DISCIPLINE

BEHAVIORAL POLICIES

Pursuant to the Pennsylvania School Code - Section 1317, the Tussey Mountain School District has the right to exercise parental authority over students for reasons of behavior and conduct. This authority extends to the time of attendance including time going to and from home.

Use of Corporal Punishment Prohibited

In March 2004, the State Board of Education revised the Chapter 12 regulations prohibiting the use of corporal punishment. Reasonable force may be used by teachers and school authorities under the following circumstances: to quell a disturbance, to obtain possession of weapons or other dangerous objects, for the purpose of self defense and for the protection of persons or property. Parents no longer need to request that corporal punishment be prohibited.

Out-of-School Suspension/Expulsions

The Tussey Mountain School District believes that out-of-school suspensions/expulsions from school on a temporary or permanent basis should be exercised only as a last resort. A student may be expelled or excluded from school when the actions of that student are:

1. A threat to the health, safety, welfare or morals of the student body, staff or faculty;
2. Representative of chronic disciplinary problems;
3. In constant violation of attendance law and/or district policy.

Expulsion/Exclusion of Exceptional Students

The Tussey Mountain School District believes that at times an exceptional student may need to be excluded or expelled from school on a temporary or permanent basis. When expulsion or exclusion is deemed appropriate, the school district will adhere to the due process procedures for exceptional students as outlined in Chapter 14: State Regulations for Special Education. These procedures are as follows:

1. In/Out of School Suspension (l to 10 consecutive days):

   A. For mentally retarded students, this is considered a change in placement. This will require a multi-disciplinary and NOREP evaluation and/or the right to a hearing.
   B. All other exceptional students (excluding mentally retarded) will follow the same procedures as non-handicapped students.

2. In/Out of School Suspension (more than 10 consecutive days or more than 15 cumulative days):

   A. For a mentally retarded student, the same procedures will be followed as for a 1 to 10 day

suspension unless the student is clearly dangerous to himself or others. In this case, an emergency approval will be sought from the Department of Education or a preliminary injunction from the court.

B. For all other exceptional students (excluding mentally retarded) this is considered a change in placement. This will require a multi-disciplinary and NOREP evaluation and/or the right to a hearing. If the student is clearly dangerous to himself or others, the same procedures that are utilized for a mentally retarded student would be followed.

3. Expulsion: Expulsion is also considered a change in placement, which requires full special education procedures. This may include a multi-disciplinary and NOREP evaluation and/or a hearing. If expulsion is utilized, the school district must provide an alternative education program for the student up to the age of 21 or until the student withdraws from the school district.

DISCIPLINE CODE

Discipline is a broad term that means different things to different people. Webster's Dictionary defines discipline as:

- Training that develops self-control or orderliness;
- Control to enforce obedience;
- The result of such training or control, which produces orderly conduct and obedience;
- A system of rules that prevents as well as corrects unacceptable behavior.

We believe that all of the above definitions will be acceptable for our discipline code.

We believe that a written discipline code is necessary so that students, teachers, and parents know the expectations for student behavior. A written discipline code not only communicates student behavior expectations, but it also communicates that justice and fairness are the basis for the philosophy of the discipline code.

Objectives:

1. To provide a safe, clean, orderly environment where students can learn and achieve at their highest level of potential.
2. To provide fair and impartial treatment for all students, and to recognize individual differences in students.
3. To have the involvement of students, teachers and parents in discipline.
4. To communicate the idea that discipline is the first ingredient in the academic, physical, and moral education of the student.
5. To encourage students to be responsible for their actions and to hold them accountable for unacceptable behavior.
6. To provide a discipline policy in which the seriousness of penalties/punishments increases as offenses are repeated or misconduct escalates.
7. To use discipline to modify unacceptable behavior in our school.
8. To keep parents informed of discipline problems.