

New Hope-Solebury School District

**K-12
Expectations
And
Code of Conduct**

Prepared by:

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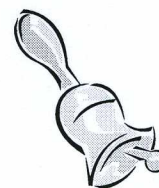
Ms. Amy K. Mangano, Upper Elementary School Principal

Ms. Joyce A. Mundy, Middle School Principal

Mr. Stephen B. Young, High School Principal

Board Approved: August 18, 2008

New Hope-Solebury School District



MISSION STATEMENT

The New Hope-Solebury School District takes pride in its commitment to excellence. We strive to inspire and empower our students to become passionate, confident, life-long learners, with the skills and strength of character to contribute to a diverse and ever-changing world.

PREFACE

In order to function properly, public school education should provide an equal learning opportunity for all pupils. In addition to the regular curriculum, principles and practices of good citizenship must be taught and demonstrated. This includes an appreciation for the rights of others. No school or school system can discharge these responsibilities if it permits pupils to act in an objectionable manner or to disregard rules and regulations adopted for the benefit of all persons. The rights of an individual are preserved only by the protection and preservation of the rights of others. Pupils are responsible for the way they exercise their rights, and they must accept the consequences of their actions. Each exercise of an individual's rights must demonstrate respect for the rights of others. To achieve the goal of a democratic society, the staff, pupils, parents, guardians, and community must work cooperatively.

EQUAL OPPORTUNITY STATEMENT

It is the policy of the New Hope-Solebury School District to provide equal opportunity in all its programs and activities and in its employment practices. No pupil, employee, or other person shall be excluded from participation in, be denied the benefits of, or be otherwise subject to discrimination in regard to any District program on the grounds of race, color, religion, age, sex, national origin, or handicap. For additional information, please contact the District Human Resource Office at (215) 862-2552.

PHILOSOPHY

We, the staff, administration, and the Board of the New Hope-Solebury School District, believe that our primary function is to give children equal opportunities to mature in the ethical, intellectual, creative, emotional, social, and physical areas of their lives. This maturation process can best take place in a positive learning environment—one characterized by an atmosphere of openness and mutual respect for the personal worth and dignity of each individual—one in which we communicate our belief in the value of every child — and one in which pupils are helped to understand the reasons for their own and others' behavior.

We feel that the development of self-discipline and the acceptance of individual responsibility should be stressed throughout school life. By emphasizing these concepts, we help young people to assume their roles in a democratic society, for a democracy depends on a responsible citizenry for its survival.

A fair, consistent discipline policy is an integral part of a sound educational program. This policy includes a code of conduct which delineates individual responsibilities, categorizes behavior, and provides for appropriate responses. We believe that the goals of such a code are to help us:

1. Teach responsible behavior.
2. Foster self-discipline
3. Insure the rights and personal dignity of others.
4. Generate a close working relationship between the home, the school, and the community.
5. Provide disciplinary options that are appropriate to misbehavior.
6. Differentiate between minor and serious offenses.
7. Protect and maintain public and private property.
8. Comply with federal, state, and local laws.

RESPONSIBILITIES

Students

Students attend and participate in the school program so that they may develop to their fullest potential. With this in mind, pupils are to:

- ✓ Accept responsibility for their actions.
- ✓ Respect the rights of others, including the right to secure an education in an environment that is orderly and disciplined.
- ✓ Attend school and be punctual on a regular basis.
- ✓ Maintain habits of personal cleanliness.
- ✓ Respect school property and help to keep it free from damage.
- ✓ Recognize that the school staff assumes the role of a surrogate parent in matters of behavior and discipline from time of departure from home until arrival at home as well as during any school sponsored activities.
- ✓ Make an earnest effort to do their best work.
- ✓ Contribute toward establishing and maintaining an atmosphere that generates mutual respect and dignity for all by obeying school rules and regulations.
- ✓ Not knowingly possess, handle, or transmit any object that is or can reasonably be considered a weapon (to include, but not be limited to any knife, cutting instrument, cutting tool, firearm, shotgun, rifle or any other tool, instrument or implement capable of inflicting serious bodily harm) or facsimile weapon (to include all instruments or implements resembling or intended to resemble a weapon) on school premises, at any school-sponsored activity, or on any public or private conveyance providing transportation to or from a school-sponsored activity unless for a program authorized by the District Superintendent.

Parents and Guardians

A cooperative relationship between home and school is essential to each pupil's successful development and achievement. To achieve this wholesome relationship parents and guardians are urged to:

- ✓ Exemplify an enthusiastic and supportive attitude toward school and education.
- ✓ Build a good working relationship between themselves, their children, and school District employees.
- ✓ Teach their children self-respect, respect for the law, respect for others, and respect for public property.
- ✓ Insist on prompt and regular attendance.
- ✓ Listen to the views and observations of all parties concerned before reaching a decision.
- ✓ Recognize that the school staff deserves the same consideration and respect that parents and guardians expect from their children.
- ✓ Encourage their children to take pride in their appearance.
- ✓ Insist that their children promptly bring home all communications from school.
- ✓ Cooperate with the school in jointly resolving any school-related problems.
- ✓ Set realistic standards of behavior for their children and be firm, fair, and consistent in applying them.
- ✓ Help their children learn to deal effectively with negative peer pressure.
- ✓ Provide a place conducive for study and insure the completion of homework assignments.

Staff

The staff recognizes their charge in educating the children of the community. To meet this responsibility they are to:

- ✓ Promote a climate of mutual respect and dignity which will strengthen the pupils' positive self-image.
- ✓ Plan and conduct a program of instruction that will make learning attractive and interesting.
- ✓ Recognize that some disciplinary problems are caused by student academic frustrations, teaching styles, and/or insensitive relationships.
- ✓ Seek to develop close cooperative relationships with parents/guardians for the educational benefit of students.
- ✓ Distinguish between minor student misconduct best handled by the staff and major problems requiring the assistance of the principal.
- ✓ Teach common courtesies by example.
- ✓ Handle infractions individually and avoid punishing the group for the misbehavior of one or two.
- ✓ Help pupils cope with negative peer pressures.
- ✓ Be sensitive to changing behavior patterns.
- ✓ Enable pupils to discuss their problems.
- ✓ Send communications home promptly.
- ✓ Report to the building administrator any pupils who jeopardize their own safety, the safety of other pupils or personnel, or who seriously interfere with the instructional program of the classroom.
- ✓ Be ethical in relationships with pupils, parents/guardians, administrators, and staff.
- ✓ Guide pupils to attain their full potential.
- ✓ Serve as a surrogate parent in matters of behavior and discipline in accordance with Pennsylvania School Law.

Building Administration

As the educational leaders of the school, the administration sets the disciplinary climate. They are to:

- ✓ Insure the staff is in-serviced to effectively implement the District Discipline Code.
- ✓ Seek to develop a sound and healthy atmosphere of mutual respect within the school.
- ✓ Evaluate the program of instruction in the school to achieve a meaningful education program.
- ✓ Help the staff self-evaluate their own procedures and attitudes in relation to interactions within their classrooms.
- ✓ Ensure that all at-risk pupils receive appropriate services.
- ✓ Develop procedures to reduce the likelihood of pupil misconduct.
- ✓ Provide the opportunity for pupils and staff to approach the principal directly for redress of grievances.
- ✓ Work with pupils and staff to formulate school regulations acceptable to all.
- ✓ Assist staff members to resolve problems.
- ✓ Work closely with parents/guardians to establish wholesome relationships between home and school.
- ✓ Utilize all appropriate auxiliary staff and community agencies to help parents/guardians and pupils identify problems and seek solutions.
- ✓ Establish and maintain building security.
- ✓ Assume responsibility for the dissemination and enforcement of the District Discipline Code and insure that all discipline cases are resolved promptly.
- ✓ Insure fairness, reasonableness, and consistency.
- ✓ Comply with pertinent state laws, governing hearings, suspensions, and pupils' rights.
- ✓ Teach common courtesies by example.
- ✓ Enable pupils to discuss their problems.

NOTE: In all cases in which students are excluded from school by the action of a school official, students shall have the responsibility to make-up tests and work missed while being disciplined and shall be permitted to complete these assignments before or after the regular school day.

