



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.

**NEW HOPE-SOLEBURY SCHOOL DISTRICT DISCIPLINE CODE
PUPIL MISCONDUCT/DISCIPLINARY RESPONSE STRUCTURE**

	LEVELS-DESCRIPTION OF BEHAVIOR	EXAMPLES	PROCEDURES	DISCIPLINARY OPTIONS/RESPONSES
I.	<p>Misbehavior on the part of the pupil which impedes orderly classroom procedures or interferes with the orderly operation of the school.</p> <p>These misbehaviors can usually be handled by an individual staff member but sometimes require the intervention of other school support personnel.</p>	<ul style="list-style-type: none"> • Disturbance out of class (hall, cafeteria, yard, etc.) • Disrespect • Disruption of learning • Tardiness • Abusive language • Non-defiant failure to complete assignments or carry out directions • Unprepared for class • Inappropriate use of a computer or computer network • Other offenses fitting the definition of level one misconduct • Dress code violation • Failure to submit an excuse note 	<ul style="list-style-type: none"> - There is immediate intervention by the staff member who is supervising the pupil or who observes the misbehavior. - Repeated misbehavior requires a pupil conference with the counselor, teacher, and/or administrator. - A proper and accurate record of offenses and disciplinary action is maintained by the staff member and, upon written referral to a building administrator, is recorded in the disciplinary files. 	<ul style="list-style-type: none"> • Parent contact • Verbal reprimand • Special assignment • Behavioral contract • Counseling • Withdrawal of privileges • Strict supervised study • Teacher detention • Peer Mediation/Counseling • Temporary removal from class/activity • Temporary loss of computer privileges
II.	<p>Misbehavior whose FREQUENCY or SERIOUSNESS tends to disrupt the learning climate of the school.</p> <p>These infractions, which usually result from the continuation of LEVEL I or more serious misbehaviors, require the intervention of personnel on the administrative level because the execution of LEVEL I disciplinary options has failed to correct the situation. Also included in this level are misbehaviors which do not represent a direct threat to the health and safety of others but whose educational consequences are serious enough to require corrective action on the part of administrative personnel.</p>	<ul style="list-style-type: none"> • Continuation of LEVEL I misbehavior • Bus disturbance • Truancy/Repeated tardiness • Disruptive behavior • Bullying • Forging notes or excuses • Cheating and/or plagiarism • Cutting class • Insubordination • Intimidation/threats • Failure to serve a detention • Unauthorized leaving of school property • Inappropriate behavior when traveling between buildings • Violation of school policy on a student field trip • Presence in an unauthorized area • Failure to identify oneself correctly • Profane or obscene language • Offensive ethnic and/or racial comments • Unauthorized possession of any electronic device • Violation of Internet/Acceptable Use Policy • Possession of pornographic material • Disruptive behavior at social functions, athletic contests or extra-curricular activities • Hate speech • Other offenses fitting the definition of LEVEL II misconduct 	<ul style="list-style-type: none"> - There is immediate intervention by the staff member who is supervising the pupil or who observes the misbehavior. - The pupil is referred to the administrator for appropriate disciplinary action. - The administrator or designee meets with the pupil and/or teacher about the pupil's misconduct and the resulting disciplinary action. - The teacher is informed of the administrator's action. - A proper and accurate record of the offense and the disciplinary action is maintained by the administrator. - Parents are informed and involved. - If a suspension is considered, the pupil shall be advised of the reasons for the suspension and be given the opportunity to respond before the suspension becomes effective. - Pupil is referred to guidance counselor. 	<ul style="list-style-type: none"> • Any appropriate response from LEVEL I • Academic and/or co-curricular probation • Administrative detention • Loss of bus privileges • Restriction from fieldtrips • Schedule change • Behavior modification plan • Referral to outside agency • In-school suspension • Out-of-school suspension – 1-3 days • Withdrawal of privileges

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	LEVELS-DESCRIPTION OF BEHAVIOR	EXAMPLES	PROCEDURES	DISCIPLINARY OPTIONS/RESPONSES
III.	<p>Acts directed against self, persons or property, but whose consequences DO NOT SERIOUSLY ENDANGER the health, safety, and welfare of others in the school or which require referral to law enforcement officials, although, on occasion, these offenses may result in the intervention of law enforcement officers.</p> <p>These acts might be considered criminal, but most frequently can be handled by the disciplinary mechanism in the school. Corrective measures which the school should undertake, however, depend on the extent of the school's resources for remediating the situation in the best interests of all pupils.</p>	<ul style="list-style-type: none"> • Continuation of LEVEL II misbehavior • Fighting • Bullying • Vandalism/malicious mischief • Gambling • Tobacco use/possession • Theft/possession/sale of stolen property • Violation of any school policy during an extended field trip • Irresponsible use of motor vehicles • Harassment • Direct threatening call, letters, or e-mails • Ethnic and/or racial intimidation • Theft of computer hardware or software • Other offenses violating the Pennsylvania Crimes Code • Other offenses fitting the definition of LEVEL III misconduct 	<p>- There is immediate intervention by the staff member who is supervising the pupil, provided that such intervention can take place safely.</p> <p>- The administrator initiates disciplinary action by investigating the infraction and conferring with staff on the extent of the consequences.</p> <p>The administrator meets with the pupil about the misconduct and the resulting disciplinary action.</p> <p>A proper and accurate record of offenses and disciplinary actions is maintained by the administrator.</p> <p>Law enforcement officials are contacted, when appropriate.</p> <p>There is restitution of property and damages.</p> <p>- If a suspension is considered, the pupil shall be advised of the reasons for the suspension and given the opportunity to respond before the suspension becomes effective.</p> <p>-Parents are informed and involved.</p> <p>-Pupil is referred to guidance counselor.</p>	<ul style="list-style-type: none"> • Any appropriate response from LEVEL II • Restriction from extended fieldtrips; student to return home at parents expense • Alternative program • Out-of-school suspension – 1-10 days • Referral to law enforcement officials • Modified day • Permanent loss of computer privileges
IV.	<p>Acts which result in VIOLENCE to self, persons, or property, or which POSE A DIRECT THREAT to the health, safety, and welfare of others in the school.</p> <p>These acts may involve misconduct which involves the possession, furnishing, use or involvement of any nature with any unauthorized substance in school, on school property, at any school sponsored activity, on any public or private conveyance providing transportation to and from school sponsored activities.</p> <p>These acts are clearly criminal and are so serious that they always require administrative actions which result in the immediate removal of the pupil from school, the intervention of law enforcement authorities, and possible action by the Board of School Directors.</p>	<ul style="list-style-type: none"> • Continuation of LEVEL III misbehavior • Terroristic threats • Assault/battery • Vandalism • Arson • Bullying • Harassment • Violation of weapons policy • Inappropriately using, furnishing, selling or possessing unauthorized substances • Bomb threat • Extortion • Theft/possession/sale of stolen property • Use of firecrackers, smoke bombs, etc. • Other offenses violating the Pennsylvania Crimes Code • Other offenses fitting the definition of LEVEL IV misconduct 	<p>- There is immediate intervention by the staff member who is supervising the pupil or who observes the misconduct, provided such intervention can take place safely.</p> <p>- The administrator verifies the offense, confers with the staff involved, and meets with the pupil.</p> <p>The pupil is immediately removed from the school environment.</p> <p>- If a suspension is considered, the pupil should be advised of the reasons for the suspension and given the opportunity to respond before the suspension becomes effective.</p> <p>- Referral is made to the Superintendent of Schools.</p> <p>- Law enforcement officials are contacted.</p> <p>- A complete and accurate report is submitted to the superintendent for possible board action.</p> <p>- The pupil is given a full due process hearing before the board, if expulsion is recommended.</p> <p>-Parents are informed and involved.</p>	<ul style="list-style-type: none"> • Superintendent's exclusion • Expulsion • Alternative educational services • Out-of-school suspension 5-10 days • Completion of drug/alcohol assessment and compliance with resultant recommendations • Other board action which results in appropriate placement • Referral to local law enforcement agency for prosecution