Suspension (Long-Term)

1. **Accountability Conversation (Informal Hearing):** This is the scholar's opportunity to reflect on the incident with a staff member. This is the staff member's opportunity to gather relevant information regarding the infraction that occurred. While the staff member can take written notes, the scholar's account should be shared orally or in writing.

2. **Principal decides to assign LT OSS and contacts Principal Manager for approval.** schools considering a Long-Term OSS should issue a Short-Term OSS in conjunction to ensure that all formal hearing steps are taken within the legal timeframes. If the scholar has an IEP or 504 Plan, SD or DOC contacts the DSS and assesses data to determine if additional requirements are needed (e.g., the OSS is longer than 10 days and/or results in the cumulative removal of more than 10 days).

In PA, an LT OSS is time out of the school of more than 3 days and up to 10 days.

3. **DOC or designee collects relevant documents (e.g., scholar statements, teacher notes) and initiates the LT OSS Checklist Process.** The LT OSS Checklist can be found in the [Appendix](#).
4. **DOC or designee calls parent to inform parent of scholar OSS, the length of the OSS, the event/behavior that led to the OSS and, if available, when/where the scholar should report for alternative education. *The school must also inform the parent that a formal hearing will take place by the 5th day after the incident and that the parent will have at least 3-days' notice.*** If the parent cannot be immediately reached by phone, the DOC or designee must leave a message so that the parent is aware of the scholar's OSS. Additionally, all parent communication around suspensions must be logged. The communication should be logged in Power School or in the school's parent communication tracker.
5. **By the end of the day, the DOC or designee enters OSS in PowerSchool.** The OSS entry should also capture any re-entry or incident-specific practices used (e.g., family meeting, public apology, behavior contract, etc.).
6. **At the end of the day, the DOC or designee generates OSS Formal Letter.** The OSS Formal Letters can be found in the [Appendix](#).
7. **DOC or designee hands off Formal Letter, OSS Checklist and relevant documents to Ops Team.**
8. **Ops Team sends Formal Letter home to be received within 24 hours of OSS being assigned.** Given the tight turnaround, we recommend using a form of express delivery that provides receipt of delivery. If available, receipt of mailing is also kept with OSS Checklist "packet."
9. **School schedules and holds formal hearing with Regional ED, Principal scholar and parent.**
10. **Ops Team files OSS Checklist "packet" in the scholar's student file.** Ops Team files all documents – Checklist with all items marked complete, supporting documents, Formal Letter, documentation of hearing and final hearing determination in the scholar's student file.
11. **If applicable, DOC or designee updates PowerSchool and student file with additional information and materials (e.g., length of OSS is shortened, copy of Stipulation).**
12. **DOC schedules a reentry meeting with the parent and scholar that should happen before the scholar returns to class.** This meeting is intended to ensure a successful reentry to class. The child should reflect on the incident and what he/she will do different next time, practice replacement behaviors with the parent and dean and prepare to return to class.

Expulsion

1. **Accountability Conversation (Informal Hearing):** This is the scholar's opportunity to reflect on the incident with a staff member. This is the staff member's opportunity to gather relevant information regarding the infraction that occurred. While the staff member can take written notes, the scholar's account should be shared orally or in writing.
2. **Principal decides to expel a scholar and contacts Regional ED for approval.** Given the communication

requirements, schools considering an expulsion should issue a Short-Term OSS in conjunction to ensure that all formal hearing steps are taken within the legal timeframes. If the scholar has an IEP or 504 Plan, DOC contacts the DSS; the school will conduct an MDR upon conclusion of the Expulsion Hearing.

In PA, an Expulsion is when a scholar is prohibited from coming to school for more than 10 days and up to 1 year as a consequence for a behavioral infraction or set of infractions.

3. **DOC or designee collects relevant documents (e.g., scholar statements, teacher notes) and initiates the Expulsion Checklist Process.** The Expulsion Checklist can be found in the [Appendix](#).
4. **A Board decision is required to expel a student.** We must have a hearing officer and the Board of Trustees must convene for an expulsion hearing.
5. **Within 5 days of the incident, DOC or designee schedules Expulsion Hearing and issues an Expulsion Notice** to the parents and to the secretary of the board. Expulsion Notice can be found in the [Appendix](#).
6. **During the period prior to the Board hearing and providing a decision on an expulsion case the student, unless on suspension, shall remain in class except:**
 - If it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety, morals or welfare of others; and
 - If it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days, if the formal hearing is not unreasonably delayed.
 - Students may not be excluded from school for more than 15 school days unless mutually agreed upon by the school and parent/guardian. Any student excluded for more than 15 days will be provided with alternative education, which may include home study.
7. **DOC or designee hands off Expulsion Notice, Expulsion Checklist and relevant documents to Ops Team.**
8. **Ops Team sends Expulsion Notice home to be received within 5 days of the incident.** Given the important nature of the document, schools must use a form of express delivery that provides receipt of delivery. If available, receipt of mailing is also kept with OSS Checklist "packet."
9. **School holds Expulsion Hearing with Board, scholar and parent.** *If the family chooses to waive the right to have a hearing, to have 5-days' notice or to have the hearing convened within 10 days, the family must sign a waiver. A request for postponement may be granted at the Principal's discretion given a minimum of 24-hours' notice and a showing of good cause. Failure to do so will result in the hearing being conducted in the family's absence. If the family participates in the hearing and does not contest, the school can draft a stipulation outlining the terms by which the scholar can re-enter the school early.*
10. **Upon hearing outcome, the DOC or designee enters expulsion in Power School.** The expulsion entry should also capture any re-entry or incident-specific practices used (e.g., family meeting, public apology, behavior contract, etc.).
11. **Upon hearing outcome, scholar begins to serve expulsion.** If a scholar reports to alternative education, the scholar will be considered present in our attendance records. If a scholar does not report to alternative education, the scholar will be considered Absent. Ops Teams should ensure that there is clear, daily communication of expelled scholars and scholar attendance.
12. **Ops Team files Expulsion Checklist "packet" in the scholar's student file.** Ops Team files all documents – Checklist with all items marked complete, supporting documents, Formal Letter, documentation of hearing and final hearing determination in the scholar's student file and submits to district.

13. If applicable, DOC or designee updates PS and student file with additional information and materials (e.g., length of expulsion is shortened, copy of Stipulation).
14. In the event the student is dissatisfied with the results of the hearing, an appeal may be filed in accordance with the Local Agency Law to the Court of Common Pleas within thirty (30) days of receipt of that Adjudication. If it is alleged that a constitutional issue is involved, the student may be able to file a claim for relief in the Federal District Court. Students and their parents/guardians will be apprised of these rights. See Appeals Process section below.

Due Process

Authority of School Administration

Every teacher, designated supervisory personnel and/or school administrator, has the right to exercise the same authority as to the conduct and behavior over the pupils during the time they are in attendance at school, including traveling to and from school, as the parents or guardians may exercise over them.

Description of the due process hearing

At the beginning of the hearing, a duly authorized committee of the Board, or a duly qualified hearing examiner, who need not be a member of the board, but whose adjudication must be approved by the Board, (herein called Hearing Officer) shall inform the student and the student's representative(s) that:

The School's and the student's representatives shall have the right to examine and cross-examine witnesses; The student has the privilege against self-incrimination, but that if the student does testify, he/she shall be subject to cross-examination; The Charter School has the burden of proving the charges by a preponderance of the credible evidence;

A transcript of the proceedings shall be maintained and made available to the student's representative upon request; and the hearing shall be private or open to the public, as determined by the student's representative.

The person conducting the hearing shall not have intimate knowledge of the details of the charges to assure an impartial, unbiased hearing of the case.

The Hearing Officer shall inform the parties that:

The case will proceed by having the school present its evidence through witnesses and other evidence first;

The school's witnesses shall be subject to cross-examination by the student's representative; and

The student will then have the opportunity to present witnesses on his/her behalf, subject to cross-examination by the school's representative.

Following the conclusion of the testimony and the introduction of other evidence matters, the parties shall be afforded the opportunity to present oral arguments to the Hearing Officer indicating the reasons why the charges should be sustained or dismissed.

Student Rights

1. This policy sets forth guidelines by which student rights are to be determined consistent with law.
2. The Board of Trustees has the authority and responsibility to establish reasonable rules and regulations for the conduct and deportment of students of this school. At the same time, no student shall be deprived of equal treatment and equal access to the educational program, due process, a presumption of innocence, and free expression and association in accordance with these guidelines.
3. Attendant upon the rights established for each student are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority and compliance with the rules and regulations of this school.

4. A student who has reached the age of 18 years possesses the full rights of an adult and may authorize those school matters previously handled by his/her parents.
5. The School Director/Dean of Students shall observe the disciplinary procedures consistent with law and Board policy to ensure that student rights under varying conditions are properly respected.

Appeal Process

A parent or guardian may make a written request to the School Leader to appeal a disciplinary action including but not limited to short-term and long-term suspensions and expulsions within twenty-four hours of receiving notification of the suspension/expulsion.

Step 1: Appeal to School (for suspensions only)

The School Leader will schedule the Appeal Hearing within two days of receiving the written request. The student may be represented at the hearing only by parents or guardians and one additional adult, who may be legal counsel, a member of the clergy, a social worker, etc. The hearing will be conducted by the Principal. The hearing shall be closed to the public and may include the presentation of evidence, testimony, and questioning of those present. The hearing will not be recorded verbatim by stenographic, tape, or other means. The School Leader will notify the parent or guardian of the decision within 24 hours of the Appeal Hearing. If the disciplinary decision (suspension/expulsion) is overturned, the cumulative record of the student and any other school-maintained records will reflect that conclusion.

Step 2: Appeal to Disciplinary Committee

If the disciplinary decision (suspension) is upheld and the parent or guardian wants to continue the appeal process, the parent or guardian may make a written request to the Young Scholars CS Discipline Committee within two days of receiving the Principal's Appeal Hearing decision, stating why the suspension should be reversed or modified. The Hearing Officer will schedule the Appeal Hearing within two days of receiving the written request. The student may be represented at the hearing only by parents or guardians and one additional adult, who may be legal counsel, a member of the clergy, a social worker, etc.

The hearing will be conducted by the Young Scholars CS Discipline Committee (as determined by the school leader). The hearing shall be closed to the public and may include the presentation of evidence, testimony, and questioning of those present. The hearing will not be recorded verbatim by stenographic, tape, or other means. The Young Scholars CS Discipline Committee will notify the parent or guardian of the decision within 24 hours of the Appeal Hearing. If the disciplinary decision (suspension/expulsion) is overturned, the cumulative record of the student and any other school-maintained records will reflect that conclusion.

Step 3: Appeal to Board

If the disciplinary decision (suspension/expulsion) is upheld and the parent or guardian wants to continue the appeal process, the parent or guardian make a written request to the Young Scholars CS Board of Trustees, stating why the suspension should be reversed or modified within two days of receiving the Young Scholars CS Discipline Committee Appeal Hearing decision. The Hearing Officer will schedule the Appeal Hearing within two days of receiving the written request. The student may be represented at the hearing only by parents or guardians and one additional adult, who may be legal counsel, a member of the clergy, a social worker, etc. The hearing will be conducted by the Young Scholars CS Board of Trustees Discipline Committee. The hearing shall be closed to the public and may include the presentation of evidence, testimony, and questioning of those present. The hearing will not be recorded verbatim by stenographic, tape, or other means. The Young Scholars CS' Board of Trustees will notify the parent or guardian of the decision within 24 hours of the Appeal Hearing. If the disciplinary decisions overturned, the cumulative record of the student and any other school-maintained records will reflect that conclusion. If the Young Scholars CS Board of Trustees Discipline Committee upholds the suspension, the suspension shall be imposed, and such decision will be final.

Compulsory Education

- In PA, Young Scholars Charter School will adhere to the local code pertaining to providing educational services during a suspension:
 - If a student is **suspended for 1-10 days**, he/she shall be allowed to complete any missed assignments and exams without penalty.
 - If a student is **expelled**, the parents/guardians are responsible for providing alternate education through placement in another school, tutorial, correspondence study or another educational program approved by the state.

Restraint and Seclusion Policy

At Young Scholars Charter School, we strongly believe that all students can succeed if they have access to a great education. Consequently, there is a need to develop policies and procedures that support the learning and development of all students. As a result, we have put in place standard operating procedures that will be employed by staff members when crisis intervention is needed to protect the safety, health or welfare of all students and staff in the school setting.

This policy is based upon and in alignment with the state statues for PA. We need to follow all of the guidelines in this policy in order to be in compliance.

Young Scholars Charter School' Policy

The use of physical restraint on any student shall be limited to emergency situations to avoid imminent injury to the student or others. Use of seclusion shall not be used on any student, unless in an emergency situation to avoid imminent injury to the student or others, or, in the rare instance that it is specified as an option in a student's special education individualized education program. In every instance that a student is placed in restraint or seclusion the student's parents or guardian must be notified.

Physical Restraint: Any mechanical or personal restriction that immobilizes or reduces the free movement of a child's arms, legs or head. It does not include: (1) briefly holding a child in order to calm or comfort the child; (2) restraint involving the minimum contact necessary to safely escort a child from one area to another; (3) medication devices, including supports prescribed by a health care provider to achieve proper body position or balance; (4) helmets or other protective gear used to protect a child from injuries due to a fall; or (5) helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or IEP and is the least restrictive means available to prevent self-injury.

- Only staff members who have "Handle with Care" or "Crisis Prevention and Intervention" training are able to perform physical restraints.

Seclusion: The confinement of a person in a room, whether it be alone or with supervision in a manner that prevents the person from leaving the room. In a public school, seclusion does not mean any confinement of a child where the child is physically able to leave the area of confinement including in-school suspension and time out.

Emergency Use of Restraint or Seclusion & Notification

In instances of emergency restraint or seclusion, notification to parents should be made on the day of, or within 24 hours after, the emergency intervention of restraint or seclusion to prevent imminent injury to the student or others. The notification must be made by phone, e-mail, or in person. Regardless of whether the parent has received this initial notice, the school must send him or her copy of the incident report no later than two business days after the emergency use of restraint or seclusion.

Reporting Requirements

Each incident in which physical restraint or seclusion is used on a student in an emergency situation will be reported to State Department of Education. Incident reports will utilize the incident form and will be completed no later than the school day following the incident.

Use of Seclusion as Part of IEP

When seclusion is part of the IEP, the Planning and Placement Team (PPT)/IEP Team and parents must determine a timetable and method of notification for each incident.

A PPT/IEP Team's decision to include seclusion in a special education student's IEP must be based on a functional assessment of behavior and other relevant information, and the PPT must indicate why it is an appropriate behavior intervention. This assessment and other information must be included in the IEP as the basis for including seclusion.

The IEP must also specify:

- the location of the seclusion, which may be more than one place in the school;
- maximum duration of any period of seclusion;
- maximum number of times during a single day a student may be in seclusion;
- the frequency of monitoring required for the student while in seclusion; and
- any other relevant issue the by agreement of the PPT.

The period of seclusion must (1) be limited to the time needed to allow the student to compose him or herself and return to class and (2) not exceed one hour. Seclusion may continue beyond one hour only with written authorization of the principal or his or her designee if the continuation is necessary to prevent imminent injury.

When use of seclusion as an intervention is repeated more than two times in any school quarter, the PPT/IEP Team:

- must convene to review the use of seclusion in the IEP,
- may consider additional evaluations or assessments, and
- may revise the IEP as appropriate.

At least annually, the PPT/IEP Team must meet to review whether the continued use of seclusion for the student is still appropriate. The PPT/IEP Team must inquire as to whether the student has any known medical or psychological conditions that would be adversely affected by seclusion, and a student with any such condition may not be placed in seclusion.

Seclusion Monitoring

A student in seclusion must be monitored as described in his or her IEP by a provider or assistant specifically trained in physical management, physical restraint and seclusion procedures, including training to recognize health and safety issues for children placed in seclusion.

Seclusion Room Requirements

The seclusion room must (1) be of appropriate size to the student's chronological and developmental age, (2) be equipped with heating, lighting, ventilation, and cooling systems comparable with the rest of the school, (3) be free of objects that could pose a danger to the student, (4) only be permitted to have a door lock if the lock is equipped with a device that automatically disengages the lock in an emergency, and (5) have an unbreakable observation window located in a wall or door to permit visual monitoring of the student and any provider or assistant in the room.

Appendix

- Appendix 1: Removal Form.....
- Appendix 2: Removal Room Sign-In Sheet
- Appendix 3: ISS Checklist
- Appendix 4: Short-Term OSS Checklist
- Appendix 5: Long-Term OSS Checklist
- Appendix 6: Expulsion Checklist
- Appendix 7: Behavior Code Guide
- Appendix 8: Incident Reports of Physical Restraint and Seclusion

REMOVAL FORM

Please fill out this form in its entirety.

Scholar Name: _____

Date: _____ Time: _____ Class: _____ Teacher Name: _____

CAUSE FOR REMOVAL

Details: _____

Signature of Individual Submitting Removal: _____

In-School Suspension Checklist (All Regions)

Scholar Name: _____

Staff Member Assigning ISS: _____

Date ISS Assigned: _____

Length of ISS: _____

YTD Suspension Days: ISS _____ + OSS _____ = Total _____

IEP/504? Yes No

- ASAP:** Informal conference held with student (DOC*)
- ASAP:** Gather supporting documents and attach to checklist (e.g., scholar statements, teacher notes) (DOC*)
- ASAP:** Inform DSS if scholar has IEP/504 (DOC*)
- ASAP:** Inform family via phone (DOC*)
- By EOD:** Log phone call in KB or school's parent communication log (DOC*)
- By EOD:** Collect Classwork, Homework, etc. from scholar's teacher (DOC*)
- By EOD:** Log ISS in PS using Behavior Code Index (DOC*)
- By EOD:** Generate "Formal Letter" and print two copies – one for file and one to send home with student (Ops Team)
- By EOD:** Send Formal Letter home with student (Ops Team)
- By EOW:** File Checklist with Formal Letter and accompanying documents in scholar file (Ops Team)

*Or Designee

Out-of-School Suspension Checklist (Short-Term OSS)

Scholar Name: _____

Staff Member Assigning OSS: _____

Date OSS Assigned: _____

Length of OSS: _____

YTD Suspension Days: ISS _____ + OSS _____ = Total _____

IEP/504? Yes No

- ASAP:** Informal conference held with student (DOC*)
- ASAP:** Inform DSS if scholar has IEP/504 (DOC*)
- ASAP:** Gather supporting documents and attach to checklist (e.g., scholar statements, teacher notes) (DOC*)
- ASAP:** Inform family via phone (DOC*)
- By EOD:** Log phone call in KB or school's parent communication log (DOC*)
- By EOD:** Collect Classwork, Homework, etc. from scholar's teacher (DOC*)
- By EOD:** If requested by parent, arrange Alternative Education (Ops Team)
- By EOD:** Log OSS in PS using Behavior Code Index (DOC*)
- By EOD:** Generate "Formal Letter" and print two copies (DOC*)
- By EOD:** Send Formal Letter home (Ops Team)
- By EOW:** File Checklist with Formal Letter and accompanying documents in scholar file (Ops Team)

*Or Designee

Long-Term Out-of-School Suspension Checklist

Scholar Name: _____

Staff Member Assigning OSS: _____

Date OSS Assigned: _____

Length of OSS: _____

YTD Suspension Days: ISS _____ + OSS _____ = Total _____

IEP/504? Yes No

- ASAP:** Informal conference held with student (Principal*)
- ASAP:** Contact Regional ED (Principal*)
- ASAP:** Inform DSS if scholar has IEP/504 (DOC*)
- ASAP:** Gather supporting documents and attach to checklist (e.g., scholar statements, teacher notes) (DOC*)
- ASAP:** Inform family via phone (DOC*)
- By EOD:** Log phone call in KB or school's parent communication log (DOC*)
- By EOD:** Collect Classwork, Homework, etc. from scholar's teacher (DOC*)
- By EOD:** If requested by parent, arrange Alternative Education (Ops Team)
- By EOD:** Log OSS in PS using Behavior Code Index (DOC*)
- By EOD:** Generate "Formal Letter" and print two copies (DOC*)
- By EOD:** Send Formal Letter home (Ops Team)
- By Day 2:** Schedule Formal Hearing (Ops Team)
- By Day 2:** Inform family of Formal Hearing (Ops Team)
- By Day 5:** Hold Formal Hearing (Principal*)
- By EOW:** File Checklist with Formal Letter, accompanying documents, documentation of hearing & final decision in scholar file (Ops Team)

*Or Designee

Expulsion-Suspension Checklist

Scholar Name: _____

Staff Member Assigning OSS: _____

Date OSS Assigned: _____

Length of OSS: _____

YTD Suspension Days: ISS _____ + OSS _____ = Total _____

IEP/504? Yes No

- ASAP:** Informal conference held with student (Principal*)
- ASAP:** Contact Regional ED (Principal*)
- ASAP:** Inform DSS if scholar has IEP/504 (DOC*)
- ASAP:** Gather supporting documents and attach to checklist (e.g., scholar statements, teacher notes) (DOC*)
- ASAP:** Contact ED to get Board Member availability (COS*)
- ASAP:** Schedule Expulsion Hearing (DOC*)
- By Day 5:** Generate Expulsion Notice (DOC*)
- By Day 5:** Send Expulsion Notice home (Ops Team)
- By Day 10:** Hold Expulsion Hearing with Board of Directors (Principal*)
- By EOW:** Collect Classwork, Homework, etc. from scholar's teacher (DOC*)
- By EOW:** If requested by family, arrange Alternative Education (Ops Team)
- By EOW:** Log expulsion in PS using Behavior Code Index (DOC*)
- By EOW:** File Checklist with Expulsion Hearing, accompanying documents, documentation of hearing & final decision in scholar file (Ops Team)

*Or Designee

Incident Report of Physical Restraint

Physical Restraint means any mechanical or personal restriction that immobilizes or reduces the free movement of a child's arms, legs or head. It does not include: (1) briefly holding a child in order to calm or comfort the child; (2) restraint involving the minimum contact necessary to safely escort a child from one area to another; (3) medication devices, including supports prescribed by a health care provider to achieve proper body position or balance; (4) helmets or other protective gear used to protect a child from injuries due to a fall; or (5) helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or IEP and is the least restrictive means available to prevent self-injury.

School Information

School: _____ Address _____ Phone _____
Date of Restraint: _____ Date of Report: _____ Person preparing the report: _____
Time restraint was initiated _____ Time restraint ended _____ Total time of restraint _____

Student Information

Student's Name _____ Student ID # _____ Date of Birth: _____
Age: _____ Gender: M / F Grade _____ Race: _____ Disability: _____

_____ The student currently receives special education services.

_____ The student is being evaluated or considered for eligibility for special education services.

Staff Information

Name of staff administering restraint _____ Title _____
Name of staff monitoring/witnessing restraint _____ Title _____

Student activity/behavior precipitating restraint

Describe the location and activity in which the student was engaged just prior to the restraint: _____

Describe the risk of immediate or imminent injury to the student restrained or to others that required the use of restraint: _____

Staff activity/response

Describe other steps, including de-escalation strategies implemented to prevent the emergency which necessitated the use of restraint: _____

Describe the nature of the physical restraint: (include the type of hold/restraint and the number of persons required): _____

Indicate times student was monitored for signs of physical distress and if any signs of physical distress were noted. _____

Describe the disposition of the student following the restraint: _____

Was the student injured during the emergency use of restraint? Yes No

If "Yes", complete and attach a Report of Injury.

Parent/Guardian Notification

Was parent/guardian notified within 24 hours of the incident? Yes No

If "Yes," Indicate the manner of notification: _____

Was a copy of the Incident Report sent to parent/guardian within 2 business days? Yes No

Is a PPT/IEP Team recommended to modify the IEP? Yes No If "yes", date of notice _____

Incident Report of Seclusion

Seclusion: The confinement of a person in a room, whether it be alone or with supervision in a manner that prevents the person from leaving the room. In a public school, seclusion does not mean any confinement of a child where the child is physically able to leave the area of confinement including in-school suspension and time out.

School Information

School: _____ Address _____ Phone _____
Date of Seclusion: _____ Date of Report: _____ Person preparing the report: _____
Time Seclusion was initiated _____ Time Seclusion ended _____ Total time of Seclusion _____

Student Information

Student's Name _____ Student ID # _____ Date of Birth: _____
Age: _____ Gender: M / F Grade _____ Race: _____ Disability: _____

_____ The student currently receives special education services.

_____ The student is being evaluated or considered for eligibility for special education services.

Staff Information

Name of staff administering Seclusion _____ Title _____
Name of staff monitoring/witnessing Seclusion _____ Title _____

Student activity/behavior precipitating Seclusion

Describe the location and activity in which the student was engaged just prior to the Seclusion: _____

Describe the risk of immediate or imminent injury to the student restrained or to others that required the use of Seclusion: _____

Staff activity/response

Describe other steps, including de-escalation strategies implemented to prevent the emergency which necessitated the use of Seclusion: _____

Describe the nature of the seclusion: (Was it used as an emergency procedure to prevent immediate or imminent injury to the student or others? Was it used as a behavior intervention as indicated in the IEP? If in the IEP, did the situation/emergency meet the criteria as outlined?): _____

Indicate times student was monitored for signs of physical distress and if any signs of physical distress were noted, _____

Describe the disposition of the student following the Seclusion: _____

Was the student injured during the emergency use of Seclusion? Yes No

If "Yes", complete and attach a Report of Injury.

Parent/Guardian Notification

Was parent/guardian notified within 24 hours of the incident? Yes No

If "Yes," Indicate the manner of notification: _____

Was a copy of the Incident Report sent to parent/guardian within 2 business days? Yes No

Is a PPT/IEP Meeting recommended to modify the IEP? Yes No

If "yes", date of notice _____

Behavior Code Index

Infraction Code	Behavior	Description	Example of Suspendable Behavior	Non-Example of Suspendable Behavior <small>Level that is not suspendable</small>
PHILADELPHIA, PA REGIONAL SCHOOLS				
1	Simple Assault on Student			
2	Aggravated Assault on Student			
3	Simple Assault on Staff			
4	Aggravated Assault on Staff			
5	Rape			
6	Involuntary Sexual Deviate Intercourse			
7	Statutory Sexual Assault			
8	Sexual Assault			
9	Aggravated Indecent Assault			
10	Indecent Assault			
11	Indecent Exposure			
12	Open Lewdness			
13	Obscene and other sexual materials and performances			
14	Sexual Harassment			
15	Racial/Ethnic Intimidation			
16	All Other Forms of Harassment/Intimidation			
17	Fighting			
18	Minor Altercation			
19	Stalking			
20	Kidnapping/Interference with Custody of Child			
21	Unlawful Restraint			
22	Threatening School Official/Student			
23	Reckless Endangering			
24	Robbery			

Infraction Code	Behavior	Description	Example of Suspendable Behavior	Non-Example of Suspendable Behavior <small><i>Level that is not suspendable</i></small>
25	Theft			
26	Attempt/Commit Murder/Manslaughter			
27	Bullying			
28	Suicide-Attempted			
29	Suicide- Committed			
30	Burglary			
31	Arson			
32	Vandalism			
33	Criminal Trespass			
34	Rioting			
35	Bomb Threats			
36	Terroristic Threats (excluding bomb threats)			
37	Failure of Disorderly Person to Disperse upon Official Order			
38	Disorderly Conduct			
39	Possession of Handgun			
40	Possession of Rifle/Shotgun			
41	Possession of Other Firearm			
42	Possession of Knife			
43	Possession of Cutting Instrument (razor, box cutter...etc)			
44	Possession of Explosive (bomb, missile)			
45	Possession of BB/Pellet Gun			
46	Possession of Other Weapon			
47	Possession/ Use of a Controlled Substance			
48	Sale/Distribution of a Controlled Substance			
49	Sale, Possession, Use or Under the Influence of			

Infraction Code	Behavior	Description	Example of Suspendable Behavior	Non-Example of Suspendable Behavior <small>Level that is not suspendable</small>
50	Alcohol Possession, Use or Sale of Tobacco			
Memphis, TN Regional Schools				
17	Drugs			
18	Handgun			
19	Rifle/Shotgun			
20	Explosive			
21	Non-lethal firearm			
22	Other weapon (Possession of weapon other than firearm)			
23	Alcohol			
24	Rules Violation			
25	Theft			
26	Vandalism			
27	Bomb threat			
28	Other Threat			
29	Bullying			
30	Fighting			
31	Sexual Harassment			
32	Assault of Staff			
33	Assault of Student			
34	Sexual Assault			
35	Aggravated Assault Staff			
36	Aggravated Assault of Student			
37	Attempted homicide			
38	Homicide			
Washington, DC Regional Schools				
D	Drugs			
W	Weapons			
SBI	Serious Bodily Injury			
A	Alcohol Related			
D	Illicit Drug Related			
VIOWINJ	Violent Incident (with			

Infraction Code	Behavior	Description	Example of Suspendable Behavior	Non-Example of Suspendable Behavior <small><i>Level that is not suspendable</i></small>
VIOWOINJ	physical injury) Violent Incident (without physical injury)			
W	Weapons Possession			
OTHER CHARTER	Non-violent violation of school's discipline or compulsory attendance policy			