



# Woodland Hills School District Code of Student Conduct

Woodland Hills School District  
Code of Student Conduct  
2021-2022 School Year

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WOODLAND HILLS SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EDUCATION EMPLOYER AND WILL NOT DISCRIMINATE  
ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN, GENDER, AGE, OR HANDICAP IN ITS ACTIVITIES, PROGRAMS, OR EMPLOYMENT PRACTICES  
AS REQUIRED BY TITLE VI, TITLE IX AND SECTION 504.

## **Chapter I: Philosophy on Student Conduct**

The Woodland Hills School District is dedicated to the development of each student's potential, both academic and social, within a positive learning environment. This is an on-going process centered on teacher, student, and family cooperation and collaboration in the classroom, built on a foundation of positive relationships between school and home. Classrooms will develop a shared set of expectations, rules, and practices based on the strengths and needs of individual students. The Woodland Hills School District utilizes a wide system of supports at the building and District level to meet each student's needs including: Student Assistance Programs, School Wide Positive Behavior Supports, Restorative Justice, Response to Instruction and Intervention, Peer Mediation/Mentoring, and Career and College Readiness Programs. Additional options, alternatives, and consequences exist at building, District, and external levels. This process is fundamental in creating a safe and secure learning environment for students, which will allow the Woodland Hills School District to focus on our first priority, providing an excellent educational experience for all students, families, and community members.

The Woodland Hills Board of School Directors declares it to be the policy of the District to provide an equal educational opportunity for all children to achieve their potential through the programs offered in its schools regardless of race, gender, national origin, disability, religion, socioeconomic status, or sexual orientation., The Woodland Hills Board of School Directors has implemented discipline policies with this goal in mind. These policies will remain in effect until rescinded or waived by the Woodland Hills Board of School Directors.

A formal statement of uniform behavioral expectations is embodied in this written Code of Student Conduct, which is adopted by the Board of School Directors, as required by State Law. The code identifies the proactive supports utilized through the District, resources provided to students, parents, and valued stakeholders, and as necessary, describes what behaviors are forbidden, the range of responses which may be invoked by the District, and the procedural rights of students in connection with the imposition of discipline. The Code is continuously reviewed and is formally revised and re-adopted by the Board on an annual basis.

## **Chapter II: Student Rights and Responsibilities**

### **A. Student Rights:**

The District is committed to safeguarding the rights given to all students under state and federal law. To promote a school environment that is a safe and supportive, that is free from discrimination, intimidation, taunting, harassment, and bullying, all District students have the right to:

- be treated with respect by other students and school personnel.
- actively participate and take part in a rigorous school program that is aimed at preparing students for career and college readiness in the 21<sup>st</sup> century.
- take part in all District activities on an equal basis regardless of race, color, creed, gender, national origin, disability, religion, or sexual orientation.
- access school rules and, when necessary, receive an explanation of those rules from school personnel.
- in all disciplinary matters, have the opportunity to present his/her version of the facts and circumstances before a disciplinary decision is made.

### **B. Student Responsibilities:**

All District students have the responsibility to:

- know and exhibit the “5 P’s”: Prompt, Prepared, Productive, Polite, and Proud.
- contribute to maintaining a safe and orderly school environment that is conducive to learning, and respect all members of the school community.
- be familiar with and abide by all District policies, rules, and regulations dealing with student conduct.
- attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
- work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
- respond to direction given by teachers, administrators, and other school personnel in a respectful, positive manner.
- work to develop ways to respectfully handle all situations.
- ask questions when they do not understand, and seek help in solving problems that might lead to a disruption in the learning environment.
- accept responsibility for their actions.
- conduct themselves as representatives of the District when participating in or attending school functions and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

## **Chapter III: Essential Partners**

The Board and District recognize the importance of developing positive and supportive relationships with all stakeholders in the educational process. The success of our students is incumbent upon the collective responsibility of everyone within the school community. With this in mind, it is important that each stakeholder assist in the following ways:

### **A. Parents/Guardians/Advocates**

All parents/guardians/advocates are expected to:

- recognize that the education of their children is a joint responsibility of the parents/guardians/advocates and the school community.
- send their children to school ready to participate and learn.
- ensure their children attend school regularly and on time.
- ensure absences are excused.
- insist their children be dressed and groomed in a manner consistent with the student dress code.
- help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
- know school rules and help their children understand them.
- convey to their children a supportive attitude toward education and the District.
- build positive relationships with teachers, other parents/guardians/advocates, and their children's friends.
- help their children deal effectively with peer pressure.
- inform school officials of changes in the home situation that may affect student conduct or performance.
- provide a place for study and ensure homework assignments are completed.
- dress and conduct themselves in an appropriate manner when attending school functions.

### **B. Teachers**

All District teachers are expected to:

- maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
- be prepared to teach.
- demonstrate interest in teaching and concern for student achievement.
- know school policies and rules, and enforce them in a fair and consistent manner.
- communicate to students and parents:
  - course objectives and requirements.
  - marking/grading procedures.

- assignment deadlines.
- expectations for students.
- classroom discipline.
- communicate regularly with students, parents, and other teachers concerning growth and achievement.
- dress appropriately and professionally.

### **C. School Counselors**

All District school counselors are expected to:

- assist students in coping with peer pressure and emerging personal, social, and emotional problems.
- initiate teacher/student/counselor conferences and parent/ teacher/student/ counselor conferences as necessary, as a way to resolve problems.
- regularly review with students their educational progress and career plans.
- provide information to assist students with career planning.
- encourage students to benefit from the curriculum and extracurricular programs.
- dress appropriately and professionally.

### **D. Support Personnel**

All District support personnel are expected to:

- maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
- promote a safe, orderly, and stimulating school environment, supporting active teaching and learning.
- know school policies and rules while working with District administrators in enforcing the Code of Conduct.
- dress appropriately and professionally.

### **E. Anti-Bullying Team**

Anti-Bullying Team members are expected to:

- ensure that following the philosophies of the anti-bullying program are implemented and sustained by the student body:
  1. We will not bully others.
  2. We will try to help students who are bullied.
  3. We will try to include students who are left out.
  4. If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

- know school policies and rules while working with District administrators in enforcing the Code of Conduct
- dress appropriately and professionally

## **F. Principals**

All District principals are expected to:

- promote a safe, orderly, and stimulating school environment, supporting active teaching and learning.
- ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for resolution of a problem.
- evaluate on a regular basis all instructional programs.
- support the development of and student participation in appropriate extracurricular activities.
- be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
- dress appropriately and professionally.

## **G. Superintendent**

The Superintendent is expected to:

- promote a safe, orderly, and stimulating school environment for supporting active teaching and learning.
- review with District administrators the policies of the Board of School Directors, state, and federal laws relating to school operations and management.
- inform the Board of School Directors about educational trends relating to student discipline.
- work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
- work with District administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
- dress appropriately and professionally.

## **H. Board Members**

All board members are expected to:

- collaborate with students, teachers, administrators, and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, District personnel, and visitors on school property and at school functions.

- adopt and review at least annually the District's Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation.
- lead by example by conducting board meetings in a professional, respectful, and courteous manner.
- be responsive to the concerns and needs of all stakeholders.
- dress appropriately and professionally.

## **I. Woodland Hills Community**

All Woodland Hills community members are encouraged to:

- motivate all stakeholders to be active, productive, and responsible members of the Woodland Hills community.
- actively participate in District events.
- advocate and promote a positive perception of the Woodland Hills School District.
- dress and conduct themselves in an appropriate manner when attending school functions.

## CHAPTER IV: VIOLATIONS OF THE CODE OF STUDENT CONDUCT

### A. **PREFACE**

The following is a list of specific offenses that violate the Code of Student Conduct. A description of the response continuum for violations is provided in Chapter V. The matrix of Behaviors and Disciplinary Strategies is attached as Appendix B. Although the disciplinary response is outlined in the matrix, continued or repeated violations of the same infraction may lead to progressive stages of discipline. A student who encourages, assists, plans or aids another student in violating the Code is punishable just as is the student who actually commits the violation. Each infraction will be evaluated by the building principal, who will have final discretion regarding the disciplinary consequences for each student. All building level responses are subject to review and revision by the Superintendent of Schools or his/her designee. The Board of School Directors is the final arbiter of all disciplinary outcomes within the School District.

### B. **SPECIFIC VIOLATIONS**

#### (1) ALCOHOL AND DRUG POLICY VIOLATION

(a) Possession, sale or use of alcohol or illegal drugs, including look-alike substances, is strictly prohibited on school property or at any school-sponsored event.

(b) "Drugs" are defined as all substances prohibited or regulated by the Controlled Substances, Drug, Device and Cosmetic Act<sup>1</sup>, as amended, and any other applicable state or federal statutes or regulations. Again, the policy also applies to look-alike substances.

(c) The District has adopted mandatory penalties for students who possess, use or sell alcohol or drugs:

(i) The student's parent or guardian must be notified.

(ii) The School Counselor must be notified and an ESAP/SAP referral must follow.

(iii) Appropriate law enforcement agencies may be notified.

(iv) The student may be referred to an outside agency for assessment and possible counseling program.

(v) The student may also be suspended and/or expelled pending referral to the School Board for further disciplinary action.

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<sup>1</sup> 35 P.S. § 780-101 et seq

(vi) The appropriate information will be provided to the Pennsylvania Department of Education.

(d) The District's Drug and Alcohol Policy becomes effective when a student demonstrates symptoms of, use of, possession of, or distribution of drugs, look-alike drugs, unauthorized chemicals, performance enhancement drugs, or alcohol.

(e) When an outside referral is appropriate, the student and family will be informed of the recommendations of the District. The recommendation with an outside agency must be followed for the student to be readmitted to school.

(f) The Board of School Directors prohibits the use of steroids and performance-enhancing substances<sup>2</sup> by students engaged in athletics and the following penalties shall accompany violations of this policy:

(i) For a first violation, a student may be suspended from school athletics for the remainder of the season.

(ii) For a second violation, a student may be suspended from school athletics for the remainder of the season and for the following season.

(iii) For a third violation, permanent suspension from school athletics may result for the student. No student shall be eligible to resume participating in school athletics unless there has been a medical determination that no residual evidence of steroids exists. The Board may require participation in any drug counseling, rehabilitation, testing or other program as a condition of reinstatement into a school athletic program.

## (2) ARSON AND RELATED ACTS

### (a) Fire starting/Arson:

Setting fires on school property is prohibited. Any student who sets an unauthorized fire on school property may be suspended, legal charges may be filed, and all financial and legal obligations arising from the fire or damage to property will be the responsibility of the parent or guardian and the student.

### (b) False Activation of a Fire Alarm:

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<sup>2</sup> 35 P.S. § 807.1

(i) Setting off a false fire alarm is prohibited. Any student who is found to have set off a false fire alarm, reported or telephoned a false fire or panic alarm may be suspended, the relevant law enforcement agency may be notified, and the student and his or her parents or guardians will be responsible for all financial liability incurred.

(ii) Tampering with fire extinguishers is prohibited. Any student found to have tampered with a fire extinguisher may be suspended and will be required to pay for any cost of refilling, repairing, or replacing the tampered fire extinguisher.

(c) Bomb Threat:

(i) Bomb threats are prohibited by criminal statute and District policy. Any student initiating a bomb threat or assisting in a bomb threat may be suspended, the relevant law enforcement agency may be notified, and the offending student and his or her parent/guardian will be responsible for all costs.

(ii) Possession of explosive devices is prohibited, and any student possessing smoke bombs, firecrackers, incinerating devices, or related materials may be suspended. Student may also receive other disciplinary sanctions as are set forth in Chapter IV.

(3) ASSAULT

Assault is an action where one student is aggressively pushing, punching, or kicking another student who is not responding to him or her, other than in self-defense.

(4) BULLYING

Bullying is defined as any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e., Internet, cell phones) that is perceived as being motivated either by any actual or perceived characteristic, such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity and expression; or a mental, physical or sensory disability or impairment; or by any other distinguishing characteristic. Bullying is prohibited in class, at school-sponsored events and activities, on school buses and other school-sponsored transportation and at school bus stops.

(5) CAFETERIA VIOLATIONS

A student who misbehaves during the lunch period may lose his or her cafeteria privileges and may be subject to other disciplinary actions, including assisting the custodial staff in cleaning the cafeteria. Cafeteria

misbehavior includes, but is not limited to throwing food, making a mess, spitting in another student's food, and failing to clean up after oneself.

(6) CLASS CUTTING

Class cutting includes: Not being in assigned and/or scheduled class/area or excessive time on a hall pass. Students are exempt from the policy with proper authorization, i.e. written pass from a teacher, administrator, or other staff member.

(7) DESTRUCTION/DEFACING SCHOOL PROPERTY

(a) A student who intentionally destroys or defaces school property, including but not limited to graffiti, text books, materials, and/or school facilities, will be required to pay for or correct any and all damages.

(b) Defacing or destroying school property<sup>3</sup> is a crime, and the School Board is authorized to offer rewards for information leading to the conviction of persons who deface or destroy school property.

(c) Restitution is permitted in lieu of suspension; restitution may be in the form of monetary restitution or the student may be assigned to a school-work project.

(8) ELECTRONIC DEVICES

(a) In order to use Personal Technology Resources, including those that provide wireless access and/or communication, students must obtain permission from the building principal or teacher. Students bear the burden of responsibility to inquire with school administrators and/or teachers when they are unsure of the permissibility of a particular use of technology prior to engaging in the use.

(b) The Board prohibits the use of Personal Technology Resources, including cellular telephones and smart watches by students during the regular school day, unless expressly authorized by a building administrator or teacher. All cellular devices and any electronics not specifically being used for educational purposes must be powered off during the school day. Further, students will not be permitted to use such devices while participating in extracurricular activities unless expressly authorized by the building administrator or the sponsor/coach of the activity. In this instance, participants will be defined as any student who is a member of an organized team or who is directly involved in an organized after-school activity (e.g. Band, Theater, clubs, etc.). The term is not intended to include individuals who are in attendance at an event solely as spectators.

(c) Additionally, the Board prohibits the use of any portable devices for the

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<sup>3</sup> 24 P.S. § 7-777

purpose of capturing, storing and/or transmitting information, including text, audio or video data, unless expressly authorized by the teacher or building administrator. Cellular telephones that have the capability of taking photographs or recording audio or video data, shall not be used for such purposes while on District property, on buses or other vehicles provided by the District, or while a student is engaged in school sponsored activities, unless expressly authorized, in advance, by the building principal or teacher.

(d) Personal Technology Resources are to connect only to the Internet via the District filtered wireless network. Students are not permitted to connect to the Internet through EVDO, 4G, 5G or other content service providers.

(e) The Board prohibits the taking, storing, disseminating, transferring, viewing, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing.

#### (9) EXTORTION

Concerted or severe harassment or intimidation of students or staff members for the purpose of obtaining money, property, or other advantages is prohibited. Solicitation of money, or anything of value from another person in return for protection or in connection with a threat to inflict harm is extortion.

#### (10) FAILURE TO ATTEND DETENTION

Students are expected to fulfill detention obligations immediately. A student who fails to attend detention may receive additional hours of detention, lunch detention, in-school suspension, or other similar consequences.

#### (11) FALSIFYING INFORMATION

(a) Falsifying information is strictly prohibited. This type of behavior includes, but is not limited to, altering or forging parental excuses, making or conspiring to make false phone calls to school officials, altering or forging hall and library passes, plagiarism, and failure to properly identify him or herself.

(b) Any student who steals or uses another student's identification is subject to disciplinary action.

#### (12) FIGHTING

(a) Fighting is a confrontation by two or more students provoked by verbal, physical, or other factors. A fight occurs where two or more students are involved in pushing, punching, kicking, or other aggressive actions. An incident that involves only one aggressive student is considered assault.

In such a case, the offending student will be disciplined for assault. This type of behavior will not be tolerated by the Woodland Hills School District.

(b) The building administrator may file charges with the magistrate. Relevant law enforcement agencies may also be contacted.

(13) FUND RAISING/ GAMBLING

The Superintendent must approve all fund-raising activities. Students are prohibited from engaging in any fund raising that is not approved by the Superintendent. Tickets or items of any type other than those associated with school-sponsored activities are not permitted to be sold on school property or at school-sponsored events. Any form of gambling or card games is also prohibited.

(14) GANG POLICY VIOLATIONS

(a) Any incident involving initiations, intimidation or related activity of such gangs or affiliates will be considered actions that may cause bodily danger to students or staff.

(b) Any persons wearing, carrying, displaying gang and/or group paraphernalia, exhibiting behavior or gestures which symbolize gang or group membership, or causing and/or participating in activities which intimidate or affect the attendance of another student will be subject to disciplinary action.

(15) HARASSMENT

(a) Harassment is a form of discrimination. It is conduct directed by a person or persons against another person on account of race, color, national origin, language spoken, homelessness, sexual orientation, gender, disability, marital status, age, religion, or any other basis prohibited by law. The aforementioned conduct must be severe, persistent, pervasive, and objectively offensive to the point that the prohibited conduct substantially impairs the victim's participation in his/her employment, educational programs, school-sponsored activities, or any other activities offered or provided by the District.

(b) Harassment consists of verbal, nonverbal, graphic, written, or physical conduct that denigrates or shows hostility or aversion toward any person based upon race, ethnicity, gender, sexual orientation, disability, or religion when such conduct has the purpose or effect of creating an intimidating, hostile or offensive work or school environment; or when such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or any school activity.

(c) Harassment, as defined above, may include, but is not limited to, the following conduct: threats to cause harm or bodily injury, damaging

personal property, physically confining or restraining another person, malicious acts that are severe enough to substantially harm physical or emotional health or safety, epithets and slurs, and/or negative stereotyping.

(d) Cyber harassment includes, but is not limited to using the Internet, interactive and digital technologies, or mobile phones to communicate words, images, or language, directed at specific persons that has the harmful effects described above.

(e) Favors and other inappropriate verbal, written, electronic, or physical conduct of a sexual nature that creates an intimidating, hostile, or offensive environment are prohibited. A student shall not sexually harass another student or any school employee, volunteer, student teacher, or any other person present in school facilities or at school functions.

(f) It is prohibited for any student to harass another student or employee by making unwelcome sexual advances or requests for sexual favors, or engaging in other verbal, written, electronic, or physical conduct of a sexual nature. Conditions may include, but are not limited to:

(i) submission to or rejection of such conduct is used as a basis for academic decisions affecting the student;

(ii) such conduct creates an intimidating, hostile, or offensive learning environment; or

(iii) submission to such conduct is made either explicitly or implicitly a term or condition of the individual's participation in school programs.

#### (16) HAZING

Hazing is defined as any activity that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation, membership in, or affiliation with any organization recognized by the Board. Students who have been subjected to hazing should report it to the building principal immediately. Administrators shall promptly investigate all complaints of hazing and administer appropriate discipline to any individual who violated this policy.

#### (17) IMPROPER DRESS

If a student is not dressed in accordance with the boundaries set forth in the dress code policy, the student may be required to change clothes and disciplinary action may result.

(18) INCITING OR PARTICIPATING IN A DISTURBANCE

Disrupting the order and discipline of the school beyond that of the general classroom is prohibited. This includes using an electronic device to bring others to initiate or engage in a disturbance.

(19) INSUBORDINATION

A student who fails to comply with a reasonable request by a staff member is subject to disciplinary action. This behavior includes, but is not limited to, talking during class, bothering other students during class, being asked to clean up a mess, loitering, running in hallway, horseplay, hiding in lockers, and failing to comply with requests to stop.

(20) LEAVING SCHOOL GROUNDS

Leaving school grounds without permission is prohibited.

(21) METAL DETECTOR VIOLATION

Refusal to go through the metal detector, be wanded, follow the metal detector procedures and protocols, or follow directives from staff members regarding the metal detectors is prohibited.

(22) MOTOR VEHICLE VIOLATION

(a) A student's violation of a state driving statute on school grounds may result in the loss of driving privileges, towing of the violator's car at his or her expense, citations by the police department, detention, or suspension assigned by an administrator. Loss of driving privileges may be for any period of time, including the remainder of the school year.

(b) Students must park only in those areas reserved for student parking. Students parking in areas prohibited to them (i.e., faculty areas, visitor areas, fire lanes, etc.), may be issued a citation and have his or her car towed away at their expense. Students appearing on the scene during the towing away process may be charged the full service to compensate the independent towing service.

(23) PHYSICAL CONTACT WITH SCHOOL PERSONNEL

(a) The intentional striking of a District employee, or outside-contracted employee will result in disciplinary action. The applicable law enforcement agency may be notified, appropriate charges may be filed, and at the conclusion of the informal hearing, the student may be referred to the Woodland Hills School Board for further disciplinary action.

(b) The unintentional physical contact/striking of a District employee, or outside-contracted employee may result in disciplinary action. The applicable law enforcement agency may be notified, appropriate charges may be filed, and at the conclusion of the informal hearing, the student may be referred to the Woodland Hills School Board for further disciplinary

(24) PORTABLE ELECTRONIC DEVICE USED AT UNAUTHORIZED TIMES

(a) In order to use portable electronic devices including those that provide wireless access and/or communication, students must obtain permission from the teacher or building principal. Students have the responsibility to inquire with teachers and/or building principals when they are unsure of the permissibility of a particular use of technology prior to engaging in the use.

(b) The use of portable electronic devices, including cellular telephones, by students during the regular school day, is prohibited unless expressly authorized by a teacher or building principal.

(c) Possession of unauthorized cellular telephones will result in disciplinary action. Such cellular telephones may be confiscated.

(25) SEXUAL ASSAULT

Sexual assault is sexual intercourse or sexual contact with another person without consent or forced sexual act. Sexual assault is a criminal offense under Pennsylvania law and includes the following: the touching either directly or through clothing of another person's genitalia, breasts, inner thigh, or buttocks with a clothed or unclothed body part or object.

(26) SEXUAL MISCONDUCT

(a) Sexual misconduct is any behavior with the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive environment for employment, education, or participation in a school related activity or program.

(b) Examples of activities which could constitute inappropriate sexual behavior include, but are not limited to: consensual sexual activity; indecent exposure; unwelcome leering, sexual flirtations, or propositions; unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions; graphic comments about an individual's body or overly personal conversation; sexual jokes, stories, drawings, pictures, or gestures; spreading sexual rumors; use of communication systems to send unwanted sexual material and messages;

inappropriate or suggestive sexual gestures; touching an individual's body or clothes in a sexual way; displaying sexually suggestive objects in an educational environment; or displaying sexually explicit behavior.

(27) SMOKING/USE OF TOBACCO PRODUCTS

(a) The use or possession of tobacco products by students on school property (which shall include school buses) is prohibited. A student in possession of tobacco products will have such items confiscated.

(b) It is a <sup>4</sup>summary offense for students to use or possess tobacco on school property or in a school bus or school building, a fine of up to \$50.00 may be imposed on students who violate the statute.

(28) TARDINESS TO SCHOOL

(a) Tardiness, arriving at homeroom or first period class after the morning bell has rung, is prohibited.

(b) When a student has accumulated a total of three (3) tardies to school in a semester, the student will be warned. The student may receive detention on the fourth tardy and for each tardy thereafter during the semester. If the detention fails to change the student's behavior and the student is repeatedly tardy, he or she may be suspended in-school for up to three (3) days, and receive further sanctions for additional violations.

(29) TERRORISTIC THREATS

Students are prohibited from communicating terroristic threats directed at any student, employee, board member or community member during school hours or school sponsored events/programs.

(30) THEFT/RECEIVING STOLEN GOODS

(a) Theft and receiving stolen goods are prohibited by Pennsylvania law and School Board policy and, progressive disciplinary actions may result.

(b) Students, parents, or guardians may be responsible for restitution for theft.

(31) TRANSPORTATION

When riding District transportation, students must conduct themselves in an acceptable manner at all times. Vulgarity, profanity, fighting, or other improper conduct is not permitted. Students may not block the aisles or emergency door. Students may not operate the bus door or tamper with the emergency exits. Students may not eat, drink, play radios, or smoke on the bus. Every student must ride their assigned bus and must get on and off at the assigned bus stop. Students must obtain prior approval from

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<sup>4</sup> 18 P.S.—6306.1

building principal, with written permission from his or her parent/guardian in order to ride a different bus or access a different bus stop. Bus privileges may be suspended.

(32) TRUANCY

Truancy is unexcused nonattendance of school. Truancy is prohibited and a student, of compulsory school age, who is truant, may be cited and referred to the local magistrate.

(33) UNACCEPTABLE LANGUAGE

Students are prohibited from using, in speaking or writing, profanity, or other vulgar and obscene language.

(34) UNACCEPTABLE USE OF NETWORK & INTERNET

Students are expected to act in a responsible, ethical, and legal manner in accordance with District policy when using the network and Internet. Students will receive a complete review of the policy from the teaching staff. A written copy will be distributed to all students with a provision for sign-off (parent/guardian for elementary students) prior to using computers. Failure to comply with the policy will result in loss of computer privileges and further discipline action.

(35) WEAPONS

(a) Possession of a weapon will result in a mandatory expulsion for a period of no less than one year, subject to the discretion afforded to the Superintendent and Board of School Directors, pursuant to federal and state legislation.<sup>5</sup>

(b) A student is in violation of this policy if he or she is in possession of a firearm/knife:

(i) In any Woodland Hills School District building;

(ii) On any grounds of the Woodland Hills School District;

(iii) In any vehicle, public or private, providing transportation to or from Woodland Hills Schools, or school activity sites;

(iv) At any school function, activity, or event, regardless of location or time; or

(v) While the student is on his or her way to or from school.

(c) Definitions

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<sup>5</sup> 24P.S. § 13-1317.2, 20 U.S.C. § 8921

(i) "Weapons" shall include, but not be limited to, any knife, cutting instrument, cutting tool, nunchuk stick, brass or metal knuckles, firearm, chemical agent (such as mace), explosive devices (e.g., pipe bombs), and any other tool, instrument, or implement capable of inflicting serious bodily injury. A weapon possessed and used in conjunction with a lawful, supervised school activity or course shall be permitted (e.g., rifles for rifle team, starting pistol for track team) for its intended uses only.

(ii) The term "firearm"<sup>6</sup> means: "(a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device."

(iii) "Firearm" includes actual firearms of any type (e.g., pellet guns, BB guns, and look-alike firearms), whether they are capable of operation and whether they are or can be loaded or unloaded.

(iv) Possession shall include but not be limited to being on the person of the student, in the student's locker, or otherwise directly or indirectly under his or her control.

(d) Every school employee or student who has knowledge of a weapon being impermissibly on school property must immediately inform the principal, who will immediately conduct an investigation. A student who has knowledge or suspicion of a weapon being on school property shall be subject to disciplinary proceedings if the student does not report his or her knowledge or suspicion to an administrator or employee in a timely manner.

(e) Upon reasonable suspicion that a student possesses a weapon, the principal shall conduct a search of the student and his/her belongings. This shall be done in the presence of another adult employee. If available, the principal may request the assistance of a School Resource Officer or any law enforcement officer in conducting the search.

(f) If a weapon is found and confiscated, the principal shall immediately notify the Superintendent, (or, in the absence of the Superintendent, another administrator) the local police, and the parents or guardians of the student involved.

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<sup>6</sup> 18 U.S.C. § 921.

## **CHAPTER V: DISCIPLINARY ACTIONS AND PROCEDURES**

### **A. DISCIPLINE POLICIES**

(1) Chapter IV of the Code sets forth those student behaviors that will bring about disciplinary consequences. Chapter V describes the District's approach to discipline and the disciplinary alternatives available to administrators when a student violates the Code.

In general, the District maintains a preference for in-class management of behavior, counseling, and discipline, supported by home contacts. Limited removal of students from classrooms should be focused on supporting in-class efforts and facilitating return of the student to the classroom environment. More extended separations from classrooms are less preferred, should be occasioned only by continuing or serious behavioral problems, and should be associated with appropriate guidance or other referrals.

For extended separations, in-school suspension is preferred over out-of-school, so as to maintain attendance and presence in the learning environment. Out-of-school suspension should be imposed only for serious misconduct or events where continued presence in the school is itself disruptive. Permanent expulsions should be reserved for extreme misconduct and protection of the school environment.

(2) The District has created a matrix describing the levels of disciplinary response. There are four levels of disciplinary response. See Appendix A for a description of the levels.

### **B. Required Prevention, Intervention and Disciplinary Responses**

Consistent with the District's strong preference for in-class management of student behavior, Positive Behavior Intervention Supports (PBIS) have been adopted as a mandatory component of our Discipline Code. Positive intervention supports must be utilized before out of school suspension can be administered for level 1 and 2 infractions.

PBIS is a school wide tiered support, used as a systematic approach to teach and reinforce positive behavioral expectations for all students. PBIS is a framework for schools to more successfully integrate and include evidence-based strategies to support academic, social, and behavioral outcomes for all students. The three-tier PBIS framework engages students in different ways. PBIS includes creating a positive school wide climate and culture, broad classroom reform and more individualized support as needed.

Schools with a positive climate and culture have:

- Positive relationships with all stakeholders- students, parents, teachers/staff, and community partners.
- Training and resources to resolve conflicts peacefully and respectfully, with suspensions used only as a disciplinary measure of last resort.
- Supports for students who are experiencing emotional crisis, trauma, or serious challenges in their homes and communities.
- Engaging academic and extracurricular activities for students that meet behavioral, developmental, and academic needs.
- Effective communication between schools, parents, and communities.
- Clean and well-maintained environments that clearly demonstrate school pride and a love of learning.
- A learning environment where students and staff feel physically and emotionally safe.

PBIS Tier 1:

(a) School Wide and Classroom Interventions and Responses

These interventions aim to teach alternative behaviors so students can learn and demonstrate safe and respectful behavior. A variety of teaching and classroom management strategies are utilized.

- Contact parent/guardian
- Verbal correction
- Precorrection and redirection
- Written reflection or apology
- Seat change
- Parent/guardian conference
- Parent/guardian accompany student to school
- Daily progress sheet on behavior
- Loss of classroom privileges
- Student conference
- Detention
- Teach, model, and practice expected behavior
- Identify behavioral triggers

(b) Student Support Team Interventions and Responses

These interventions can involve support staff, both school-based and within the broader community. They aim to engage the student's support system to ensure successful learning, consistency of interventions, and to modify the conditions that contribute to the student's undesired behavior.

- Parent or guardian notification
- Community conferencing/Systems meetings
- Adult and/or peer mentoring
- Peer mediation
- Referral to IEP or 504 team
- IEP meeting
- Functional Behavioral Assessment and Behavioral Intervention Plan
- Referral to school-based health or mental health professionals
- Check in/check out with adult mentor
- Restitution
- Conflict resolution
- Restorative justice strategies
- Community mediation
- Short-term behavioral progress reports
- Referral to community organization
- Develop student support team plan

#### PBIS Tier 2: Intensive Support and Administrative Interventions and Responses

These interventions can involve the school administration and are intended to correct behavior by stressing the significance of the behavior while keeping the student in school.

- Parent/guardian notification
- Change in schedule or class
- Restorative justice practices
- Loss of privileges
- Restitution
- Detention
- Conflict resolution
- Peer mediation
- Verbal reprimand by administrator
- Referral to ESAP or SAP
- Develop Functional Behavioral Assessment and Behavioral Intervention Plan
- Community conferencing/Systems meeting
- In-school suspension
- Assignment of work projects
- Mentoring
- Review students current accommodations and make adjustments as necessary

### PBIS Tier 3: Suspension and Referral Responses

These interventions may involve the removal of a student from the school environment because of the severity of the behavior. The duration of the suspension, if issued, is to be limited as much as possible while still adequately addressing the behavior.

- Parent/guardian notification
- Short-term suspension (one to three days)
- Restorative justice practices
- Referral to the ESAP/SAP team
- Develop Functional Behavioral Assessment and Behavioral Intervention Plan
- Community conferencing/systems meeting
- Referral to community organization and/or therapeutic supports

### PBIS Tier 4: Extended Suspension and Referral Responses

These interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve the placement of the student in an alternative environment that provides additional structure to address behavior. These interventions focus on maintaining the safety of the school community and ending self-destructive and dangerous behavior.

- Parent or guardian notification
- Long-term suspension (4-10 day)
- Extended suspension (11 to 45 days)
- Expulsion (serious behavioral infractions; more than 45 days)
- Functional Behavioral Assessment and Behavioral Intervention Plan
- Restorative Justice
- Referral to IEP team for manifestation determination for students with disabilities
- Revision to IEP or 504 (students with disabilities) as need
- Alternative educational placement
- Referral to community organization and/or therapeutic supports
- Permanent expulsion for serious offenses, as outlined in policies and regulations
- Referral for substance abuse evaluation

### **C. Acceptable Disciplinary Strategies**

The Woodland Hills School District is committed to the concept of Progressive Discipline. The underlining principle of progressive discipline is that the administrator will utilize a graduated series of consequences. As always, the severity of the behavior may require immediate administration of a more serious consequence.

The District recognizes the concept of Trauma-Informed Care as a foundational pathway to dealing with disruptive behavior. Trauma-Informed Care is an approach that implements trauma-specific interventions and/or treatments that are designed specifically to address the consequences of trauma and facilitate healing. The District:

- Realizes the widespread impact of trauma and understands potential paths for recovery.
- Recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system.
- Responds by fully integrating knowledge about trauma into policies, procedures, and practices.
- Seeks to actively resist re-traumatization.

#### **1. Administrative Conference**

An administrative conference is a conference between a student and an administrator concerning an infraction of the student code of conduct.

#### **2. Student Assistant Team Referral (SAP/ESAP)**

The Student Assistance Team is a team of trained professionals that is available to assist students that are having problems. The primary goal is to help students succeed academically, emotionally, physically, and personally. These programs work with the support and full knowledge of the families. Administrators may make referrals to the Student Assistance Team.

#### **3. Administrative Detention**

A student who is assigned to detention shall report to the detention room on the day(s) assigned by the administrator. The requirements of detention are promptness, silence, constructive writing or studying and will be free of electronic devices.

#### **4. Community Service**

Community service is an alternative option for discipline that assigns students to perform a service in their community in lieu of fines or additional discipline.

## **5. Exclusions from Classes (In-School Suspension)**

- (a) A student receiving in-school suspension will be required to report to the in-school suspension room and work on assignments in a structured, supervised learning atmosphere. Students are not permitted to sleep during in-school suspension.
- (b) Students receiving in-school suspension will be informed of the reasons for the suspension and will be given an opportunity to respond to them. The student's parents or guardian will be contacted when in-school suspension is imposed, and with any in-school suspensions exceeding ten (10) consecutive school days, the student and his or her parents or guardians shall have the right to an informal hearing by the 4th day.

## **6. Exclusions from School (Out-of-School Suspension)**

PA School Code provides that the Board of School Directors defines and publishes the types of offenses that could lead to exclusion from school.

- (a) Exclusion from school may be:

Temporary Suspension: Exclusion from school for an offense for a period of up to three (3) school days, by an administrator, without an informal hearing, in accordance with the policies of the Board of School Directors.

Full Suspension: Exclusion from school for an offense for a period of between four (4) and ten (10) school days, and after an informal hearing before the principal. The hearing must be offered to the student and the student's parent or guardian, in accordance with policies established by the Board of School Directors.

Expulsion: Expulsion is exclusion from school by the Board of School Directors after a formal hearing for an offense for a period exceeding ten (10) school days. Expulsion may involve permanent removal from the school rolls.

- (b) No student may receive a temporary suspension unless he or she has been notified of the charges and given an opportunity to respond prior to the suspension becoming effective. All full suspensions require an informal hearing and all expulsions require a formal hearing, in accordance with established procedure and the Pennsylvania School Code.

- (c) The maximum period that a student may be suspended for an offense is ten (10) school days. A temporary suspension may be followed by a full suspension for the same offense, provided that the ten (10) school days limitation is not exceeded. Temporary or full suspension may not be cumulative or made to run consecutively beyond the ten (10) day limit.
- (d) During the period prior to a temporary suspension or full suspension or a hearing and decision by the Board of School Directors in an expulsion case, the student shall remain in his or her assigned classes.
- (e) Students shall be permitted to make up exams and work missed while being disciplined by temporary or full suspension within guidelines established by the Board of School Directors.
- (f) If, when expulsion proceedings are initiated, it is determined after an informal hearing that the student's presence in his or her normal classes would constitute a threat to the health, safety or welfare of others, and it is not possible to hold a formal hearing within the period of full suspension, the student may be excluded from school for more than ten (10) school days, provided the formal hearing is not unreasonably delayed. Any student so excluded shall be provided with alternative instruction.
- (g) Expelled students who are less than 17 years of age are still subject to the compulsory school attendance law. The responsibility for placing the student in school rests initially with the student's parents or guardians. However, if the student is unable to attend another public school, cannot afford to attend, or is unable to be accepted at a private school, the school District has the responsibility to make some provision for the child's education. If the approved educational alternative program is not complied with, the school District may take action in accordance with the provision of Chapter 63 of the Juvenile Act to ensure that the child will receive a proper education.

## **7. Hearings**

Education is a fundamental right and students must be afforded all appropriate elements of due process if they are to be excluded from school. In a case involving a possible expulsion, a student is entitled to a formal hearing.

(a) Procedure for an informal hearing:

- i. Notification of the reasons for the suspension is given in writing to the parent or guardian and to the student.

- ii. Sufficient notice is given to the student of the time and place of the informal hearing.
- iii. A student has the right to question any witness at the hearing.
- iv. The student has the right to speak and produce witnesses on his own behalf.

(b) Procedure for formal hearing:

- i. A formal hearing may be held before the Board of School Directors or a duly authorized committee of the Board or a hearing officer. A hearing examiner need not be a member of the Board, but his or her adjudication must be approved by the Board.
- ii. At a formal hearing, the following due process requirements are to be observed:
  - Notification of the charges in writing, sent to the parents or guardian and to the student by certified mail.
  - Sufficient notice to the student of the time and place of the hearing.
  - The right of the student to be represented by counsel.
  - The School Board and the Administration may be represented by counsel at all formal hearings.
  - The right of the student to be presented with the names of witnesses against the student and copies of the statements and affidavits of those witnesses.
  - The right of the student to request that any such witnesses appear in person and answer questions or be cross-examined.
  - The right of the student to testify and produce witnesses on his or her own behalf.
  - A record must be kept of the hearing, either by a stenographer or by a tape recorder. A student is entitled, at the student's expense, to a copy of the transcript.
  - The proceedings must be held within 10 days.
  - Unless otherwise requested by the student's parents/guardians, the hearing shall be held in private.
- iii. Legal Right: Where the student is dissatisfied with the results of the formal hearing, recourse is available with the appropriate state or federal court.

## **8. Transportation Violation Measures**

All discipline problems related to school buses will be handled between the school bus driver, the student, the principal, parents, and when necessary, the District's Director of Transportation.

- (a) Violation of the standards for bus conduct shall be subject to the following penalties:
- (b) First Offense – Conference with student and warning letter to parents. A principal may suspend a student from the bus on the first offense if it is serious in nature.
- (c) Second Offense – Suspension of bus riding privileges for 1 day.
- (d) Third Offense – Suspension of bus riding privileges for 3 days.
- (e) Subsequent Offenses – Permanent suspension may occur from school bus riding privileges for the balance of the school year. The authority for suspension is vested solely on the building principals.

## **9. Supplemental Strategies**

- (a) Peer Mediation

Peer mediation is a voluntary process in which students are given an opportunity to talk out disciplinary problems with trained mediators, look for possible solutions, and secure an agreement that is fair to both parties.

Mediation has been used with some success in dealing with altercation (whether physical or verbal) between students. This is because the process allows the students involved in the altercation to talk about why the incident occurred, discuss whether it will happen again, and offer apologies to each other. A successful mediation, ending in admitting of fault and/or an apology, is often able to change the administrative consequences assigned to the student(s).

Mediation is used as a measure of intervention in altercations that have occurred and as a measure to prevent future altercations. Due to the effectiveness of mediation, the District will strive to offer all students involved in altercations the opportunity to mediate and will offer mediation in circumstances where such remedy is appropriate.

- (b) Restorative Justice Hearing (Secondary Only)

Restorative justice rests on the idea that problems and conflicts can be more effectively resolved using a restorative rather than a punitive approach. It allows those who have caused harm and who have been

harmed to come together to discuss, resolve, and 'repair' the harm done. Ways to implement restorative justice are:

- i. Circles
- ii. Mediation
- iii. Peer Jury
- iv. Restorative Conference
- v. Follow-up

(c) Mentor Assignment

Students may be assigned to a peer mentor as a strategy to give support and guidance to the student.

(d) Individually Designed Intervention (IDI)

IDI will be used by administration as a supplement to disciplinary consequences based on the student and the violation(s).

**C. CRIMINAL ACTS**

Criminal acts occurring on school property will be dealt with in accordance with Title 18 (Crimes and Offenses) of the Pennsylvania Consolidated Statutes, as amended and all other statutes applicable to juvenile or other offenders and offenses.

A student, who is charged with committing a criminal act, depending upon the severity of the case, may be released into the custody of his or her parents and reported to the appropriate law enforcement agency. He or she may also be referred to the School Board for further disciplinary action.

If a student of the Woodland Hills School District is charged with a crime occurring outside of school and away from school property but related to the student or staff population of the District and it is determined that the student poses a threat to the health, safety or welfare to the District's students or staff, the District may impose appropriate disciplinary measures of its own against the student.

**D. THE PA SAFE SCHOOL ACT OF 1995 (as amended)**

Woodland Hills School District is committed to enforcing the Safe Schools Act<sup>7</sup>. Under the Act, schools shall document and report all incidents of violence occurring on school property. Schools shall forward disciplinary records to the

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<sup>7</sup>, 24 P.S. §13-1301—A, et seq

new schools of students transferring out of the District, and shall make disciplinary records available to state and local law enforcement officials.

**E. SUMMARY OF DRUG AND ALCOHOL POLICY** (See appendix C)

**F. ACCOUNTABILITY REPORTING**

The Woodland Hills School District recognizes and vigorously supports the moral and legal mandate to provide for equitable disciplinary outcomes in a diverse school community.

To that end, it shall be a requirement that each building within the District shall carefully and accurately record data relating to the gender, ethnicity and disability status of every student who is subject to any disciplinary consequence.

The data shall be recorded in a report and format specified by the Superintendent and the report shall be forwarded to the Superintendent, the Board of School Directors and the District Code of Conduct development committee on a monthly basis.

Schools that demonstrate consistent and equitable application of the Code of Conduct shall be recognized for that effort. Schools that fail to meet that test shall be subject to intensive review and, possibly, remedial plans as determined by the Superintendent or his/her designee.

Annually, the Superintendent, in collaboration with the Code of Conduct committee, shall publish equity targets intended to insure that ALL students are disciplined in a fair and equitable fashion.

The District shall recruit and develop a team of community stakeholders who, on a quarterly basis, shall review cumulative discipline reports from each school.

## **Appendix A: Levels of Intervention and Disciplinary Response**

***Level 1: School Wide and Classroom Interventions and Responses.*** These interventions aim to teach correct, alternative behavior so students can learn and demonstrate safe and respectful behavior. Teachers and staff are encouraged to try a variety of teaching and classroom management strategies including PBIS.

- ✓ Contact parent or guardian via telephone, email, or any other means of communication
- ✓ Verbal correction
- ✓ Reminders and redirection (e.g., role play)
- ✓ Written reflection or apology
- ✓ Seat change
- ✓ Parent or guardian conference
- ✓ Teaching and positive practice of correct behavior
- ✓ Loss of classroom privileges
- ✓ Short term behavioral progress reports
- ✓ Teacher or student conference
- ✓ Detention
- ✓ Check In – Check Out
- ✓ Service to school
- ✓ Restitution
- ✓ Mentoring
- ✓ Conflict Resolution
- ✓ Restorative practice strategies

***Level 2: Intensive Support and Administrative Staff Interventions and Responses.*** These interventions can involve the school administration and aim to correct behavior by stressing the significance of the behavior while attempting to keep the student in school.

- ✓ Parent or guardian notification
- ✓ Change in schedule or class
- ✓ Restorative practice strategies
- ✓ Loss of privileges
- ✓ Restitution
- ✓ Detention
- ✓ Conflict Resolution
- ✓ Peer Mediation
- ✓ Mentoring
- ✓ Reprimand by appropriate administrator
- ✓ Referral to Student Assistance Program (SAP)
- ✓ Referral to IEP or 504 Plan team
- ✓ IEP Meeting
- ✓ Develop Functional Behavioral Assessment and Behavioral Intervention Plan
- ✓ Community Conferencing
- ✓ In School Suspension
- ✓ Assignment of work projects
- ✓ Referral to community organization
- ✓ Referral to school based health or mental health clinic

**Level 3: Suspension and Referral Responses.** These interventions may involve the removal of a student from the school environment because of the severity of the behavior.

- ✓ Parent or guardian notification
- ✓ Short term suspension
- ✓ Restorative practice strategies
- ✓ Referral to the Student Assistance Program (SAP)
- ✓ Referral to Alternative Educational Placement (Rankin Promise Program)
- ✓ Referral to IEP team for manifestation determination if applicable for students with disabilities
- ✓ Revision to IEP or 504 Plan (students with disabilities) as needed
- ✓ Develop Functional Behavioral Assessment and Behavioral Intervention Plan
- ✓ Community Conferencing
- ✓ Referral to community organization
- ✓ Referral to school based health or mental health clinic

**Level 4: Extended Suspension and/or Expulsion.** These interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve the placement of the student in an alternative environment that provides additional structure to address behavior. These interventions focus on maintaining the safety of the school community and terminating destructive or dangerous behavior.

- ✓ Parent and guardian notification
- ✓ Long term suspension
- ✓ Extended suspension
- ✓ Expulsion
- ✓ Develop Functional Behavioral Assessment and Behavioral Intervention Plan
- ✓ Community Conferencing
- ✓ Restorative practice strategies
- ✓ Referral to IEP team for manifestation determination for students with disabilities
- ✓ Revision to IEP or 504 Plan (students with disabilities) as needed
- ✓ Alternative educational placement within the District (Promise Program)
- ✓ Alternative educational placement outside of the District
- ✓ Referral to community behavioral or mental health organizations
- ✓ Permanent expulsion for serious offenses

**Police Informed.** These interventions involve police notification due to the severity of the behavior posing a threat to the health, safety, and welfare of oneself or others. When a student engages in illegal activity, it is necessary for the school Principal to contact the local Police Department.

**Appendix B: Behaviors and Levels of Disciplinary Response**

Behavior	Level 1 Classroom Interventions and Responses	Level 2 Intensive Support and Administrative Staff Interventions and Responses	Level 3 Suspension and Referral Responses	Level 4 Extended Suspension and/or Expulsion	Police Informed
<b>Alcohol and Drug Policy Violations</b>					
✓ Under the Influence		✓			✓
✓ Using or Possessing		✓	✓	✓	✓
✓ Distributing or Selling		✓	✓	✓	✓
<b>Arson and Related Acts</b>					
✓ <b>Fire Starting/Arson</b>				✓	✓
✓ <b>False Activation of a Fire Alarm</b>					
○ Pre-K to Grade 3	✓	✓	✓		✓
○ Grade 4 to 6		✓	✓	✓	✓
○ Grade 7 to 12			✓	✓	✓
✓ <b>Bomb Threat</b>					
○ Pre-K to Grade 3	✓	✓	✓		
○ Grade 4 to 6		✓	✓	✓	✓
○ Grade 7 to 12			✓	✓	✓
<b>Assault</b>					
✓ <b>Bodily Injury</b>					
○ Pre-K to Grade 3		✓	✓		
○ Grade 4 to 6		✓	✓	✓	
○ Grade 7 to 12		✓	✓	✓	✓

Behavior	Level 1	Level 2	Level 3	Level 4	Police Informed
<b>Two or More Persons Intentionally Attacking a Student</b>					
○ Pre-K to Grade 3	✓	✓	✓	✓	
○ Grade 4 to 6	✓	✓	✓	✓	
○ Grade 7 to 12		✓	✓	✓	✓
<b>Bullying</b>	✓	✓	✓	✓	
<b>Cafeteria Violations</b>	✓	✓	✓		
<b>Class Cutting</b>	✓	✓	✓		
<b>Destruction/Defacing School Property</b>					
✓ Intentional damage to another person's or school property (under \$50)	✓	✓	✓		✓
✓ Intentional damage to another person's or school property (\$50 - \$500)		✓	✓		✓
✓ Intentional damage to another person's or school property (over \$500)		✓	✓	✓	✓
<b>Extortion</b>					
✓ Pre-K to Grade 3	✓	✓			
✓ Grade 4 to 6		✓	✓		
✓ Grade 7 to 12		✓	✓	✓	✓
<b>Failure to Attend Detention</b>	✓	✓	✓		
<b>Falsifying Information</b>	✓	✓	✓	✓	✓
✓ Identity Theft	✓	✓	✓	✓	✓
<b>Fighting</b>	✓	✓	✓	✓	
<b>Fund Raising/Gambling</b>	✓	✓	✓		
<b>Gang Policy Violations</b>	✓	✓	✓	✓	✓
<b>Harassment</b>					
✓ Verbal Harassment	✓	✓	✓	✓	

Behavior	Level 1	Level 2	Level 3	Level 4	Police Informed
✓ Physical Harassment		✓	✓	✓	✓
✓ Cyber Harassment		✓	✓	✓	✓
✓ Sexual Harassment		✓	✓	✓	✓
<b>Hazing</b>		✓	✓	✓	
<b>Improper Dress/Dress Code Violation</b>	✓	✓	✓		
<b>Inciting or Participating in Disturbance</b>	✓	✓	✓	✓	
<b>Insubordination</b>					
✓ Talking out in class and other behaviors that disrupt the learning environment	✓	✓	✓		
✓ Serious classroom disruption that directly affects the safety of others	✓	✓	✓	✓	
<b>Leaving School Grounds Without Permission</b>		✓	✓	✓	✓
<b>Metal Detector Violation</b>		✓	✓	✓	
<b>Motor Vehicle Violation</b>		✓	✓	✓	
<b>Intentional Physical Contact w/ School Personnel</b>					
✓ Pre-K to Grade 3	✓	✓	✓	✓	
✓ Grade 4 to 6	✓	✓	✓	✓	✓
✓ Grade 7 to 12	✓	✓	✓	✓	✓
<b>Portable Electronic Device Used at Unauthorized Times</b>	✓	✓			
<b>Sexual Assault</b>		✓	✓	✓	✓
<b>Sexual Misconduct</b>		✓	✓	✓	✓
<b>Smoking/Use of Tobacco Products</b>		✓	✓	✓	
<b>Tardiness to School</b>		✓	✓		
<b>Terroristic Threats</b>	✓	✓	✓	✓	✓

Behavior	Level 1	Level 2	Level 3	Level 4	Police Informed
<b>Theft/Receiving Stolen Goods</b>					
✓ Pre-K to Grade 3		✓	✓	✓	
✓ Grade 4 to 6		✓	✓	✓	
✓ Grade 7 to 12		✓	✓	✓	✓
<b>Transportation</b>		✓	✓	✓	
<b>Truancy</b>		✓		✓	✓
<b>Unacceptable Language</b>	✓	✓	✓		
<b>Unacceptable Use of Network &amp; Internet</b>	✓	✓	✓	✓	
<b>Weapons</b>			✓	✓	✓

\*\* The shaded squares, under Police Informed, indicate that these offenses are mandatory to report\*\*

## Appendix C: Summary of Drug and Alcohol Policy

WOODLAND HILLS SCHOOL DISTRICT						
SUMMARY OF DRUG AND ALCOHOL POLICY						
SITUATIONAL CATEGORY	IMMEDIATE ACTION	INVESTIGATION	NOTIFICATION OF PARENTS	NOTIFICATION OF POLICE	DISPOSITION OF SUBSTANCE	DISPOSITION
1. Student is suspected of possible drug, unauthorized chemicals, steroids or alcohol usage. There is no violation or physical evidence.	The student is informed of available help and encouraged to seek assistance.	Limited to the staff member contacting the C.A.C.	Limited to behavioral problems	Not applicable	Not applicable	None Assistance available
2. A student contacts a staff member in regard to the drug/alcohol or steroid use of another student.	The student who contacts a staff member is encouraged to get the student with a problem to personally seek assistance.	Limited to the staff member and **C.A.C./S.O.S. may be contacted for assistance.	Not applicable	Not applicable	Not applicable	None Assistance available
3. A student volunteers information about personal drug, alcohol, steroids or unauthorized chemicals usage and asks for help.	The student is informed of services available and encouraged to seek assistance.	A staff member may request advice from the C.A.C. and S.O.S.	Only with the consent of the student unless there is a clear and imminent danger.	Not applicable	Not applicable	None Assistance available
4. A student has a drug, alcohol, unauthorized chemicals or steroid related medical emergency.	The nurse will be summoned immediately.	The principal will investigate the incident. This may include a search of the student, locker and other possessions.	Yes, notification of the incident in the case of a health problem or medical emergency.	Yes, if chemical substance is appropriated.	Analysis will be made.	Referrals will be made to building administrator
5. A student possesses drug, alcohol or steroid related paraphernalia.	Principal is summoned. Paraphernalia is confiscated. Staff member writes an anecdotal report of the incident.	The student, his/her locker and other possessions will be searched.	Yes	At the discretion of principal.	Confiscated for analysis if warranted.	Referrals will be made to building administrator
6. A student possesses, uses or is under the influence of drugs, alcohol, unauthorized chemicals or steroids. First Offense – Cooperative	Principal is summoned. Staff member writes an anecdotal report of the incident.	The student, his/her locker and other possessions will be searched.	Yes, requested to come to the school.	Yes	Analysis will be made.	Initially the student will be suspended for a minimum of 3 school days during which an informal hearing will be held. An additional 7 days of suspension may result. Recommendation may result in a school board hearing.
7. A student possesses, uses or is under the influence of drugs, alcohol, unauthorized chemical or steroids. First Offense – Uncooperative	Principal is summoned. Staff member writes an anecdotal report of the incident.	The student, his/her locker and other possessions will be searched.	Yes, requested to come to school immediately.	Yes	Analysis will be made for possible use in further proceedings.	Initially the student will be suspended for a minimum of 3 school days during which an informal hearing will be held. An additional 7 days of suspension may result. Recommendation may result in a school board hearing.
8. A student possesses, uses or is under the influence of drugs, alcohol, unauthorized chemicals, or steroids at a school related activity.	Chaperone will contact the group advisor or administrator.	The student and his/her possessions will be searched.	Yes, come to escort.	Yes	Analysis will be made for possible use in further proceedings.	The student will be sent home immediately. Further discipline as provided by the appropriate situational category - * or +
9. A student is caught again in possession, use or under the influence of unauthorized chemicals, drugs, alcohol or steroids.	Principal is summoned. Staff member writes an anecdotal report of the incident.	The student, his/her locker and possessions are searched.	Yes, requested to come to the principal's office immediately.	Yes	Analysis will be made for possible use in further proceedings.	Initially the student will be suspended for a minimum of 3 school days during which an informal hearing will be held. An additional 7 days of suspension may result. Recommendation may result in a school board hearing.
10. A student is distributing drugs, alcohol, controlled substance, unauthorized chemicals or steroids.	Principal is summoned. Staff member writes an anecdotal report of the incident.	The student, his/her locker and possessions will be searched. The principal will call the police and assist the police in their investigation.	Yes, requested to come to the principal's office immediately.	Yes, in order that they may take further action.	Analysis for use in further proceedings will be requested.	Initially the student will be suspended for a minimum of 3 school days during which an informal hearing will be held. An additional 7 days of suspension may result. Recommendation may result in a school board hearing.
All school personnel will guard the confidentiality of the student.						
<p>* In accordance with current guidelines for student conduct code.</p> <p>+ When an outside referral is appropriate the student and family will be informed that recommendations by the District and outside agency must be followed to insure successful re-entry to school. (A Board Expulsion Hearing may be held if not followed.)</p> <p>** CAC (Certified Addiction Counselor), SOS (Secular Organization for Sobriety)</p>						