



SECTION: 505

TITLE: DISCIPLINE
(Including - Secondary Level Concurrence Addendum)

NESHAMINY SCHOOL DISTRICT

1	GENERAL	Effective discipline should serve two purposes: First it should prevent a	1
2		recurrence of a particular misbehavior in a student, and, second, it should be a	2
3		learning experience for the student, permitting him/her to see why certain	3
4		school rules have been made and why they must be followed.	4
5		Discipline is more than <i>making</i> a student do what is right, it should encourage	5
6		a student to <i>choose</i> to do what is right.	6
7			7
8		Consistent with the mission of the District, students are to be prepared for life	8
9		after graduation. While it is expected that all students will conduct themselves	9
10		in a manner that fosters a positive learning environment, there may be	10
11		occasions when students make poor choices. The goal of this policy is to	11
12		encourage students to make good decisions.	12
13			13
14		When a student makes a poor choice, the District, with the cooperation of the	14
15		parents/guardians, are obligated to help that student realize their mistake and	15
16		reduce the possibility of repeating the same mistake in the future. The	16
17		following student actions are expected when learning from an inappropriate	17
18		action:	18
19		1. The student will accept responsibility for the mistake and tell the truth.	19
20		2. The student will have remorse for the mistake.	20
21		3. The student will fulfill the requirements of an appropriate consequence.	21
22			22
23		When these have been accomplished, the student will regain their reputation	23
24		within the District community as though the mistake had not been made.	24
25			25
26		Maintaining appropriate standards of discipline in the Neshaminy School	26
27		District is essential to the establishment of a proper educational environment.	27
28		As such, it is imperative that those persons responsible for the maintenance of	28
29		discipline be made fully aware of the guidelines set up to accomplish these	29
30		ends.	30

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POLICY 505 (Continued)

With the goal of preparing students for life after graduation, and understanding that all students are unique individuals, District staff should administer, to the best of their ability, discipline on an individual basis with a level of equity across student-incidents. For example, a student who does not follow the steps above may receive an escalation of consequences as compared to a student that follows the steps above for the same incident.

In all cases, District staff will treat students with the same level of respect as they would wish to be treated if they made a mistake.

Similarly, the District’s philosophy on a positive and proactive approach to discipline shall be implemented consistently across all schools. While specific codes and procedures may vary from building to building it is imperative that representatives from each building’s discipline committee meet no less than once a year to ensure consistency, equity, and appropriateness across schools and grade-levels.

While it is natural to anticipate that there will at times be disagreements on the effective strategies involved in administering the spirit of this policy, impasse reached as part of a disagreement shall not become a deterrent from an effective implementation. Steps will be taken, at all organizational levels, to move past impasse.

In working to maintain the standards of discipline, it is further assumed that all the necessary supportive services will be brought into play. These will include (in addition to teachers) the use of counselors, parents, administrators, psychologists, psychiatrists, social workers, home and school visitors, local authorities, and all others who might contribute to solving any discipline problem or to maintaining the approved standards of discipline.

II. SPECIFIC GUIDELINES

Discipline within each building, on school grounds, at bus stops, on school sponsored activities off school property, during travel on school district buses and during any form of transportation involving school sponsored activities shall be administered in conformity with all federal and state statutes and regulations.

Minor Breaches of Discipline

- Misbehavior on the part of the student which impedes orderly classroom procedures.
- Misbehavior whose frequency or seriousness tends to disrupt the orderly operation of the school.

Major Breaches of Discipline

Acts directed against persons or property whose consequences do seriously endanger the health or safety of others in the school. The examples

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1	POLICY 505 (Continued)	1
2	listed below are included but are not intended to be all inclusive.	2
3	• Threats made against a member of the staff or student body.	3
4	• Physical assault on a member of the staff or student body.	4
5	• Vandalism of school property or personal property while on school	5
6	premises (major).	6
7	• Theft of school or personal property (major).	7
8	• Abuse of alcohol and other drugs (see Board Policy 510).	8
9	• Gang activity (see Board Policy 506).	9
10	• Harassment (see Board Policy 548).	10
11	• Bullying/Cyberbullying (see Board Policy 553).	11
12		12
13	The major breaches of discipline listed above, because of their serious nature,	13
14	require prompt disciplinary action, including the involvement of local law	14
15	enforcement officials, home and school visitor, and social worker, when	15
16	deemed necessary.	16
17	The basic responsibility for maintenance of discipline in the classroom shall	17
18	rest with the classroom teacher. In working toward the resolution of	18
19	classroom discipline problems (including attendance), each teacher will take	19
20	the following steps in sequence:	20
21	• Work with the pupil on an incident by incident basis to remedy problems.	21
22	• Contact the parents on an ongoing basis to elicit their support and	22
23	assistance in an attempt to resolve the problems.	23
24	• Avail themselves of the opportunity, in conjunction with the administrator,	24
25	to meet with the parent and student in an attempt to solve the problem.	25
26	• Refer the problem to the building administrator if the problem is not	26
27	resolved or if the problem is deemed to be a major breach of discipline.	27
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29	Suspension from school shall be the sole prerogative of the building	29
30	administrator.	30
31	• Prior to any suspension, the student must be given notice of the reason	31
32	for the suspension and have an opportunity to respond.	32
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34	Removal from a class must be approved by the building administrator or his/	34
35	her designee.	35
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37	Corrective action which may include the laying on of hands, shall be taken by	37
38	members of the staff in the following instances:	38
39	• In self-defense.	39
40	• To protect other pupils.	40
41	• To keep a pupil from injuring himself or herself.	41
42	• To remove a pupil from, or direct a pupil to a given area after the child	42
43	refuses to follow a directive. Staff should exercise judgment in this matter	43
44	by calling for administrative assistance when necessary.	44
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1		POLICY 505 (Continued)	1
2		Any regular education pupil who poses such a severe disciplinary problem	2
3		that his/her presence in the classroom or in the school makes it	3
4		impossible to conduct normal school activities, and whose behavior does not	4
5		improve after having been involved with teachers, parents, administrators,	5
6		and special service personnel to resolve the matter, shall be suspended	6
7		from school by the building administrator (up to 10 days) until such	7
8		time as the District Superintendent and/or Board of School Directors	8
9		decide on a course of action to be taken based on the recommendation of the	9
10		building administrator involved. Special education students, and those	10
11		thought to be special education students, who pose a severe discipline threat	11
12		must be disciplined in a manner that conforms to federal and state statutes and	12
13		regulations.	13
14			14
15	III. POLICY	A Discipline Committee made up of administrators, teachers, parents,	15
16	IMPLEMENTATION	community and students (secondary level) representing all levels will meet	16
17		annually to review and provide input on discipline policies at the building	17
18		level. It is understood that overall discipline codes may vary by level (high	18
19		school, middle school and elementary), but at the middle school and	19
20		elementary level they will be consistent.	20
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22		Although the Board recognizes the need for appropriate sanctions when	22
23		students make inappropriate decisions, the Board also recognizes the	23
24		importance for students to be in class as much as possible. To that extent,	24
25		when safety and learning environment are not issues, the Board encourages	25
26		discipline codes and procedures to be written to maximize a student's time	26
27		in class.	27
28			28
29		The building administrator is responsible for said compliance with all	29
30		applicable federal and state statutes and regulations. The Board may make the	30
31		services of the District solicitor available to all members of the staff who desire	31
32		them as a result (directly or indirectly) of implementing this policy.	32
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34		Incident investigation and the determination of individual student	34
35		disciplinary consequences are the responsibility of the building principal and/	35
36		or designee.	36
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38		Federal and state statutes regarding discipline will take precedence over any	38
39		individual school discipline policy.	39
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POLICY 505 (Continued)

ADDENDUM -SECONDARY LEVEL CONCURRENCE
ON SCHOOL BOARD POLICY VIOLATIONS

All Neshaminy secondary schools recognize and affirm the individual value and potential of each member of their school communities. We recognize through School Board Policy that certain behaviors seriously impair the ability of the individual to develop his/her full potential, and that these behaviors have an adverse effect on the ability of all members of the school community to personal and District educational goals. Such behaviors include, but are not limited to, substance abuse, potential acts of violence, harassment or other board policy violations.

All Neshaminy secondary schools recognize that certain behaviors are serious problems with legal, physical, emotional and social implications for every member of the school community. It is, therefore, the goal of all Neshaminy secondary schools, in part through this Concurrence, to expect all students to adhere to the highest levels of conduct.

The growing concern among national, state and local entities, professional organizations, and parents, regarding unacceptable behavior by some students, prompted all Neshaminy secondary schools to expand upon existing school board policies and include additional expectations in those policies applicable to all students involved in any school sponsored co-curricular and/or interscholastic activity. These expectations are to assist students, with the help of staff and parents, in the development of a healthy and safe lifestyle, twenty-four hours per day, seven days per week.

All Neshaminy secondary schools recognize that participation in all co-curricular and interscholastic intramurals and activities is a privilege rather than a right. Students who engage in these activities have the honor of representing their respective secondary school before the public and the school has the obligation to see that these students exhibit responsible behavior befitting this privilege.

Therefore, all students who are participating in any co-curricular and/or interscholastic activity whose conduct violates any school board policy, that student's secondary school discipline code as it relates to school board policies and/or this Concurrence shall be subject to the provisions set forth herein.

The procedures set forth in this Concurrence will be equitably applied to all students at Neshaminy secondary schools who participate in any co-curricular and/or interscholastic activity.

The Neshaminy School District takes very seriously the importance of maintaining a safe and appropriate environment. School Board violations will be dealt with appropriately and the District's expectations are that students will be receptive to recommendations.

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POLICY 505 (Continued)

Each case is thoroughly reviewed by building and District level administration. As such, any violation of school board policy may result in the recommendation for an expulsion hearing. Policy violations of an egregious nature as determined by the Superintendent or his/her designee may be subject to expulsion. All recommendations for expulsion are reviewed by the Superintendent or his/her designee.

VIOLATION DURING SEASON/SCHOOL ACTIVITY

The student may be suspended (decision made by building and District administration) from co-curricular, intramural and/or interscholastic activities for up-to ninety (90) consecutive school days. The student will be referred to his/her counselor and the Student Assistance Program (SAP). The decision to suspend and the length of suspension will be reviewed by the Superintendent or his/her designee after consultation with the assistant principal and/or the coach/advisor of the activity.

If the student is suspended from the activity (above), a determination will be made by a committee at the building level comprised of the principal, athletic director, coach/advisor, and counselor as to whether banquets, awards, letter, jackets or any other form of recognition will be given to the student for participation in an activity during which the offense occurred.

VIOLATION OUT OF SEASON/NOT DURING TERM OF ACTIVITY

The student will be ineligible to participate in the first 25% of the major events in which he/she participates in the next succeeding activity/season. The student may, however, participate in preparatory activities for major events with the approval of the assistant principal for co-curricular activities and athletics, and the coach/advisor of the activity.

VIOLATION OUT OF SCHOOL

If the violation is a matter of public record or has become public knowledge, the student will incur the consequences outlined above, where applicable. The Superintendent or his/her designee shall determine the date of public record/knowledge and such date shall be used as the date of violation.

STUDENTS REQUESTING ASSISTANCE

A committee comprised of the Director of Elementary & Secondary Education, the District Coordinator for Student Assistance Programs and the building principal shall, on a case by case basis, review and make a determination on each situation whereby a student voluntarily seeks help prior to the establishment of public record/knowledge. (Reference is made to SB POLICY 510, Section IV, C., but is applicable to all school board policy violations.)

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POLICY 505 (Continued)

REPEAT VIOLATIONS OF SCHOOL BOARD POLICIES

Should a student have a repeat violation of school board policy, the matter will be reviewed by the District Review Committee who will determine if the case should be referred to the Board of School Directors. Should the Board of School Directors find that the charge is valid but does not impose the penalty of expulsion, said student may (case by case determination by above referenced committee) be ineligible to participate in any co-curricular, intramural and/or interscholastic activity for up to one year following the date of the District Review Committee meeting or be ineligible as the District Review Committee may direct.

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Board Policy:
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Rev/App: 4/2011
Rev/App: 4/2014

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