

APPENDIX C  
OTHER PROVISIONS

**WOODLANDS SCHOOL DISCIPLINE POLICY**

**Introduction**

An important part of education at Woodlands is personal development and self-control. Learning how to make appropriate choices, solve conflicts, and earn and give respect are central to a child's maturation and growth. Woodlands School seeks to help students learn self-discipline. Self-control is learned in an atmosphere of mutual respect using techniques such as:

- Guiding children by setting clear, consistent and fair limits for classroom behavior
- Valuing mistakes as learning opportunities
- Redirecting children to more acceptable behavior or activity
- Listening when children talk about their feelings and frustrations
- Guiding children to resolve conflicts and modeling skills that help children to solve their own problems
- Patiently reminding children of rules and their rationale, as needed

People whose lives are affected by a decision need to be a part of that decision making process. Therefore, each year, teachers and students formulate classroom rules to guide behavior.

Any time a student is at school or involved in school activities, appropriate behavior is expected. There are some behaviors, which are never acceptable from Woodlands students:

- swearing or abusive language,
- fighting or acts of violence of any kind or threatening actions,
- bringing weapons or other dangerous articles to school
- conduct that is in violation of the School's anti-harassment policy
- defacement or theft of School property or the property of others
- using or possessing drugs or alcohol
- inappropriate physical contact between students
- disrespect or defiance of a teacher or staff member, manifest in words, gestures or other overt behavior

These behaviors, in addition to those listed in Section 2.b below, may result in immediate suspension (in-school or at home) or other serious consequences, up to

and including expulsion, as determined by the teacher and the Principal. This listing of behaviors is not meant to be an all-inclusive list of all behaviors that may result in disciplinary action, but provides a guideline of the more serious student acts which are likely to result in suspension or expulsion. Other acts by students that are disruptive in nature or that violate School Policies, listed in Sections 2.a and 2.b, also may be grounds for disciplinary action.

## **1. Definition of Discipline**

Discipline is the positive direction of behavior toward established standards of conduct, fully understood and based upon reason, judgment, and consideration of rights of others. Ideal discipline is self-directed and self-controlled. Schools, community, and parents share the responsibility for helping students develop self-discipline. When self-control falters and self-discipline fails, disciplinary forces from outside the individual must be imposed to protect the rights of others and to ensure uninterrupted instruction by teachers for students.

Woodlands School, as in the community at large, will establish rules and procedures to guide students through constructive growth and into mature adulthood. Parents, teachers, and others responsible for the welfare and education of these students cooperate to interpret and enforce these rules.

## **2. Behaviors Warranting Disciplinary Action**

### **a. Conduct that May Lead to Discipline**

It is neither possible nor necessary to specify every type of improper behavior or every inappropriate circumstance that may subject a student to disciplinary action, including suspension and expulsion, under this policy. However, students engaging in the following behavior may be subject to discipline, up to and including suspension and expulsion. This list is provided as a guideline. It is not an all-inclusive list of behaviors that may subject a student to disciplinary action.

- Absenteeism (including cutting of class), unexcused or excessive;
- Alcoholic beverages, possession, delivery, use or being under the influence of;
- Arson or attempted arson;
- Assault or attempted assault;
- Beeper and/or other telecommunications devices, possession of, except as considered necessary by the Principal;
- Cheating and/or plagiarism;
- Dangerous articles, firearms, knives, metal pipes, sharpened implements, clubs, look-alike weapons, ammunition, etc., possession of;

Defacing or destruction of school property or property of another (includes writing on walls, etc.);  
Defiance or disrespect of a teacher or other staff member, manifest in words, gestures or other overt behavior;  
Detention, failure to report to;  
Detention, refusal of;  
Dice shooting (whether or not gambling);  
Disruption of class, study or instruction;  
Dress guidelines, violation of;  
Drugs and controlled substances, possession, use, distribution, or being under the influence of;  
Extortion or attempted extortion, harassment, or intimidation;  
Failure to follow directives of teacher or staff including, but not limited to failure to report to office as directed;  
Fighting;  
Fireworks, stink bombs, or other explosives, possession, distribution, use, or lighting of;  
Forgery of notes or passes, etc.;  
Gambling or present at scene of gambling;  
Inappropriate physical contact intended or likely to hurt, distract or annoy others such as pinching, grabbing, biting, kicking, hitting, pushing and shoving;  
Inappropriate intentional physical contact of a sexual nature on school grounds or during school activities;  
Inappropriate electronic communication with another student, including but not limited to communications that are harassing or sexual in nature;  
Leaving class without teacher's permission;  
Leaving school grounds without proper authorization;  
Loitering on school property, including halls and classrooms;  
Loitering in vehicles, in parking lots, or on streets adjacent to school grounds;  
Lying/falsehood;  
Misuse of school property or property of others;  
Molesting others;  
Obscene language or gestures, use of;  
Obscene writing, pictures or articles, or possession of;  
Participating in and/or instigating a riot;  
Presentation of forged notes or passes;  
Profane language, use of;  
Refusal to follow directions of teacher or other staff member;  
Refusal to identify self properly;

Removal of food from cafeteria without permission;  
Rude behavior to others;  
Sexual harassment;  
Sleeping in class;  
Tardiness, unexcused or excessive;  
Tobacco products, possession or use of;  
Trespassing while suspended or expelled;  
Theft or attempted theft of school property or the property of others under the jurisdiction of the school;  
Threatening bodily harm or property damage;  
Threatening language or gestures, use of;  
Truancy from school;  
Unauthorized entry into restricted areas;  
Violence, acts of;  
Walkouts;  
Any violation of this code, policies of the Board of Trustees, or local, state or federal law;  
Any other conduct considered by the Principal to be disruptive, disrespectful or disobedient.

In cases involving the following types of behavior, discipline referrals must be made immediately to the Principal:

Fighting;  
Abusive language directed toward a teacher or another student;  
Student actions that disrupt the class to the extent that the teacher's authority is being challenged or the teacher is unable to teach effectively;  
Student actions which indicate the use of drugs, alcoholic beverages, or other behavior altering substances;  
Student actions that present a danger to the safety and well-being of themselves or others;  
Inappropriate intentional physical contact of a sexual nature on school grounds or during school activities;  
Other criminal acts in violation of local, state, or federal laws.

**b. Conduct that May Lead to Expulsion**

The Principal may, and is expected to, recommend expulsion and prosecution for the following offenses occurring on school property, at school-sponsored activities, or for school-related reasons:

Conduct by the student while at school or under the supervision of a school authority that endangers the property health or safety of others, including, but not limited to: arson or attempted arson; assault and/or battery of another student; possession, distribution, manufacturing and/or sale of drugs and/or drug paraphernalia; threatening to harm the health or safety of a person or making a threat to damage property; possession, use, or sale of a firearm, as defined in 18 USC 921(a)(3), or dangerous weapon; possession, use, distribution, sale, lighting, or discharge of explosive devices; unlawful assemble and/or riot;

Conduct while not at school or while not under the supervision of a school authority that endangers the emotional or physical health, property or safety of others at school or under the supervision of a school authority;

Conduct that endangers the emotional or physical health, property or safety of any employee or member of the Board of Trustees of the school;

Knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives;

Repeated refusal to obey the rules of the school;

Repeated swearing or abusive language;

Fighting or acts of violence of any kind or threatening actions;

Bringing weapons or other dangerous articles to school;

Conduct that is in violation of the School's anti-harassment policy;

Defacement or theft of School property or the property of others;

Using or possessing drugs or alcohol;

Inappropriate intentional physical contact of a sexual nature on school grounds or during school activities

Disrespect or defiance of a teacher or staff member, manifest in words, gestures or other overt behavior.

### **3. Discipline Procedures**

The community judges a school by the actions of its students in and out of school. At all times when students are under school jurisdiction, they are expected to conduct themselves in an orderly, courteous, dignified, and respectable manner. In an effort to maintain an orderly atmosphere in the school and on the school grounds, any teacher's authority extends to all students, whether or not the student is in that teacher's class.

### **4. Possible Disciplinary Actions**

#### **a. By Teachers**

A disruptive or unruly student may be subject to disciplinary action by the teacher. Teachers make take the following disciplinary actions towards disruptive or unruly students:

- time out in the classroom or other secure, supervised area;
- a conference with the student;
- a reprimand;
- assigning the student to write a recital of events to take home to the family and/or an apology;
- providing a written note to the family about the event, and asking for acknowledgement and support to effect a change in behavior;
- detention; and
- a conference with a parent/guardian.

**b. By the Principal or the Principal's Designee.**

The teacher should refer a student to the Principal for discipline when the teacher feels that the student's improper behavior cannot be corrected through the teacher's classroom management practices or the above disciplinary measures. After consultation with the student and the teacher, the Principal or the Principal's designee will determine the course of action, which may include:

- a conference with the student and/or the parents;
- a reprimand;
- assigning the student to write a recitation of events to take home to the family and/or an apology
- entering into a behavioral contract between student, parent, and administrator;
- detention;
- in-school suspension (ISS) (up to three days per occurrence);
- out-of-school suspension (OSS) (up to five days unless a recommendation for expulsion is sent to Board by the Principal, then the OSS may extend up to fifteen days total); and/or
- recommendation for expulsion (during which time the student is excluded from regular school attendance).

For a student who has been suspended, either in school or out of school, for three (3) or more days, the Principal will require the parent/guardian to meet with him/her to develop a corrective action plan which is signed by the parent/guardian, student, teacher, and the Principal.

## **5. Procedures for Suspension or Expulsion**

### **a. Suspension (Where Expulsion is Not Being Considered)**

Prior to suspension, the Principal or the Principal's designee shall advise the student verbally of the reason for the proposed suspension.

At the time of a suspension, when expulsion is not being considered, the Principal or the Principal's designee shall send letters to the student and the student's parent(s)/guardian(s), which include each of the following:

- (1) Reason(s) for the suspension;
- (2) Date(s) of suspension;
- (3) That the student will not be allowed to participate in classroom and school activities during the suspension period;
- (4) That a parent or guardian is expected to participate in a conference with the Principal in order for the student to be readmitted to the regular classroom;
- (5) If the suspension is an in-school suspension, what the in-school suspension program will consist of;
- (6) If the suspension is an out-of-school suspension, that the student is not to be on school property during the term of the suspension, without a scheduled appointment;
- (7) That the student or the student's parent may have a conference with a designated school staff member (other than the administrator who issued the suspension) to discuss the suspension. If the staff member finds that the suspension was inappropriate, the student's record shall be expunged of the suspension.

The student shall be afforded the appeal procedures described in paragraph (7).

### **b. Suspension Pending Potential Expulsion**

Prior to suspension, the Principal or the Principal's designee shall advise the student verbally of the reason for the proposed suspension.

At the time of a suspension, when expulsion is being considered, the Principal or the Principal's designee shall send letters to the student and the student's parent(s)/guardian(s), which include all of the following information:

- (1) Reason(s) for the suspension;
- (2) Date(s) of suspension;

- (3) That the student will not be allowed to participate in classroom and school activities during the suspension period;
- (4) That the student is not to be on school property during the term of the suspension, without a scheduled appointment;
- (5) That the incident is being investigated for further discipline, up to and including expulsion from the School;
- (6) That a conference is being set for \_\_\_\_\_ (date) and \_\_\_\_\_ (time) when a parent or guardian, accompanied by the student, must come to school for a conference with the Principal or Principal's designee to present and hear information;

Following the conference, the Principal will make a decision whether to move forward with a recommendation for expulsion to the Board of Trustees. If the Principal moves forward with the recommendation, he/she will provide separate written notices of the recommendation to the student's parent(s)/guardian(s) and to the student at least five (5) calendar days prior to the date of the expulsion hearing.

The notice to the parent(s)/guardian(s) and student must include the following information:

- (1) The specific grounds (as listed in Section 2.b. above), and the particulars of the student's alleged conduct upon which the expulsion proceeding is based;
- (2) The time and place of the hearing;
- (3) That the hearing may result in the student's expulsion;
- (4) That hearing will be closed to the public unless, upon the request of the student, or if the student is a minor, the student's parent or guardian, the hearing shall be open to the public;
- (5) That the student and, if the student is a minor, the student's parent or guardian, may be represented at the hearing by counsel at their own expense;
- (6) That the Board of Trustees shall keep written minutes of the hearing;
- (7) That if the Board orders the expulsion of the student, the Board secretary shall mail a copy of the order to the student and, if the student is a minor, to the student's parent or guardian.

The hearing shall be conducted before the Board of Trustees in accordance with the procedures outlined in the notice to the student and parent(s)/guardian(s). If the Board concludes that the student should be expelled, the Board should reduce its decision to writing in the form of a written order, containing each of the following:

- (1) The length of the expulsion, including the beginning and ending date.
- (2) The specific grounds (as listed in Section 2.b. above), and the particulars of the student's conduct upon which the expulsion is based;



- (3) That the Board is satisfied that the interests of the school demand the student's expulsion.

The order should be sent to the student and, if the student is a minor, to the student's parent(s)/ guardian(s).

## **6. Disciplinary Appeal Procedures**

### **a. In-School Disciplinary Actions**

Should a parent disagree with disciplinary action of the School other than our-of-school suspension or expulsion, the parent may appeal by arranging an appointment with or by writing the Principal.

If the parent is dissatisfied with the result of the appeal to the Principal, the parent may appeal to the Chairperson of the Board of Trustees. The decision of the Chairperson will be final.

### **b. Out-School Suspension**

Should the parent disagree with a suspension decision, the parent may appeal the decision of the Principal as follows:

Appeal requests must be made in writing by the parent/guardian to the Chairperson of the Board of Trustees. Such written request must be filed with either the Principal or the Chairperson of the Board within ten (10) school days of the notice of suspension, or the right to review and appeal is waived.

If the parent/guardian is dissatisfied with the Chairperson's decision, he or she may appeal the decision to the Board of Trustees by filing a written request of appeal within five (5) school days of receipt of the Chairperson's decision or the right to further appeal is waived.

In cases of immediate appeal, if the Principal determines that the student's presence at school does not create a continuing danger to persons or property or an ongoing threat of disruption, the student may be allowed to continue in school on a regular basis until the appeal is considered. If the appeal results in the reversal of the suspension decision, the student may continue in school, whereas a decision supporting the suspension will require the student to serve the full suspension beginning the next school day after receiving notice of the decision. In situations where the student is not allowed to continue in school during the appeal process and the appeal is ultimately favorable to the student, opportunity will be provided for the completion of make-up assignments.

The Board will schedule a time, with appropriate notice, for the parents/guardians to present information and arguments to the Board in support of the appeal. The

Principal may also present information at this hearing. If the Board decides to uphold the suspension, it will provide a written record of its decision to the parents/guardians, explaining the grounds for its decision. The decision of the Board of Trustees is final and there is no further appeal process.

## **7. Students with Disabilities**

Students with disabilities may be disciplined, in accordance with the state and federal law, for inappropriate behavior.

a. School personnel may order a change in the placement of a child with a disability to an appropriate interim alternative educational setting, or suspend the child for not more than ten (10) days to the extent they could do so with a child without disabilities. (Note: A suspension for more than five (5) days for a child with a disability is available only if the Principal has recommended expulsion of the student to the Board.)

b. School personnel may order a change in placement to an appropriate interim alternative educational setting for the same amount of time that a non-disabled child would be subject to discipline, but for not more than forty-five (45) days if the child:

i. Carries a weapon to school or to a school sponsored function;

or

ii. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance at a school sponsored function. In such case, the district must develop or revise the child's functional behavioral assessment plan.

c. If the discipline for the special education child involves a change of placement for more than ten (10) days, e.g., an expulsion, then the school must hold an IEP meeting to determine whether the behavior was a manifestation of the child's disability.

i. If the behavior was not a manifestation of the child's disability, the child may be subject to the same disciplinary actions as a non-disabled student, except the school must continue to provide an appropriate education to the child.

ii. If the behavior was related to the child's disability, the child may not be subject to disciplinary action for periods longer than ten (10) school days.

d. A child who is not yet determined eligible for special education and related services may assert any of these protections in response to disciplinary actions if the school system had "knowledge" that the child was a child with a disability before the behavior incident. The school system is deemed to have knowledge if:

- i. The parent of the child has expressed concern in writing to school personnel that the child is in need of special education or related services;
  - ii. Behavior or performance of the child demonstrates the need for such services;
  - iii. The parent of the child has requested an evaluation of the child for purposes of determining if the child is in need of special education or related services; or
  - iv. The teacher of the child, or other school personnel, expressed concern about the behavior or performance of the child to the director of special education or to other school personnel.
- e. If a parent requests an evaluation of a regular education child who is suspended or expelled, the evaluation must be expedited. Pending the results of the evaluation, the child shall remain in the educational placement determined by school authorities.

## **8. Discipline Reports**

Woodlands School Inc. will place all records of student discipline that result in either out of school suspension or expulsion in the student's individual file. If any school considering admitting a student, requests the student's file, the file shall be provided to the requesting school with the documentation regarding the student's out of school suspension or expulsion.