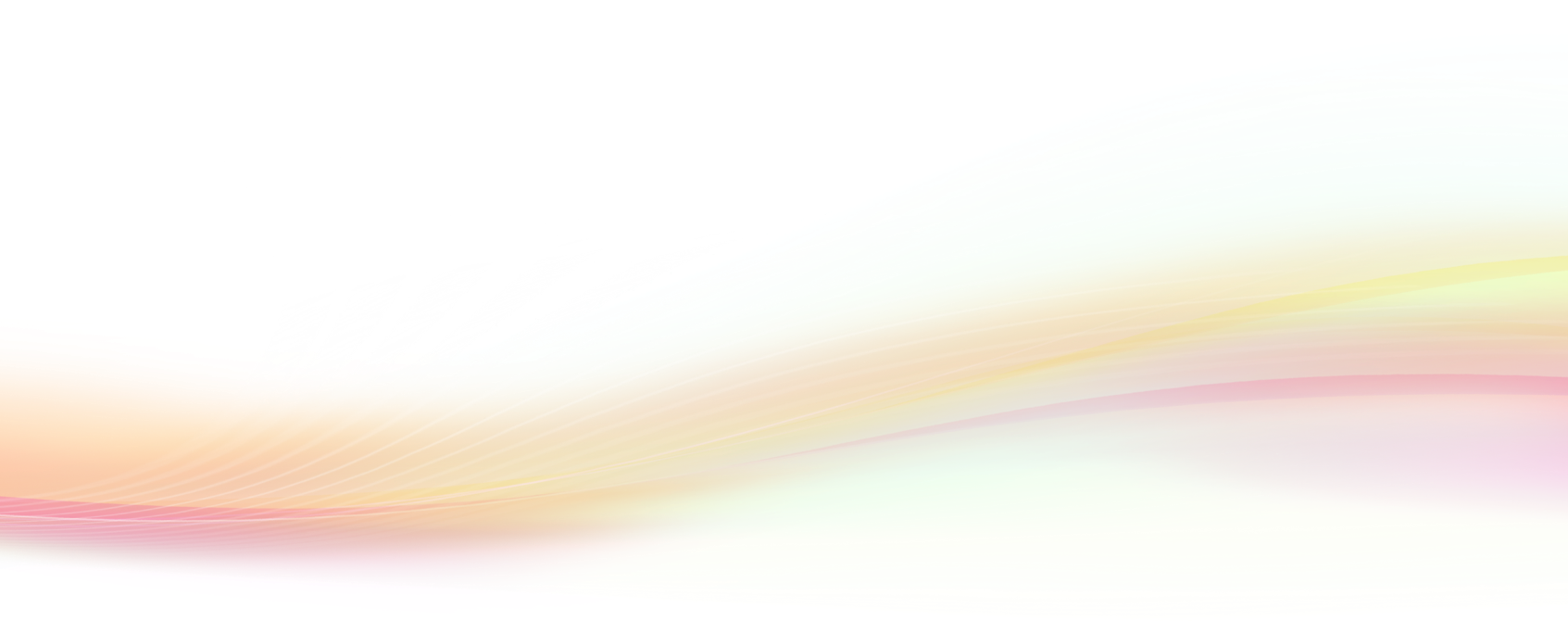
Penn Manor ReSET Program

Student Code of Conduct

Revised July, 2022



**Penn Manor School District**

**School Board Members**

Board of Directors

Mr. Carlton L. Rintz President

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**Central Administration**

Dr. Phil B. Gale Superintendent of Schools

Dr. Krista Cox Assistant Superintendent

Dr. Jerry Egan Assistant Superintendent

Mr. Christopher Johnston Business Manager

Dr. Theresa Kreider Director of Special Services

**High School**

**Administrative and Support Personnel**

**(717) 872-9520**

Mr. Baron H. Jones Principal

Mr. Douglas C. Eby Associate Principal

Mr. Michael Fowler Assistant Principal

Mrs. Kimberly A. Marsh Assistant Principal

Mrs. Jenna Fisher Assistant Principal

Officer Jason Turner School Resource Officer

Mr. Patrick Tocci Athletic Director

TBA Attendance Officer

Ms. Christine Donahue Psychologist

Mrs. Kimberly Braun School Nurse

# ReSET Administration/Review Committee

Douglas C. Eby Principal

Edward D. Paquette AEDY Director

Rhoda Snyder Counselor

**ReSET Faculty**

Curt Elledge Social Studies

Lindsay Feger English

Chris Telesco English

Edward Paquette AEDY Director

Heather Paquette AEDY Asst. Director/P.E. Health

Rhoda Snyder Counselor

Sarah Stover Math

Jen Kroesen Math

Kyle Bulicz Science

Elizabeth Sheerer Family & Consumer Science

Wendy Letavic EL Support Teacher

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**School Closing Due to Inclement Weather**

When it becomes necessary to cancel or delay school because of inclement weather, the announcement of the closing or delay will be broadcast over radio stations WLPA, WSBA, WKRZ, WQXA, WDAC-FM, WJTL, WLAN, WIOV, and television stations WLYH-TV, WHTM-TV, and WGAL-TV Channel 8 beginning at 6:15 a.m. This information will also be available by dialing 872-9500, extension 2333.

When day school is closed, the ReSET Program will be closed as well. On High School early dismissal, the ReSET Program will be in session.

**School and Program Hours**

The main office is open from 7:15 a.m. to 3:45 p.m. Monday thru Friday throughout the school year. Administration, Counseling and Support Staff can be contacted during these hours. ReSET Office and Director can be contacted during the hours of 9:00 a.m. to 4:15 p.m. Monday - Thursday and Friday’s 7:40 a.m. to 3 p.m.

**Penn Manor High School Mission Statement**

Penn Manor School District shall strive for academic and personal excellence by fostering a democratic environment, which motivates students, teachers, administrators and parents to work collaboratively to improve the instructional program.

**Philosophy**

The Penn Manor School District recognizes, develops and nurtures the intelligence and sensitivities of its children and adults. It provides a positive and supportive atmosphere where staff and students work collaboratively to define and accomplish goals. A great school district emphasizes academic achievement, promotes cultural awareness and offers opportunities for personal growth; it is a place where teachers enjoy teaching and students enjoy learning.

**Program Overview**

The Penn Manor School District’s ReSET Program is provided for students who have demonstrated difficulty following the normal school routine, school rules, code of conduct, or daily schedule.  ReSET Program is an alternative educational program that enables students to continue to gain academic skills, social skills, and life skills necessary for success after high school. With a behavioral counseling approach this program focuses on preparing students for life’s transitions.

**Program Goals**

The goal of this program is to develop learners who will make a positive contribution to the school community and society. To accomplish this, the ReSET Program will work to:

* Improve attendance
* Improve each students’ academic achievement.
* Improve student decision making to reduce disruptive behaviors.
* Increase students’ awareness of available career options.
* Improve interpersonal relationships and interaction skills
* Prepare students for life’s transitions

**Placement**

1. Disregard for school authority, including persistent violation of school policy and rules;

2. Display of or use of controlled substances on school property or during school-affiliated activities;

3. Violent or threatening behavior on school property or during school-related activities;

4. Possession of a weapon on school property, as defined by Pennsylvania Crimes Code (18 Pa. C.S.A. Section 912 - relating to possession of weapons on school property);

5. Commission of a criminal act on school property;

6. Misconduct that would merit suspension or expulsion under school policy; and/or

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**Participation**

The ReSET Program is designed as a short-term alternative educational school.  The optimal length of participation in the program is a 45-day placement, unless otherwise determined by the Penn Manor School District Judicial Review Committee.  However, before a student may return to regular education he or she must meet the behavioral goals defined by the Behavioral Support Plan (BSP). Throughout the duration of each semester, the faculty and administration will review each student’s progress toward meeting his or her goals that have been established in the BSP. Transition to regular education will only begin when the student meets his/her behavioral goals as they relate to the cause of placement in the program.

**Transition Criteria**

Students must complete all Board and/or Administration requirements keeping in compliance with all Judicial or Administrative hearing findings. Transition to regular education will only begin when the student meets his/her behavioral goals. Students will attend biweekly transitional meetings upon their return to day school.

**The Review Committee will consist of:**

AEDY Program Administrator

Representative from sending school district

Director of ReSET Program

Counselor

Teacher/IEP Case Manager/EL Teacher

Parent or Guardian

Student

**A Review Committee is in place to:**

Develop a BSP for each student.

Review each BSP during each semester to determine the student’s progress towards meeting his/her behavioral goals.

Conduct a review of a student’s BSP if the student is not being successful.

**Program Components**

**and Expectations**

* ReSET Program will run from 9:30 a.m. to 4:15 p.m. Monday through Thursday and from 9:30 p.m. to 2 p.m. on Fridays.
* Students are to enter through the designated ReSET entrance.
* Students are expected to arrive at school between 9:20 a.m. and 9:30 a.m.
* Students are to meet the supervisor and teachers at the doors of the designated ReSET entrance of Penn Manor High School at the beginning of the school day.
* If the regular school is closed because of vacation or inclement weather, ReSET School is cancelled. ReSET will still be in session during schedule early dismissals for PMSD.. *(refer to date sheet)*
* Students wishing to drive to school must seek approval from high school administration.
* Once a student arrives on campus, they are not permitted to leave school property.
* Students are required to bring an age appropriate book with them each day. Students will have the option of leaving the book in the classroom at the end of the school day.
* Cell phones, pagers, Ipods, MP3 players and any other electrical devices will be confiscated at the start of the school day, held by the ReSET Director and returned at the conclusion of the school day.
* Students are not permitted to meet non-ReSET students on school property at the conclusion of the school day.

**Searches**

To ensure a safe and productive educational environment the ReSET Program reserves the right to search students, their belongings, and mode of transportation (If applicable) anytime a student is on school property or at a school-sponsored event.

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**Parent/Guardian Program Involvement**

The level of involvement in a child’s education directly correlates to his or her success.  For this reason parents are asked to:

* Attend meetings regarding your student’s academic performance, attendance, or behavior.
* Contact the Director of ReSET Program at 717-672-1285 as needed with questions or concerns.
* Communicate frequently with the administrator in charge of ReSET Program, Director, or teachers.
* Monitor your student’s academic, behavioral, and attendance on Sapphire.
* Cooperate with attendance and discipline policies.
* Provide accurate emergency contact phone numbers.
* Look for opportunities to serve with the Community Action Committee, parent support program.

**Counseling Component**

A variety of counseling services are provided to ReSET Program students in order to increase academic and behavioral success and decrease barriers to learning.  The focus of counseling activities includes personal/emotional issues, academic issues, and career planning.

* **Individual Counseling** –Anger management, decision-making, problem solving, and personal goal setting are topics that are addressed individually with each student.
* **Group Counseling** - All students participate in counseling groups, which are facilitated by the school counselor and outside agencies. Relationships, career planning, self-esteem and drugs and alcohol are among some of the topics students will discuss.
* **Classroom Guidance** – Students will be exposed to speakers and representatives from local schools, businesses, and military branches in an effort to aid their post-high school planning.  Field trips are scheduled periodically to supplement these topics.
* **Positive Behavior Support Plans and Formalized Assessments**

In accordance with State regulations, each student enrolled in ReSET Program will receive an Individualized Behavior Support Plan (BSP) developed by the ReSET team. The BSP will highlight the student’s strengths, areas of need, and specific interventions designed to aid in improvement and success. The BSP is data based, and will include methods such as direct observation, individual interviews, and formalized assessments to gather accurate and objective information.

**Extracurricular Activities**

ReSET students are not permitted to attend extra-curricular activities.

**Field Trips**

Educational field trips will be planned to supplement the curriculum.  Permission forms should be on file with the ReSET Program Director.

**Curriculum and Credits**

The ReSET Program curriculum will parallel the regular education curriculum.  Appropriate modifications will be made to help students achieve optimal performance. Students will have the opportunity to receive academic credits during their time in ReSET.  The following courses will be offered depending on availability of qualified teachers:

* English
* Social Studies
* Math
* Science
* Family and Consumer Science
* Physical Education and Health

In order to receive academic credits each student is required to fulfill all the requirements of the program: academic, attendance, behavior, community and counseling components. If a student fails to complete any component of ReSET Program, he or she will not receive credit for the classes completed.

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**Credit Recovery**

Students who are enrolled in ReSET who are substantially behind in credits can have the opportunity to recover credits through a variety of avenues if approved by the ReSET Program administration. These credits will be above and beyond the standard credits earned during time in ReSET Program..

**Grading System**

Academic achievement is determined on a percentage basis. A letter grade will be assigned according to percentage equivalent as follows:

A = 100%-90%

B = 89%-80%

C = 79%-70%

D = 69%-60%

F = 59% & Below

**AEDY Complaint Resolution**

The ReSET staff strives to create an environment where all students succeed with their academics, behavior and attendance. Parents and guardians are encouraged to contact the ReSET Program’s facilitator and/or administrator with any concerns. A local AEDY procedure complaint form is available in the high school office and is posted on the ReSET website <https://highschool.pennmanor.net/>

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**Behavior Matrix**

Is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes everyday. Behavior expectations are reviewed with students and families during the in-take process and during weekly progress monitoring.

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| --- | --- | --- | --- | --- | --- |
|  | **School Arrival** | **Transitions, Hallways & Bathroom Breaks** | **Morning Meetings** | **Edgenuity**  **Classwork** | **Breakfast, Lunch &**  **Cafeteria** |
| **Respect** | Communicate appropriately both verbally and nonverbally with ReSET staff and peers | Use appropriate language and volume  Keep feet/hands to yourself | Listen during morning meeting agenda, expectations and student individual goals: Academics, Attendance, Behavior and Counseling | Listen to course/lesson instructions  No communicating with peers during this time  Be in seat ready to work at designated start times | Use appropriate language and voice levels  Respect staff, peers, classroom/cafeteria, food and individual feelings |
| **Responsibility** | Arrive at school for 9:30 am start time  All phones to be turned off  Have all school materials for the day | No communicating with day school students  Move as a group with teacher | Turn in all electronic devices, notes and assignments  Comply with program expectations and individual goals  Communicate any misunderstanding of expectations or goals | Have all course materials ready  Follow all rules/expectations during Edgenuity time  Focus on yourself | Finish eating within the designated time  Place trash/trays in the designated area(s)  Clean up after yourself |
| **Attitude** | Communicate with ReSET staff/teacher regarding emotional, physical and social concerns | Maintain a positive and respectful attitude towards staff, peers and school environment and property | Have positive attitude  Be on task  Be accountable | Have positive attitude  Be engaged in course/lesson(s) | Have a positive attitude  Be accountable |
| **Effort** | Comply with ReSET policies, procedures and expectations | Remember your purpose when transitioning | Actively participate in the morning meeting | Be accountable for quality of work  Do your best | Leave no trace  Follow rules/expectations |
| **Performance** | Success in meeting arrival goals | Success in meeting task/goal | Understood daily agenda and expectations | Completion of individual course assignment/lessons | Followed lunch rules and expectations without any issues |

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| --- | --- | --- | --- | --- |
|  | **Group Counseling** | **Brain Break Activity** | **Direct Instruction** | **Reflection & Dismissal/Bus** |
| **Respect** | Respect counselor/instructor(s)  Use appropriate language  Listen to staff/peers when speaking  Be respectful to opinions and thoughts | Listen to activity instructions  Use appropriate language  Keep feet/hands to yourself  Include everyone in activity | Listen to course/lesson instructions for direct instruction teacher  No communicating with peers during class unless the teacher says otherwise  Be in seat ready to work  Use appropriate language and volume | Listen during afternoon reflection, expectations and student individual goals: Academics, Attendance, Behavior and Counseling  Keep electronic devices off  Listen to bus driver |
| **Responsibility** | Actively participate in group counseling session  Be on task  Comply with counseling/program expectations  Bring required counseling materials | Follow activity rules and expectations  Participate in activity  Be on task  Respect staff, peers and equipment  Return all materials when activity is finished | Comply with classroom and program rules and expectations  Actively participate in class when prompted  Be on task  Bring required course materials to class  Be accountable | Gather personal belongings and school materials  Classroom is clean and meets dismissal expectations  Comply with dismissal and bus rules, policies and expectations |
| **Attitude** | Have a positive attitude  Be thoughtful of peers experiences/feelings | Have a positive attitude  Be opened minded  Have fun  Demonstrate good sportsmanship | Have a positive attitude  Demonstrate good behavior  Helping peers | Communicate with ReSET staff/teacher regarding emotional, physical and social concerns  Demonstrate good behavior |
| **Effort** | Remember the purpose of counseling  Get the most out of it for yourself  Be engaged | Remember the purpose of the activity  Participation | Be accountable for quality of work  Do your best | Follow all program and bus policies, rules and expectations |
| **Performance** | Completion and understanding counseling assignment/lesson  Answering questions | Students participated in the Brain Break activity | Completion of individual course assignment/lessons | Success in meeting daily reflection  No issues on bus or dismissal |

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**Behavior**

Students earn points based on the following guidelines

The chart is used as a teaching tool in conjunction with the Program Behavior Matrix during students’ in-take meetings and progress monitoring.

|  |
| --- |
| 10-8 Points |
| - Voluntarily participating in classroom discussions and/or activities  - Student is on task throughout the class period  - Shows evidence of learning  - Supportive and engaging with staff/peers in an appropriate manner  - Exhibiting behaviors appropriate for the learning environment  - Prepared for class with all necessary materials for learning |
| 7-5 Points |
| - Student is partially on task throughout the class period.  - Shows inconsistent evidence of learning  - Engages with staff/peers in an semi-appropriate manner  - Exhibiting behaviors appropriate for the learning environment w/ few disruptions  - Prepared for class with some of the necessary materials (i.e. pencil) |
| 4-2 Points |
| - Student is off task throughout the class period.  - Shows little evidence of learning  - Engaging staff/peers in an inappropriate manner  - Exhibiting behaviors inappropriate for the learning environment  - Not prepared for class  - Able to be redirected by staff |
| 1-0 Points |
| - Student refuses to complete work  - Shows no evidence of learning  - Engaging staff/ peers in an inappropriate manner  - Disregard for school behavior policy and procedures  - Not prepared for class  - Unable to be redirected by staff |
|  |

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**Grading Policy**

Students will earn an academic, attendance, and behavioral grade for each class. The earned points will be used to determine a marking period grade, semester grade and incentive percentage. All earned grades are determined at the discretion of each classroom teacher.

Grades will be broken down into 3 categories: Academic (80% or less of total grade) and Behavior (10% or greater of total grade) and attendance (10% or greater of total grade). Behavior points will be submitted from 3 areas: Counseling, Remediation/Program Transitions and Academic classes.

Students must pass all classes to receive credits for any of their classes. Failure to comply with the academic or behavioral expectations could result in an administrative hearing led by the Review Committee to determine the student’s future academic status. Students must meet the behavioral goals in their BSP to be eligible to begin to transition to regular education, participate in program incentive events, and/or field trips.

**Make-up work**

Students are responsible for make-up work during an absence. Students may pick up work from the teacher or ReSET Director. Work made up from an excused absence will be accepted within one week of that absence. Any work turned in from an unexcused/unlawful absence will be at the discretion of the teacher.

**Attendance Policy**

Students are expected to attend class everyday.  Parents are encouraged to schedule appointments for students attending ReSET Program outside of school time. Attendance will be taken and submitted by 9:30 a.m. each day. A note from parent/guardian is required for absences on the day the student returns to school.  To be an excused absence, a note must be turned in within three (3) days of the absence. Regardless of the student's age, a legal guardian must sign all excuses and permission slips.

Once a student accumulates (6) excused or (6) unexcused absences a medical excuse will be required for each additional absence. Parents are to contact the ReSET Director when a student will be absent or tardy at 717-672-1285 . If a student arrives after 9:30 a.m. without prior parental notification, they will be marked as Unexcused Tardy. No student will be allowed to leave before 4:15 p.m. unless the student’s parents have made prior arrangements. If a student becomes ill during ReSET hours and it becomes necessary for the student to leave, parents will be contacted.  The student will remain in class until a parent arrives. A portion of the student’s grade in each class will be based on his or her attendance.  Attendance will be taken according to the individual student schedule.

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**Behavior/Discipline Policy**

Students are expected to follow all rules/regulations of the Penn Manor School District as described in the Penn Manor High School Student Code of Conduct.  Students in ReSET will earn a grade based on their behavior in class.  Any infraction of the rules may result in the following:

* Verbal reprimand/loss of privileges
* Loss of behavior points
* Conference with director and parents.
* Removal from class to complete Independent Seat Work (ISW),
* Removal from class, completion of reflective questions, and additional restorative practices
* Out of School Suspension—before a student returns to school he or she and parent/guardian must attend an administrative hearing led by the administrator overseeing ReSET Program.
* Students that have accumulation of disciplinary violations may not be eligible to participate in activities such as field trips, community service trips, etc. Students may lose driving privileges according to administration discretion.
* A ReSET student who continues to show disregard for school rules will be referred to the Penn Manor School District Judicial Review Committee for an expulsion hearing.

**Telephone/Cell phone usage**

Cell phone use is PROHIBITED FROM 9:30 a.m. to 4:15 p.m. Students assume all risk of bringing these items to school and understand that cell phones must be turned off and in the possession of ReSET staff during the school day. Any student using a cell phone will have the phone confiscated and the phone will only be returned to the student’s parent.

**School Dress Expectations**

Students should exercise common sense and good judgment in determining appropriate attire for school. If the faculty and administration determine that a student has failed to conform to the requirements of the district’s dress and grooming policy, the student will be notified and provided with an opportunity to conform to the policy. If a student fails to conform to the dress and grooming policy, after being directed to do so or engages in a pattern of non-compliance, the administration will take appropriate disciplinary action consistent with applicable board policy. Examples of inappropriate school attire include, but are not limited. Examples of inappropriate school attire include, but are not limited to:

* Hats and headbands are not to be worn inside the building.
* Muscle shirts, spaghetti straps, see-through clothing, tank-tops, and clothing that exposes a student’s midriff
* Shorts, pants, skirts, or dresses cut above mid-thigh
* Clothing, jewelry and other items that present a health or safety concern or that advertise or advocate the use of alcoholic beverages, drugs, or other illegal behavior, lewd or obscene language or messages, and messages that disrupt or create a reasonable apprehension of disruption of the educational program, including messages that advocate violence and mayhem, criminal behavior, and violation of district policy and messages that have as their sole purpose the harassment and/or intimidation of others in the school community.

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**Student Assistance Program (SAP)**

SAP is a statewide initiative designed to help students overcome barriers that they face in school and in life. Obstacles they encounter may appear as simplistic as making the transition from middle to high school or moving to a new community and encountering a new peer group with the expected feelings of awkwardness. Other barriers may be more serious such as facing changing family circumstances like parental separation, divorce or the death of a family member. Still other experiences students face may be more emergent and thus present a significant risk to their safety or the safety of others as in the case of alcohol or other drug use, emotional or behavioral concerns and violence.

School faculty and staff, parents or other students can refer students when there is a concern about the student’s well being. After a student is referred they are assigned a case manager from the SAP team who gathers information from faculty about how the student is currently functioning and then develops and implements an intervention plan.

**\*\*\*** Specific offenses, procedures and policies not outlined in the above pages are subject to administrative discretion. A complete list of Penn Manor School District policies can be found at <http://www.pennmanor.net/board/policy/> \*\*\*

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