

WOODLAWN

PREPARATORY SCHOOL

SCHOOL POLICY HANDBOOK

FOR STUDENTS, PARENTS, TEACHERS, &
ADMINISTRATORS

2023-2024

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Introduction

Woodlawn Preparatory School A Community School with Christian Worldview

Mission Statement

Woodlawn Preparatory School is committed to the development of the whole child to promote a love for life-long learning by implementing the Montessori philosophy of education and human development in a Christ-centered environment.

Goals

- Empower children to cultivate curiosity, independence, and responsibility.
- Educate using a student-centered hands-on approach to learning.
- Ensure a safe environment where every child can reach his/her highest potential.
- Effect children's awareness as to their identity and purpose as a child of God.
- Elicit parents and community stakeholders as partners in education.
- Establish a continued association with accrediting bodies.
- Engage in the full implementation of the Montessori Method in each environment through 6th grade.
- Exemplify rigorous scholarship, leadership, and preparedness for college and career throughout Middle and High School.

Vision

Our vision will be achieved when...

- Woodlawn Preparatory School is seen as an innovative model for education in the community.
- Woodlawn Preparatory School educates children from toddlers through high school.
- Woodlawn Preparatory School engages the community in frequent dialog and interaction regarding education in child development, Montessori practices, and joint planning of community events.

- Woodlawn Preparatory School is financially sustainable through the cooperative efforts of school parents and local church and community stakeholders.

Beliefs

- A Christian worldview is vital to an understanding of how to develop relationships as leaders in the world and local community, members of a family, and children of God.
- The cooperative efforts of parents, children, and the school form integral parts of a child's intellectual, social, emotional, physical, and spiritual development.
- The learning environment must be characterized by personal excellence in work with high levels of engagement, motivation, kindness, service, collaboration, and respect for individuality and diversity.
- Through the implementation of the Montessori philosophy of education and human development, children can achieve their highest potential as self-directed learners and creative problem-solvers.

Woodlawn Preparatory School Statement of Faith

Woodlawn Prep is a Community School with a Christian Worldview. We recognize that the community our student body is derived from will have various religious or doctrinal differences. However, the following Statement of Faith expresses the core beliefs the School Board of Trustees and School Administration wish for our students and staff to embody as they grow in their faith in Christ. This statement of faith will be used to inform school policy.

About God

We believe in the one eternal God who is unlimited in power, holy in his nature, his attributes, and his purpose; and who possesses absolute, indivisible deity. This one true God has revealed Himself as Father, Son, and Holy Spirit, with distinct attributes, but without division of nature, essence, or being.

Deuteronomy 6:4, Matthew 28:19, 1 Corinthians 8:6

About the Bible

We believe God originated and inspired what we call the Bible, and that the Bible is God's message to humanity. We accept the Bible as the final authority in all matters of faith and practice.

2 Timothy 3:16-17, 2 Peter 1:21

About Jesus Christ

We believe that Jesus Christ is the Son of God. He was born of a virgin, he lived a sinless life, He was crucified on Calvary for the sins of humanity, and physically rose from the grave. We believe that through his death and life we have personal salvation and power for victorious living.

Colossians 1:15, Philippians 2:5-8, Matthew 1:18-25, 1 Peter 2:24-25, Hebrews 4:14-16, Acts 1:9-11, Ephesians 1:7-10, 1 Thessalonians 4:16-17

About Salvation

We believe that every person has sinned and stands in need of redemption and salvation, which is obtained through faith in the shed blood of the Lord

Jesus Christ. Those repenting of sin and being born of water and of the Spirit become children of God.

Genesis 1:26-27, Romans 3:10, Romans 3:23, Romans 6:23, John 3:3, Acts 13:38-39, Acts 4:12, John 3:16, Acts 2:38, Matthew 25:46, 2 Thessalonians 1:7-10, Romans 10:9-10, Ephesians 2:8-9

About Baptism

We believe that following faith in the Lord Jesus Christ, there is no other name under heaven given among men whereby we must be saved. New believers are instructed in the Bible to be baptized in water by immersion as public evidence of that faith. Water baptism is an act of obedience symbolizing the believer's faith in a crucified, buried, and risen Savior, the believer's death to their own sin, the burial of that old life, and the resurrection to a new life in Christ Jesus.

Romans 6:3-5, Matthew 28:19, Acts 22:16, Acts 2:38, Acts 2:41, Acts 8:12, Acts 16:13-15, Acts 16:25-33, Galatians 3:26-27

About the Holy Spirit

We believe that the Holy Spirit is active in the world today and that the baptism of the Holy Spirit, and His accompanying gifts and the life characteristics produced by His indwelling, are the privileges of all New Testament believers.

Ephesians 1:13-14, John 16:13, John 14:17, Acts 1:8, Acts 2:39, 1 Corinthians 12-14, Galatians 5:22-23

About the Church

We believe the Church has been called out of the world to be a group of people who follow Jesus Christ. These Christ-followers, through the power of the Holy Spirit, will affect genuine spiritual change in their community and those around them. As the body of Christ on earth, the church offers hope to humanity. The church is one group of people made up of many members, diverse in their gifts and calling of the Holy Spirit.

1 Corinthians 12:12-13, Matthew 28:19-20, Acts 1:6-8

About Gender and Sexuality

We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God. We believe the term “marriage” has only one meaning; the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture.

Genesis 1:26-27, Deuteronomy 22:5, Matthew 19:1-2, Mark 10:6-9. Genesis 2:18-25, Romans 1:26-27

WPS School Communication

Remind Text Message Alert

For Montessori 3-6: On your phone, text **@wps3to6** to **81010**

For Montessori 6-9: On your phone, text **@wps6to9** to **81010**

For Montessori 9-12: On your phone, text **@wps9to12** to **81010**

For Middle School: On your phone, text **@wpsmiddle** to **81010**

For High School: On your phone, text **@wpshighsch** to **81010**

For Archery: On your phone, text **@wpsarc** to **81010**

Facebook

Woodlawn Prep

Instagram

woodlawn_preparatory

Website

www.woodlawnprep.cc

Woodlawn Preparatory School

1450 Hwy 98 E

Columbia, MS 39429

School Office Number

(601) 736-4122

Finance Office Theresa Peak

theresa@woodlawnchurch.cc

(601) 690-0880

Principal Dr. Darin Tubb
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Cell (601) 672-3908

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Montessori 3-6 Donna Stovall
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Melissa Moore
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Montessori 6-9 Emily Hamilton
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Jenni Fulmer
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Montessori 9-12 Danette Sinclair
danette.sinclair@woodlawnprep.cc
Michelle Bullock
michelle.bullock@woodlawnprep.cc

Montessori Middle and High School

HS ELA/History – Kellie Watts
kellie.watts@woodlawnprep.cc

Middle School Math and History – TyRhonda Murphy
tyrhonda.murphy@woodlawnprep.cc

High School Math – Karl Mann
karl.mann@woodlawnprep.cc

Science – Madelyn Carney
Madelyn.carney@woodlawnprep.cc

Middle ELA – Robin Hurst
Robin.hurst@woodlawnprep.cc

Resources/Electives

Art – Faye Owens
Fay.owens@woodlawnprep.cc

Music – Stefani Nowacki
stefani.nowacki@woodlawnprep.cc

Spanish – Claire Von Gahlen
claire.vongahlen@woodlawnprep.cc

High School Academic Coach &
PE/Girls Basketball – Coach Wendy Bracey
wendy.bracey@woodlawnprep.cc

Boys Basketball – Coach Cliff East
cliff.east@woodlawnchurch.cc

During school hours, please use Remind texting to contact teachers. You will be able to send and receive messages directly to teachers using this app. Teachers will not use instructional time to respond, so there may be a delay in a text response until an appropriate time in the day.

Board of Trustees

Chair
Rev. Jerron Carney
jerron@woodlawnchurch.cc

Heather Martin
Ron Matis
Chris Bullock

Vice-Chair
Joe Bracey

Ex officio Member
Darin Tubb, EdD

Secretary
Allison Patterson

Members
Neal Weatherford

Enrollment and Records

School Enrollment

In order to enroll a student in Woodlawn Preparatory School, a parent or legal guardian must submit a student registration form, provide a copy of the child's birth certificate, a copy of the certificate of immunization compliance, a copy of the parent's legal photo ID, and pay a \$200.00 registration fee.

Prior to acceptance into Woodlawn Preparatory School, the administrator and staff will conduct parent interviews and student observations. A student's most recent term grades and end of year test scores will also be required for review prior to accepting students above kindergarten level.

Tuition, Fees, and Fines

The 2023-2024 school year tuition for Woodlawn Preparatory School is as follows:

- 1st child enrolled - \$412.50/month
- 2nd child enrolled - \$357.50/month
- 3rd child enrolled - \$302.50/month
- Each child thereafter - \$302.50/month

There is a non-refundable registration fee of \$200.00 per student due at the time of registration.

Tuition will be processed through the Headmaster Online program. After enrollment, parents will be given a username and password to set up a Headmaster Online account. You may set up payments through automatic draft from your checking account as 10 payments from August through May or initiate one-time payments each month. Payments are due on the first of each month. Tuition payment is considered late after the 10th of the month and a \$25 late fee is added. If no payment is received by the 15th of the month, parents will be asked to not have their child return to school until the balance is cleared. Students whose tuition is 30 days or more past due are at risk of being withdrawn from the school. Tuition payments made as cash or check will be accepted and receipted by the school office.

School Age

Students will be accepted for enrollment who are three years old, prior to September 1 of the current school year.

Birth Certificate

All students new to Woodlawn Preparatory School must submit a Certified Birth Certificate upon enrollment. This information will be placed in the pupil's cumulative folder. Application for a birth certificate may be obtained at the Division of Public Health, State Board of Health, Vital Records, 2020 NW Progress Parkway, Jackson, MS. A fee is required for a certified copy.

Immunizations

Mississippi law provides that "it shall be unlawful for any child to attend school, kindergarten, or similar type facility intended for the instruction of children, either public or private unless they shall first have been vaccinated against those diseases specified by the State Health Office." The board of trustees of the Woodlawn Preparatory School has the power, authority, and duty to require those vaccinations specified by the State Health Officer as provided by law. Application of immunization requirements will be consistent with state statutes. All school students must present to the school a Certificate of Compliance (Form 121) regarding vaccinations. All students must show evidence of immunization against tetanus, diphtheria, whooping cough, red measles, German measles, and poliomyelitis. Additionally, on August 1, 2007, the Pneumococcal Conjugate Vaccine (PVC7) or "Pevnar", was added as a childcare requirement for children under five years old and entering childcare for the first time. All students will be required to present the certificate at or before the time of enrollment. Children entering school for the first time are required to have two doses of chickenpox vaccine or a history of chickenpox.

All students, including those already enrolled in childcare, are required to be vaccinated with the recommended doses of the pneumococcal vaccine. Certificates of vaccinations are issued by local health officers or physicians on forms specified by the Mississippi State Board of Health. Enforcement of this law will require removal of children from classes if they are not adequately immunized.

School principals are required to refuse admittance to any child whose parents or legal guardians do not present a birth certificate and a medical certification of proper immunizations within the allotted time. The Mississippi State Department

of Health also requires the Tdap (tetanus, diphtheria, and pertussis) vaccination for 7th graders.

Students who cannot have vaccinations for medical reasons should have a physician or health department official complete a certificate for that reason. Parents may also obtain a Religious Exemption for Vaccinations Form 139 in lieu of the Form 121, which will be accepted by the school.

Residence

Any new students enrolling will be required to verify his/her residence address as a part of the registration process. A parent or legal guardian may submit a copy of their legal photo ID to the school to confirm the student's address at registration. If a parent is unable to produce a legal photo ID, two other proofs of residency may be required.

Change of Residence

If at any time during the year a student's address or home telephone number changes, the parent/legal guardian/custodian must immediately report such change in the principal's office. It is vital that the school maintains updated student information in the case of emergencies, discipline, and general communication.

Headmaster

Tuition payment is divided into 10 months (August through May) and is paid through Headmaster. Parents may set up automatic withdrawal from a checking or savings account through Headmaster billing or make payments each month using a credit or debit card. If credit or debit cards are used to make payment, an additional \$9.00 convenience fee will be added to each tuition payment in order to offset the bank fees the school is charged for this service. If there is a return on a bank payment, a charge of \$8.00 will be added to the billing. Parents will receive an email tuition invoice prior to the due date. Tuition payments will be due on the 1st day of each month. You will be charged a \$25.00 late fee after the 15th day of the month. If the tuition charge is not paid in full by the 10th day of the month, parents will be contacted about withdrawing their child from the school.

School Records

The Family Education Rights and Privacy Act of 1974 is a law that protects the privacy of student education records. The law applies to all schools, public or private, that receive funds under an applicable program of the U.S. Department of Education.

Though Woodlawn Preparatory School seeks no funding from the U.S. Department of Education, the school desires to comply with the law which guarantees to parents and students the right to access education records and imposes limits upon the release of education records to others.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;

- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Ref. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)

Education

Montessori Program (PreK3-6th Grade)

Montessori education offers multi-aged classrooms with a strong emphasis on interactive, self-directed learning for pre-school and elementary children. At the heart of Montessori education is the emphasis on developing a child's sense of independence, responsibility, and respect for others.

Each class includes students from more than one age group. For example, in classrooms for ages 3-6, there are typically 8 PreK3 children, 8 PreK4 children, and 8 Kindergarteners. Montessori 6-9 classes also have a three-year age group of children, typically a max of 8 first graders, 8 second graders, and 8 third graders. The three-year age span provides a family-like grouping in which learning takes place naturally. The program is designed so that children stay with the same teacher for three years.

It will be the continuing endeavor of the principal and staff of Woodlawn Preparatory School to educate the parent and community regarding the

Montessori Method and philosophy of education that is the foundation of our curriculum.

More information on the Montessori Curriculum can be found in the *WPS Montessori Parent Guide*. This document is available upon request.

Middle School

Continuing the foundation of the Montessori philosophy of this two-year program for Middle School, students are involved in a thematic, interdisciplinary approach to studies that provides large blocks of time for group and individual work, and practice toward independence.

Areas of academic studies include mathematics, language, social studies, foreign language, science, public speaking/classroom presentations, technology, art, and physical education.

- Manipulatives are still used, when appropriate, to introduce new concepts where concrete learning is necessary prior to the comprehension of abstract processes.
- Mathematics studies include math skills leading into algebraic thinking for 7th and Pre-Algebra in 8th grade with a focus on solving problems in a real-world setting. 8th grade students who test out of Pre-Algebra or who have taken Pre-Algebra as a 7th grader are able to take Algebra 1 for high school credit.
- The Language curriculum includes literature discussion, vocabulary development, grammar, and spelling. Writing skills are developed through the teaching and use of the writing process. All areas of writing are addressed including expository, creative, persuasive, research and poetry.
- Middle School Science with an emphasis in Life Science (Year A) and Physical Science (Year B) are incorporated in the curriculum along with STEM Modules and Labs and are emphasized in alternating years. Students develop creative projects and make presentations.
- Social Studies/History/Civics courses include the study of the themes of location, movement, regions, and the interaction and progress of people and their environment. US History (Year A) and World History (Year B) are studied in alternating years.

- Technological Literacy includes the use of word processing, databases, presentations, graphics, academic programs and simulation games. Though these activities are integrated into subject areas, students can enroll in specific technology courses through Liberty University Online Academy. Eighth graders are allowed to take Computer Applications 1 for high school credit. All students are assigned a school email address and make use of Google Classroom and Google office tools.
- Spanish is the focus of the foreign language program. Students learn vocabulary (spoken and written) and sentence structure in conversation and in writing.
- Physical education includes training for the President's Fitness Challenge and in school sports.
- Art: *Visual Art*: Lessons in a variety of art media are offered to Middle School students on a weekly basis. Students hone their artistic abilities with an eye toward illustrating classroom work and projects. *Musical Art*: Students participate in Music class on a weekly basis. Music includes music theory, as well as units in piano keyboarding, and vocals.

Graduates of Middle School are prepared to transition into traditional High School College and Career Readiness academic programs.

Religious Education, Prayer, and Chapel Service

Students in the Montessori classes participate in a daily non-denominational Bible devotion that is teacher-led and age-appropriate.

Teacher-led and/or student-led prayer will be a daily activity at the school. We encourage parents and other stakeholders to pray daily for the children, staff members, and the board.

Students in 6th grade and higher participate in a 45-minute chapel service every other Tuesday beginning at 9:45am led by the Woodlawn Church Student Pastor or other guest speakers. Students in Kindergarten through 5th grade participate in a 30-minute chapel service every other Tuesday at 2:00pm led by the Woodlawn Church Kids Pastor and other guest speakers. Parents are welcome to attend chapel services with their student.

Exceptional Education

The staff of Woodlawn Preparatory School will endeavor to meet the needs of all children, including those with special needs, to the best that staff training, and experience will allow. However, the Individuals with Disabilities Education Act supports the collaboration between public school districts and the private school seeking to educate students with special needs.

The IDEA defines the legal rights of private school students to publicly funded special education services. Specifically, it states that a private institution student does not have the same legal rights to special education services as a special education student in public school.

IDEA states that local public-school districts must provide the following for students educated in non-public schools:

1. Evaluate a private school student for special education if a referral has been made.
2. Determine if the student is eligible for special education. Develop an appropriate Instructional School Plan (ISP) for the child's school.

3. Consult with parents and the student's teachers when developing an Instructional School Plan.

Once a special education evaluation has been completed and the ISP has been written, it is up to the school administrators of the public school to decide what services they will provide.

If the district decides to provide a student enrolled in a private educational setting with special education services, the district cannot use the private school's personnel to provide the services and the public-school personnel must provide the services at a public facility.

School districts must assure that the process used to develop an Instructional School Plan (ISP) is consistent with the process used to develop and review an IEP for a public school special education student.

The district must also ensure that there are measurable goals and short-term objectives that address the child's needs resulting from an identified disability.

However, only those goals and objectives that are related to the services the district has agreed to offer to a non-public student will be written into the ISP. The district is not obligated to provide transportation from home to the child's school but can provide transportation from the school to the service site where the child is receiving district services.

At the annual review, it is only necessary to evaluate the student's progress on services being offered by the local school district.

Because special education funding for students in private settings is so limited, students usually do not receive the same services that would be provided to them if they attended a public school. For example, a district may agree to provide an ISP student with dyslexia with 30 minutes of reading tutoring per week. However, if the child were enrolled at the public school, they might receive a daily reading support class of 55 minutes.

Currently, IDEA states that public school districts only must provide special education services to students in private placements if the district has referred or placed the student in the setting.

Parents of students with special needs can meet with the special education director of the public school district to find out what special education services the school district is currently offering to private school students.

If a parent feels their child's disabilities are limiting their educational progress at Woodlawn Preparatory School, the parent has the right to enroll them in their local public school where they will receive all the services and mandates offered under IDEA.

Academic Expectations

School Days and Hours

Woodlawn Preparatory School has endeavored to comply with Mississippi Department of Education regulations for independent schools and the Midsouth Association of Independent Schools and Cognia in creating a school week with 27.5 hours or more of instructional time for younger students and 60 hours per semester in each subject area for high school courses. However, for the sake of valuing the time families have together, we have implemented a 4-day school week scheduled Monday through Thursday.

The school hours are scheduled between 7:30 a.m. and 3:40 p.m. It is expected that all children (including 3- and 4-year-olds) arrive on time and stay for the whole day each of the 4 scheduled school days. The school will be opened to students on Fridays at no extra tuition cost for parents who wish their child to attend 5 days a week.

Friday Attendance

Attendance on Fridays is not required for any student unless the administrator or teacher requests their attendance for remediation, to complete make-up work, or due to make up absences. However, students in Montessori 3-6, 6-9, and 9-12 can attend regularly. Teachers from those classes rotate Friday duty so a child's homeroom teacher may not be present each Friday. Parents must submit a *Friday School Attendance* form and notify the school office prior to Friday if their child's regular attendance or regular absence on Fridays will change. Students must arrive by 8:00am

on Fridays. The day will consist of some regular classroom work activities as well as remediation work and extra practice on current skills.

No resource classes will be held that day. In the afternoon, students may participate in learning games or non-academic enrichment activities.

Middle and high school students who attend Fridays will not be under direct supervision. They must schedule their attendance in advance of the Friday with the school office, check in with the school principal upon arrival, and are expected to complete work independently.

Attendance and Tardiness

Good school attendance and promptness to classes are extremely important matters to Woodlawn Preparatory School. Time on task is essential if students are to succeed in their educational efforts. It is expected that all children (including 3- and 4-year-olds) arrive on time and stay for the whole day each scheduled school day. Excessive student absences and/or tardiness as specified in the Code of Student Conduct will result in a mandatory parent review of the attendance policy and possible student withdrawal from enrollment or no promotion to the next grade. Exceptions to the attendance policy are allowed for in the *Woodlawn Prep Covid-19 Plan of Action* document.

Absentee and Tardy Limit

- A. A student shall not accumulate more than three (3) tardies to school per term. Four (4) tardy days (arrival in the classroom after 7:40 am) will result in one accrued absence. Attendance for middle and high school will be taken at the beginning of each class period. A student will be marked tardy if he/she arrives later than the designated start time of the class period.

- B. A student shall not accumulate more than four (4) absences to school per term or a total of sixteen (16) absences per school year. More than sixteen (16) absences for the year will result in a student not being promoted to the next grade due to the lack of instructional hours required for promotion. High school students who accrue more than 16

absences in any 1 credit hour course or 8 absences in any 0.5 credit hour course will not receive credit for that course.

- C. The school principal shall have the right to use professional judgment to make exceptions to the attendance/tardy limit in any one term.
- D. Student must attend at least 60% of the scheduled school day to be considered present for the day. Middle and High School students must attend at least 60% of a class period to be considered present for that class. Students who arrive late or leave early enough to have not attended a minimum of 60% of the day will be marked absent for the day or that subject area class.
- E. Students who accrue more than 4 absences in a term (either because of additional absences assigned due to 4 accumulated tardies or from non-dance days) will be required to attend school on a Friday. Each subject area class for Middle and High School students will accrue separate absences. Middle and High School students must arrive by 8:00 am and remain at school for a minimum of 2 hours for each absence above 4 accumulated in a term for a subject area. Montessori students must arrive by 8:00 am and remain at school until 3:30 pm for each absence above 4 that are accrued in a term. When a student has fulfilled the Friday attendance requirement, absences above 4 will be removed from the student's attendance record.

Absences and Participation in School Sponsored Events

Students who are not present for a minimum of 60% of their scheduled school day will not be allowed to participate in the activity occurring on the day or night of the absence.

Perfect Attendance

Perfect Attendance shall be defined and observed as no absences, no absences accrued from tardies, and no early dismissals from school resulting in less than 60% attendance for the day for grades PreK3-6th Grade and for each subject area for grades 7th-12th. Exceptions shall be school sponsored field trips.

Excused and Unexcused Absences

It is the policy of Woodlawn Prep that all assignments and exams are allowed to be made up when a student is absent, regardless of the reason. Therefore, all absences will be counted toward the total number of days accrued. A doctor's note is not required for students who miss school due to scheduled appointments. Classroom policy will dictate the time limit for turning in work after an absence. Students absent due to Covid-19 have up to 7 days after returning to school to turn in missed work.

Arrival and Dismissal Procedures

School drop-off begins at 7:15 a.m., and the school day begins at 7:30 a.m. Students arriving before 7:30 a.m. will be directed to sit in designated locations in the dining hall by the supervising teachers. At 7:30 a.m. students will be dismissed to their classrooms. Classes begin at 7:35 a.m., and students are counted tardy after 7:40 a.m. Montessori 3-6 students will not go to the dining hall in the mornings. They will go directly to a Montessori 3-6 classroom after 7:15 a.m. to begin their day.

Parents will have access to the school foyer door using their security code from 7:15 a.m. to 7:45 a.m., Monday through Friday. After that time, they can be let in by a staff member.

Children arriving after 7:40 a.m. will be counted tardy, and parents are required to sign their late arrival student in.

The Late Arrival/Early Dismissal binder is located at the front desk in the school foyer. You can sign your child in there.

Dismissal Procedures

Parents may pull up to the curb in either school lane under the first portico, and their child will be dismissed to the vehicle. Both lanes are available, and staff will escort students across the first lane when cars are present. Parents may also park in front or side of the school building to retrieve their child from the foyer. However, we ask that parents remain outside of the building during dismissal. Young students will be brought to a parent and older children will be dismissed to go to their parent. Do not park in the

dismissal lanes if you are entering the building. Any child not picked up by the end of school dismissal at 3:50 p.m. will be accompanied to afterschool care and will be charged the WPS afterschool care rate. WPS afterschool care is only available to students up to 6th grade who are 12 years old and younger.

Early Dismissal Procedures

Early dismissals should be arranged ahead of time by note, phone call, or text to the Montessori homeroom teacher or subject area teacher, except in cases of emergency.

Before 3:00 p.m., your security code will not provide access to the building. You will need to be admitted by a WPS staff member. In the event the lobby is not manned, an on-site phone contact will be posted on the door to admit you in the building.

Students who are not driving themselves from the school will not be allowed to sign themselves out. Adults that are not on a student's Approved Dismissal List will not be allowed to sign the student out.

Student Progress Monitoring and Reporting

It is the Montessori philosophy that grades are like other extrinsic rewards; they have little or no lasting effect on a child's efforts or achievements. The Montessori approach nurtures the motivation that comes from within, kindling the child's natural desire to learn. Montessori teachers closely observe each child's progress and readiness to advance to new lessons by demonstrating mastery and by their level of performance during work as indicated by checklists, rubrics, and the creation of portfolios. However, to provide parents with numerical data, teachers in higher grades will be providing percent averages each term for core subject areas.

Students will not receive letter or numerical grades on report cards through 3rd grade.

Students in 4th- 6th grade will receive a progress report indicating a level of mastery on a checklist of skills, and a percentage of mastery scores in

Mathematics, Reading, Language, and Spelling at the end of each 9 weeks term.

Students in Middle and High School will receive a progress report each midterm and 9 weeks. They will receive a percentage of mastery scores in Mathematics, English/Language Arts, Science, and History/Social Studies, and their Electives or Resource classes. High School students may receive an updated transcript at the end of each semester for courses completed.

Grades and Attendance for Middle and High School will be posted in Headmaster and available for viewing online or through the app.

Grading Scale Letter Grade Grade Point Average:

100 – 90	A	4.0
89 – 80	B	3.0
79 – 75	C	2.0
74 – 70	D	1.0
69 -	F	No credit given

Testing

WPS also uses a nationally based norm-referenced exam called the *Stanford 10 Achievement Test*. This test is given to new students in Kindergarten as a pretest and to all students in Kindergarten through 11th grade as an end-of-the-year test to check yearly academic growth.

It is a requirement for all high school students to take the ACT or SAT and have their score report on file at the school prior to graduation and being issued a high school diploma.

Grading – Middle and High School

Several factors are used in determining grades. Test scores, daily classwork, homework, class participation, special projects, and portfolios are just some examples. The school year will consist of four (4) grading periods of nine weeks duration. Semester grades will be the average of the two (2) nine week's grades earned by the student each semester. The yearly average will be the average of the two semester grades.

Promotion and Retention

It is understood that student academic progression, promotion, and retention should be based on developmental levels and not rely solely on the age or grade level of the student. The Montessori practice of three-year age groupings helps alleviate the necessity of retention, as children are apt to increase their developmental level to standard age or grade-level norms within that period. However, if a child is unable or unwilling to perform work at their age or grade-level, the need for retention may be determined. Students with absences that exceed maximum allowable days under school policy will also be at risk of retention due to the lack of educational hours required for promotion. The need for retention should be discussed at the earliest opportunity and at each Nine-weeks Family Conference. Parents will be notified of the possibility of retention prior to the beginning of the third term. A Retention Determination Meeting will be held at the end of the third term for any student deemed at-risk for retention in which the parent, teacher, and administrator will make a final decision about retention or promotion. Retention will be seen as a last resort. Therefore, appropriate documentation will be provided so that intervention procedures can be implemented throughout the year.

In order to be promoted from one grade level to the next in grades 7-8, a student must have a 70% or higher average of the two semester grades in Math, English Language Arts, Science, and Social Studies/History.

In order to be promoted from one grade level to the next in grades 9-12 placement will be determined based on Carnegie units earned without regard for the completion of any particular subjects. For graduating class of 2023 and higher, placement shall be according to the units completed as follows:

9th Grade to 10th Grade	Successful Completion of 6 units
10th Grade to 11th Grade	Successful Completion of 12 units
11th Grade to 12th Grade	Successful Completion of 18 units
12th Grade to Graduate	Successful Completion of 24 units

High School Graduation

WPS follows the *MAIS Regulations for Curriculum and Graduation* by requiring a minimum of 20 Carnegie Units (credit hours) for graduation in creating student schedules and course plans for graduation. Each credit will consist of no less than 120 clock hours of classroom instruction. Half credits will be issued for courses that consist of no less than 60 clock hours of classroom instruction.

For our students to be more competitive in the arenas of scholarship and collegiate opportunities and to align with the MDE *Mississippi High School Graduation Pathway* guidelines, WPS students will be required to earn a minimum of 24 Carnegie Units (credit hours) in the graduating class of 2023 and beyond.

A student must earn his/her last four (4) credits in residence at the high school before the school may grant a diploma. Two (2) credits must be in-class academic instruction. The other two (2) credits may include dual enrollment college courses or other online high school courses, but the student will be required to remain on campus during the scheduled class period for these online courses.

These are the credit hour areas required for graduation:

4 credit hours English

4 credit hours Math (3 must be Algebra 1 or higher)

4 credit hours Science (1 must be a Lab-based Biological Science)

4 credit hours Social Studies (0.5 must be Government/Civics)
(1 must be US History)

0.5 credit hour in Computer Science

7.5 additional credits in Electives or other core coursework.

Principal's List and Honor Roll

Students who achieve 90% average or above in all subject areas at the end of each nine weeks will receive the Principal's List honor. Students who achieve 80% average or above in all subject areas at the end of each nine weeks will receive the designation of an Honor Roll student.

Summer School

Students who wish to participate in credit recovery or earn more high school credits must have courses approved by the school administration prior to enrollment in the program. No more than two high school credits can be earned over the summer. The cost of credit recovery courses or other additional courses is separate from the yearly tuition cost and will be the responsibility of the student. Students will not be allowed to participate in school courses in which the prerequisite course has not been completed prior.

Dual Enrollment

Students who meet minimal requirements credit hours, GPA, and ACT score will be eligible to take dual enrollment courses through PRCC. The cost of dual enrollment courses is included in the school tuition cost. However, students who withdraw themselves from a dual enrollment course or are withdrawn by PRCC will be responsible for paying for the cost of PRCC tuition that cannot be reimbursed to Woodlawn Prep.

Transfer Credit

An official transcript from a previous school or report card indicating a final grade and credits given must be submitted for evaluation before transfer credits will be accepted. No final grade below 70% will be accepted for credit, irrespective of the transferring school considering it a passing grade.

Valedictorian, Salutatorian, Class Ranking, and Graduating with Honors

The Quality Point System will be utilized to compute and determine Valedictorian, Salutatorian, and the rank-in-class of graduating seniors. Rank-in-class is defined as the comparison of a student's academic performance with those of the members of his/her graduating class. Class rank computed is based on quality points, rather than on grade point average, projects a more accurate profile of academic performance. It is also designed to encourage students to enroll in more challenging courses. Students in advanced courses earn additional quality points directly proportionate to regular courses.

The students having attained the highest and second highest quality point

average during his/her high school period will be recognized as Valedictorian and Salutatorian respectively. The Valedictorian, Salutatorian, and class rank will be decided based on the highest Quality Point Average through the third (3rd) nine weeks of their graduating year. December completers would be excluded from Valedictorian, Salutatorian and class rank but will qualify for honors and special honors. The students named Valedictorian and Salutatorian must have attended Woodlawn Preparatory School the final four consecutive semesters. The school will utilize an auditing committee, which will include school staff and administration, to determine quality point averages. Below are the Category Course Listings and Calculation Worksheet that will be used in conjunction when an audit is conducted to make QPA determinations.

Category Course Listings

Category 2 Course Offerings

English

Honors English at any grade level 9th-12th

Math

Algebra II, Trigonometry, Pre-Calculus, Calculus, College Algebra

Science

Chemistry, Physics, College Science Subject Areas

Social Studies

College History or College Social Studies Subject Areas

Electives

Foreign Languages, Computer Courses above Computer Applications I, any Dual Enrollment Course

All other courses currently offered at Woodlawn Prep are considered Category 1 Course Offerings. Any additional courses included as a transfer credit from another school will be determined to be Category 1 or Category 2 on a case-by-case basis.

Students with a Quality Point Average of 3.0 to 3.49 will graduate with honors. Students with a quality point average of 3.5 or higher will graduate with special honors.

Calculation Worksheet

Number Grade Earned	Category 1 Courses	Category 2 Courses
100	4.0	5.0
99	3.9	4.9
98	3.8	4.8
97	3.7	4.7
96	3.6	4.6
95	3.5	4.5
94	3.4	4.4
93	3.3	4.3
92	3.2	4.2
91	3.1	4.1
90	3.0	4.0
89	2.9	3.9
88	2.8	3.8
87	2.7	3.7
86	2.6	3.6
85	2.5	3.5
84	2.4	3.4
83	2.3	3.3
82	2.2	3.2
81	2.1	3.1
80	2.0	3.0
79	1.9	2.9
78	1.8	2.8
77	1.7	2.7
76	1.6	2.6
75	1.5	2.5
74	1.4	2.4
73	1.3	2.3
72	1.2	2.2
71	1.1	2.1
70	1.0	2.0

Permanent Record

A permanent record of the educational progress of every student shall be on file at the school. This record gives a complete history of each student's progress at each grade level. Parents have a right to inspect the educational records of their children within a reasonable period after a request is made.

Note: Disclosure of educational records to officials of other schools and school systems - Federal Law states that an educational agency or institution may transfer a student's education record, on request to a school in which a student seeks or intends to enroll, without written consent of student or parents, if the agency or institution includes a notice in its policies and procedures as formulated under Section 99:5. "This is your notification that should your child enroll in another school or school system, his/her cumulative record will be sent to the school upon our receipt of notification of the student's enrolling in said institution." (Federal Register, Volume 41, No. 118, Thursday, June 17, 1976, Section 99:34, (a) (1) (ii).)

School Athletics and Clubs

It is a privilege for students to participate in school athletics and clubs. For students to continue participation they must meet several requirements. They must not accrue any Class II or III infractions according to the school behavior plan. In high school, they must maintain a 2.5 GPA or higher. They must maintain a 70% or higher average in all subject areas each nine weeks. They also must attend a minimum of 70% of the practices, games, events or meetings associated with the program in order receive credit hours, honors, awards, or letters associated with that activity.

Student Phone

School Telephone Usage

Students will not use the office phone for personal calls except in emergencies or with staff permission. With permission from the office staff or principal, the student may call from the school to contact parents. In case of emergency or illness, calls for students are made through the principal's office or front desk. In the event a student receives a call, that student will be called out of class only in the case of an emergency.

Cell Phone Usage

Woodlawn Prep recognizes that phones have become a part of life for students. However, smart devices cause disturbances because of ringtones, alarms, student texting, and online activity during instructional time. The need for phones and other smart devices is not required for educational purposes in the classroom. All students in Middle and High School will be issued a Google Chromebook or other laptop device for classroom and/or for work from home.

Therefore, the cell phone usage policy has been written to address both the need for technology and its proper usage.

Students in the Montessori 3-6, 6-9, and 9-12 classes are not allowed to use cell phones or smart watches during the school day.

Middle School and High School students will be allowed to use cell phones for the purpose of communication during non-academic breaktime. At all other times these devices must be put on silent mode and placed out of sight and out of the classroom (purses, bookbags, lockers, etc.). Time when cell phones are not permitted includes when students leave during a class period to retrieve items from lockers or to use the restroom, or during regular transitions between classrooms. Students are not permitted to view or post on social media, play video games, or watch videos at any time during school hours. These devices are intended for communication and any uses outside of communication during school hours will be considered against policy.

Middle and High School students may use their phones or devices for communication during non-instructional times and during breaks between class periods. Students will not be permitted to use their devices while waiting for carline pick up, unless communicating with a parent.

Students in afterschool care will not be permitted to use their phone or device until after 4:00pm.

We ask that parents who must have immediate communication with their child call the school to relay the message and not depend on your child being able to answer a text or phone call from you.

If the teacher considers a student request to immediately communicate with a parent during instructional time, they will either allow the student to retrieve their phone or ask for the student to use the school phone to make contact.

The use of a cell phone or smart device is not a right, but a privilege. By instituting this usage policy, we are helping students put into practice the social and professional etiquette relating to electronic devices. When abused, this privilege will be withdrawn.

Violating the established policy will result in the following:

- First offense- the phone is taken away and kept by the teacher until the end of the day.
- Second offense- the phone is held in the school office to be picked up by a parent or guardian.
- Third offense- the student is not allowed to have a phone on campus for five school days.
- Any further infractions will result in the student not having a cell phone on school grounds during the school day for the remainder of the school year.

Transportation

Student Transportation

Rules and regulations governing the conduct of students who use school transportation can be found in the Code of Student Conduct. Violation of rules or regulations may result in disciplinary action.

Woodlawn Preparatory School provides transportation to and from school Monday through Thursday to one stop in the Bellevue/Oak Grove area during the school year at no additional charge. More information can be found on the school website under the Resource page.

Student Drivers

Students who wish to drive to and from school and school sponsored events must submit a *Consent and Release of Liability for Student Driver* form. Students who wish to be transported by a Student Driver must submit a *Consent and Release of Liability for Minor Passenger Transportation* form. Student Drivers will be allowed to leave campus during their lunch period. No student below the age of 16 or without a valid driver's license will be allowed to leave campus during the school day unless accompanied by a parent, guardian, or other non-minor on their approved dismissal list. Student drivers will be allowed to leave campus during their lunch period but will not be allowed to transport other students in their vehicle. Eligible students leaving during the lunch period must drive their own vehicles separately. The privilege to leave campus for lunch will be rescinded if a student is tardy at all more than 3 times for their next period class or tardy once by more than 10 minutes in any 9 week term.

Parent Involvement

“Education requires parents, teachers, and child to work together in cooperation; a weakness in any one of these decreases the efficiency of the others while inhibiting the development of the child.”

-Maria Montessori

In the Montessori environments at Woodlawn Preparatory School, we will address the needs of children holistically. Our environments permit children to learn about and express themselves as unique individuals. We support the children's growth and the integration of personal, social, and academic aspects of development. Communication between the parent and school is essential for this process to truly help your child, as it forms a partnership between home and school.

The Montessori Method depends heavily on family/parental involvement at school and at home. Parental involvement will enrich the experience that both you and your child have at Woodlawn Preparatory School. Maria Montessori said, “Our intervention in this marvelous process is essential; we are here to offer this life, which came into the world by itself, the means necessary for its development.”

Woodlawn Preparatory School families are expected to attend scheduled family conferences and parent education meetings and to observe in the classroom at least once per school year. Families are also strongly encouraged to participate in any other schoolwide activities available.

The school needs your time, your talents, your energy and your creativity. We ask that each family commit to volunteering at least 5 hours a year at Woodlawn Preparatory School. The following is a list of suggestions for volunteer opportunities:

- Reading to a class or particular student
- Assisting with activities such as cooking, art, music, crafts
- Assisting with morning and afternoon arrival/dismissal
- Assisting with children at lunch
- Attending day-time school events and field trips
- Preparing for special school events and programs
- Participating in Friday/Saturday workdays

*Parents, family members, and other stakeholders whose volunteer opportunity places them in direct supervision of children will complete a Volunteer Form and be subject to a background check prior to serving.

PTO

The mission of the Parent Teacher Organization is to strengthen the bond between the school and the home. We invite and urge parents to join Woodlawn Prep PTO and to participate in all projects, workshops, and meetings. The overall purpose of PTO is to make every child's potential a reality by engaging and empowering families and communities to advocate for all children.

Concerns and Complaints

All complaints pertaining to the school made by parents, patrons, or other stakeholder should be made first to the principal of the school. If not settled there, concerns will be directed to the Board of Trustees through notification by the principal.

School Visitation

We encourage parents and community members to visit our schools. However, all visitors will report to the school front desk, sign-in, and provide ID before going to any other part of the campus or surrounding premises.

Family (Parent-Teacher) Conferences

The responsibility of student learning is shared by schools, parents, and the community. Communication between home and school is an important factor in establishing a highly effective school. Planned conferences between parents and teachers are vital in establishing close cooperation and are a useful link to improve student achievement.

Conferences via telephone, electronic mail, or personal contact between parents and teachers provide an opportunity for a mutual exchange of information and ideas for constructively impacting the educational experience of the child. So that instructional time is not interrupted, all conferences shall be scheduled during Family Conference days scheduled by the school, teacher planning periods, or immediately after school. Teachers may request or require other staff members' attendance of scheduled conferences, such as the principal or assistant teacher.

Scheduled Family Conference days are required at the end of First and Third Nine Weeks for parents with students in the Montessori 3-6, 6-9, and 9-12 classrooms. Those days can be found on the School Calendar. Conferences are optional for middle and high school; however, teachers or parents may request a conference any time during the school year.

The parent may contact the school office to schedule a specific time for a conference with the principal or a teacher that is not on the school calendar.

Classroom Observations

It is the intent of the school to make parents and the community more aware of the Montessori Method and philosophy of education. Direct observation of Montessori classrooms is a fundamental practice which leads to greater understanding of the methodology and may help address

specific student behaviors. Parents, community stakeholders, and other visitors are welcomed and encouraged to observe in the classrooms. Observations of less than an hour may be made without prior appointment. Observations requiring more time should be made by appointment through the school office.

Individuals observing in a classroom shall follow these guidelines:

- First, report to the office to be signed in as a visitor.
- Be seated in the designated observation chair in the classroom.
- Silently observe student activity, without addressing students.
- Silently observe the teacher's instruction, without addressing the teacher.
- Refrain from setting appointments or discussing the observation while children are present in the classroom.
- Set appointments for teacher meetings and discuss observations outside of instructional hours.

Lost And Found Items

All items found on school premises should be taken to the front desk lost and found receptacle. Also, inquiries about lost items should be made at the front desk. If the lost item has not been turned in, a description of the item and the student's name should be left with the person in charge of the lost and found desk. Valuable articles such as money, purses, glasses, car keys, watches, and jewelry should be brought to the principal's office where the items may be identified. Clothing items not claimed after 2 weeks will be donated.

Health and Safety

Emergency Closing of School

The School Board of Trustees authorizes the principal to close the school in the event of hazardous weather or other emergencies which threaten the safety of the students, staff, or school property. If the school must be closed, the school will post a closure announcement through Remind and

on the school's Facebook and Instagram page. If school must be closed due to an emergency or hazardous weather during school hours, parents and/or individuals on the student's emergency contact list will be contacted to pick up children from school. The school must make up any days missed due to school closings. Make-up days will be held on Fridays and notice will be given to parents when attendance is required on those days.

Emergency School Plan

The principal maintains a current emergency management/disaster plan, inclusive of procedures to follow for fire, hazardous weather, tornado, earthquake, nuclear attack, civil disorder, or other crisis in the school office. The warning system and appropriate procedure shall be known and provided to all personnel in the school. Regular safety drills should be planned and executed in accordance with applicable emergency management guidelines and specific school procedures. The principals and teachers shall familiarize the students with the crisis management and civil defense operations plans, which include actions to be taken in case of fire, tornados, hazardous weather conditions, earthquake, nuclear attack, civil disorder, or other crisis.

Fire

A fire drill will be held during the first or second week of school and once during each month thereafter. Fire alarm signal boxes have been placed in readily accessible places in corridors throughout the building. Students should pass rapidly and orderly out of the building through designated exits, go directly to the assigned area, and remain there until the signal is given to return to the building.

Tornado

Periodic tornado drills will be held during school hours. Students will be assigned areas within the building that are designated as being most tornado-resistant by the Mississippi Civil Defense Council. All instructions should be followed during the time of drills and during adverse weather warnings. An "all clear" signal will be sounded before students will be allowed to return to their assigned classrooms.

First Aid

The principal will have a planned, written program for handling emergencies resulting from accident or sudden sickness of students. The program of first aid for emergencies shall provide direction for giving immediate care, notifying parent or guardian, getting the student home, and directing the parent, where needed, to the source of treatment.

The program of first aid shall incorporate the following requirements:

1. The principal or other trained personnel shall be responsible for administering first aid.
2. In all cases where the nature of an illness or injury appears in anyway serious, every effort shall be made to contact the parent and/or family physician immediately.
3. A student who is ill or injured shall not be taken home unless it is known that someone is there to receive him/her.
4. In extreme emergencies, the principal may decide for immediate hospitalization of injured or ill students, contacting the parent or guardian in advance if at all possible.
5. The teacher or other staff member to whom a student is responsible at the time an accident occurs shall make out a report providing details about the accident.
6. The principal shall maintain an adequate supply of standard first aid materials in the school office, which shall be made available to students.

School personnel shall not exceed the usual practice of competent first aid where required. They shall not diagnose, and they shall not administer medication of any kind except as prescribed for the individual by a licensed medical doctor and pursuant to board policy.

Head Lice

Head lice, *Pediculus humanus capitis*, are a common problem in school children in Mississippi. While head lice do not transmit any human disease, they are a nuisance, and require the effort of school officials and parents to control. Head lice can be controlled in schools, but not eliminated.

The following are control efforts, which may be utilized by the school:

1. School Screening

During the school year, students may be screened for head lice. Screening will be done by appropriate school staff who have been instructed in screening techniques.

2. Individual Cases

Throughout the year any student suspected of having head lice will be examined by an appropriate staff member. Care will be taken not to embarrass the student and to assure that no stigma is attached. If one child is found to be infested, the whole class may be screened.

3. Examination of infested Student and Removal

If lice eggs (nits) or live louse are found, the parent will be called to take the student home for treatment.

4. Return to School

The student may return to school after appropriate treatment has been given and there is satisfactory evidence that the student is free from nits. Treatment should be evidenced by returning the Treatment Checklist sent home with the student at the time of discovery of lice. School personnel may examine a student's scalp to ensure all lice and nits are gone before admitting the student back.

Administering Medicines to Students / Self-Administration of Medications

This policy addresses the administration of medications to students and student self-medication. The administration of emergency health care and first aid to students is set forth in school board policy.

School personnel will only administer prescription medication to students during school hours or school-sponsored activities and only upon receipt of a written parental request and a valid medical authorization. Over the counter medications may be administered by teachers after written or verbal consent is given by the parent to do so. The Board of Trustees only permits the self-administration of asthma medications by students provided that the parents or guardians have given to the principal written authorization for self-administration of asthma medication. *Permission to Give Medication/Allow Self-Medication* forms can be requested from the school office. The valid medical authorization shall contain the name and

purpose of the medicine, the prescribed dosage, the time or times the medicine is to be regularly administered, and the length of time for which the medication is prescribed. This information must be kept on file in the school office. A daily record shall be kept on each medication administered. This record shall include the student's name, date, medication administered, time, and signature of the school personnel who administered the medication.

The school shall incur no liability because of any injury sustained by the student from the self-administration of asthma medications. The parent or guardian of the student who self-administers asthma medication shall sign a statement acknowledging that the school incurs no liability and that the parent or guardian indemnifies and holds harmless the school and its employees against any claims relating to the self-administration of asthma medication.

The permission for self-administration of medication shall be effective only for the school year in which it is granted. Parents must annually renew the permission form for self-administration with the same requirements that are listed above. Once the parent has complied with the requirements as noted above, the student may possess and use asthma medication at school, at a school-sponsored activity under the supervision of school personnel, or before and after normal school activities while on school properties including school-sponsored childcare or after school programs. Students should not share their medication with other students.

Communicable and Chronic Infectious Diseases

A student with a communicable disease (chicken pox, measles, etc.) shall remain at home until the disease is no longer a threat to that student or others. The principal shall report to the health department any cases of communicable diseases, which might pose a threat to the health of the school or community. When concerned with unique individual cases, the welfare of all students should be the prime consideration and individual cases resolved in consultation with the Mississippi State Department of Health.

A student who is absent from school because of illness due to a communicable disease MUST present, upon return to school, a statement

from a physician or the health officer certifying that the student is no longer contagious. No student is allowed to return to the classroom unless he/she has presented this statement. Please notify the school by phone when your child has a contagious disease.

Covid-19

The school will follow the *Woodlawn Prep Covid-19 Plan of Action 2023-2024* regarding any Covid-19 procedures or policies. This plan is distributed through Remind. An electronic copy will be made available to parents upon request to the school office.

Meals and Food Service

Breakfast, Lunch, and Snack

It is the responsibility of the parent to provide breakfast to the student prior to his or her arrival at school. Students may bring breakfast and eat it in the dining hall prior to 7:30 am.

Parents are also responsible for providing a lunch that is both nutritional and fulfilling for the student each day. A refrigerator and microwave will be made accessible to students who require food storage or preparation for their lunch during the students scheduled lunch period.

Our Montessori 3-12 students are offered a time for snack each morning. Montessori 3-6 students very much enjoy bringing snacks from home for their classmates. Students Snacks are intended to be eaten within 5 minutes and should require no preparation on the child's part. They take turns sitting at the snack table and help themselves to food has been set out or provided by the student. We ask parents of each 3-6 student to be responsible for providing healthy morning snacks about once a month (your child's teacher will issue a snack schedule monthly). A list of food allergies will be sent home to assist in choosing snacks for the entire class. Montessori 6-9 and older students supply their own individual daily snack. Middle and high school students will follow the food and drink policies determined by the individual teacher.

Food and drinks can be purchased at Seeds Café on the Woodlawn campus through call in orders or by student drivers who order at Seeds prior to the start of the school day. However, it is school policy that snacks or drinks purchased by students or their parents will not be delivered to the students during a class period. Students must wait until their break between periods to retrieve their delivery orders from the front desk or dining hall.

Cafeteria Service

The school does not offer cafeteria food service for students during the school year. However, WPS has an agreement with Seeds Cafe Lunch to provide a choice of deli sandwiches and hot lunches Monday through Thursday for students. Parents will submit their menu orders to the school weekly, but payment will be directly through Seeds.

Independent Food Delivery

Parents or students may order lunches through food delivery services such as DoorDash, Grubhub, or Uber Eats. However, these services are unable to guarantee that the food will be delivered during the student's lunch period. If a food delivery arrives late and a student does not have time to consume their lunch, they will not be excused from their next scheduled class, nor will they be allowed to eat lunch in the next class.

Lunchroom

Students will have 40 minutes during the middle of the school day to have lunch. Lunch will be eaten in the school dining hall. The Practical Life skills of grace and courtesy, cleanliness, table manners, and basic etiquette will be taught to each student, and reinforced in a positive manner.

Funds and Activities

Fundraising Projects

All fundraising projects shall be approved by the principal prior to the start date and accounted for through the activity fund. Neither students nor teachers will be permitted to sell or solicit for the sale of non-school related organizations or individuals.

The school and PTO may enact fundraisers for nonacademic activities and

events for specific grades during the school year. A minimum family or student fundraising goal may be set to cover a portion of the cost of the activity that directly benefits the student. If the family or student does not raise the minimum amount of their fundraising part for their child to participate, it is expected that the student's family pay the difference. This will be invoiced through the parents Headmaster account.

Public Gifts/Donations to Schools

Items and donations contributed to Woodlawn Preparatory School will become the property of the school and shall be subject to the same controls and regulations which govern the use or disposal of all school-owned property. The school board reserves the right to reject any contribution to the school which does not serve to enhance or extend the work of the schools.

Student Activity Fund

All money collected by any class, club, or other school organization is handled according to school board policy. Officers of clubs or other school organizations are required to deposit all money collected by them in the office of the principal as soon as collection is made. The deposit should be made by the sponsor of the organization to the office staff who issues a receipt, who in turn will be given a receipt.

All money is credited to respective accounts of those organizations and to the account of the school student activity fund. Please see the finance office for additional information or inquiries regarding monies.

Solicitations

Solicitation of students for funds for any cause is only permitted when the principal has given prior permission. No agencies or persons shall be permitted to use school premises to exhibit or offer for sale articles or services to students except those articles and services approved by the principal.

Receiving Gifts at School

The delivery of candy, flowers, balloons, and other types of gifts to a

classroom from an individual to a student will only be permitted upon prior approval of the principal and when arrangements have been made so the student receives items in a time which does not interfere with their scheduled classroom activities. Items for classroom parties, celebrations, crafts, etc. may be brought to the classroom outside of instructional hours and by previous arrangement with the teacher.

WPS Discipline Ladder

The WPS Discipline Ladder is a summary of the Student Code of Conduct. Inappropriate behavior is grouped as Class I, Class II, and Class III behaviors and the consequences resulting from the behaviors. The WPS Discipline ladder is posted in classrooms and is a quick reference for teachers and students when inappropriate behavior is exhibited.

Progression of Behavior and Consequences

Class I Behavior (Low Intensity/Passive/Nonthreatening)

- Inappropriate Computer Use
- Disrespect Authority (Nonverbal)
- Dress Code Violation
- Prohibited Electronics
- Inappropriate Communication – put downs /making fun
- Noncompliance (Passive)
- Physical Contact – pushing, shoving, tripping
- Rude or Profane Language (Undirected)
- Throwing Object (No intent to harm)
- Stealing
- Classroom/Hallway Disturbance
- Leaving Class Without Permission

Teacher Created Consequences

Remind – reteach, redirect, use proximity

Restore – require an apology (verbal or written), right the wrong

Report – parent contact regarding behavior

Remove – temporarily leaves immediate activity, isolate at recess/break, lunch, or moves to another location in class or hallway, loss of special privileges

Class I Behaviors will “reset” each new week. Multiple instances of Class I Behavior in a week will result in consequences for a Class II Behavior. During Resource classes, multiple instances of Class I Behavior in the same period will result in Class II Behavior consequences.

Class II Behavior (Moderate Intensity/Nonthreatening)

- Excessive Class I Behavior
- Campus Disturbance
- Public Display of Affection
- Defacing Property/Vandalism
- Defiance/Continued Noncompliance
- Forging/Plagiarism
- Harassing or Intimidating Communication
- Indecent Behavior
- Initiating or Instigating a Fight
- Leaving Class Without Permission
- Possession of Tobacco/Lighter
- Possession of Nonprescription/Noncontrolled Substances
- Rude or Profane Language (Directed At)
- Disrespect of Authority (Verbal)
- Stealing (value <\$25)
- Threatening Peers

School-level Consequences

Student Conference with Principal

Principal Conference with Parent (phone, email, text, etc.)

Reflective, Restitution, Restorative Discipline

In-school Detention (ISD) – 2 hours or less

Before-school Detention (BSD) – assigned over multiple days

After-school Detention (ASD) – assigned over multiple days

Multiple instances of Class II Behavior in the same month will result in Class III Behavior consequences.

Class III (High Intensity/Nonthreatening or Threatening)

- Excessive Class II Behavior
- Computer Abuse (Pornography, Graphic Violence, or Language)
- Failure to Attend ISD, BSD, or ASD
- Excessive Inappropriate Contact – slapping, punching, kicking, or scratching
- Gambling
- Continue Harassment/Inappropriate Communication or Sexual Harassment
- Fighting
- Leaves Campus without Permission
- Possession of Prescription (others) or Controlled Substances
- Profanity in Communication with Staff
- Stealing (value >\$25)
- Uses, Distributes, or Sells Tobacco Products/Lighter
- Vandalism (>\$25)
- Verbal Altercation (Intense)

School-level Consequences

Mandatory - Student Conference with Principal

Mandatory - Principal Conference with Parent (meeting)

In-school Suspension (ISS) -no more than 5 days in a term

Out-of-school Suspension (OSS) – no more than 4 consecutive days

Expulsion from School or Withdrawal from Enrollment

Code of Conduct

Introduction

A major component of Montessori education is freedom within limits; however, with this freedom comes personal responsibility. Education is a process that requires a safe and orderly environment. Students have a responsibility to know and to respect the rules and regulations of the

school. Conduct is the way students are expected to act so that the required order and environment for learning can be achieved and maintained. Students are responsible for always conducting themselves in an appropriate manner. Students who obstruct any teaching, administrative, or extracurricular activity shall be subject to such disciplinary procedures as set forth in this document.

Every teacher is authorized to hold every student accountable for an orderly learning environment. Every student is accountable for any disorderly conduct whether in school, on the playground, at a school-related event or activity.

For the proper learning environment to be maintained, it is imperative that students understand the conduct that is appropriate. To assist students, parents, and staff in maintaining such an environment, the Code of Student Conduct has been developed and approved by the Board of Trustees.

This document includes an authorized plan for disciplinary action. While it covers most behaviors, it is recognized that the plan is not all-inclusive. After careful review of the facts and other pertinent information in each case, the principal will take appropriate action.

I. Discipline Overview

“Discipline” is defined as the steps or actions which teachers, administrators, support staff, parents, and students follow to enhance student academic and social success.

A parent, legal guardian or custodian may be held responsible financially for his or her minor child’s destructive acts against school property or persons.

A parent, guardian or custodian of a child enrolled in the school may be requested to appear at school by the principal or teacher for a conference regarding acts of the child.

II. Code of Student Conduct Purpose

Students at Woodlawn Preparatory School are given freedom within limits. They are responsible for complying with rules and regulations of the school and the reasonable instructions of all school personnel. These rules and

regulations are intended to govern student behavior and discipline at the school site. They are based on the policies established by the Board of Trustees.

The Code of Student Conduct applies to all Woodlawn Preparatory School students at all times whenever a student's conduct is reasonably related to school or school activities.

This includes:

- On school property before, during, and after school hours
- At any other time when the school is being used by a school group
- Off school grounds at a school activity, function, or event
- A school activity or a school-related function
- Whenever a Woodlawn Preparatory School student is in a capacity representing the school
- On a school bus, a school-sponsored vehicle or traveling to and from school

III. Student Rights

All students at Woodlawn Preparatory School have certain basic rights and responsibilities.

1. Right To Freedom of Expression

Students have the right to express their opinions verbally or in writing if it does not disrupt the learning process or threaten harm to another person.

2. Right To Privacy

Each student has the right to expect that academic records are confidential and can only be inspected by eligible students, parents/ guardians, school officials, and other persons or organizations as permitted under law.

3. Right To Due Process

Each student has a right to due process and explain their vision of the events or circumstances leading up to the intervention of school staff in an incident during disciplinary investigations.

Responsibilities of Students – Appropriate Social and Academic Behavior

1. Attend all classes daily and be punctual in attendance.
2. Come to class prepared and have appropriate working materials.
3. Be respectful of all individuals and property.
4. Behave in a safe, respectful, and responsible manner.

5. Abide by the rules and regulations of the school and each classroom teacher.
6. Dress appropriately and be neatly groomed.
7. Promptly report problems to the teacher, any other supervising adult and parent. If reported to parent, the parent should contact the principal immediately.

Responsibilities of Parents

1. Read the Code of Student Conduct.
2. Support your child in following the Code of Student Conduct.
3. Understand your child's rights and responsibilities.
4. Teach your child to respect the rights of others.
5. Teach your child to respect school property and the property of others.
6. Recognize that school personnel must enforce the Code of Conduct.
7. Seek available resources to support your child within the school and the community.
8. Make sure your child comes to school every day on time and ready to learn.

Responsibilities of Teachers

1. Use appropriate classroom management strategies to maintain a learning environment that supports academic success.
2. Teach and positively reinforce the Code of Student Conduct
3. Provide corrective instruction to students who demonstrate challenging behavior.
4. Address behaviors through a variety of interventions such as Positive Behavior Support and Montessori Peace Education.
5. Use professional judgment to prevent minor incidents from becoming major challenges.
6. Request additional training or staff development as needed

Responsibilities of the Principal

1. Distribute the Code of Student Conduct to students, parents, and all school personnel.
2. Implement the Code of Student Conduct in a fair and consistent manner
3. Review discipline referrals and determine appropriate intervention and/or consequence.

4. Address behaviors through a variety of interventions such as Montessori Peace Education and Positive Behavior Support, including alternatives to suspension and expulsion.
5. Use professional judgment to prevent minor incidents from becoming major challenges.
6. Identify appropriate training and resources as needed to implement Montessori Peace Education and Positive Behavior Support.

Responsibilities of the Board of Trustees

1. Provide appropriate training and resources as needed to implement Montessori Peace Education and Positive Behavior Support.
2. Assist parents who are unable to resolve issues at the school-level.
3. Review and revise (if needed) the Code of Student Conduct annually.
4. Conduct long-term suspension or expulsion reviews.

Behavioral Expectations and Examples

1. Be Safe

Examples:

Choose peer groups that demonstrate safe, respectful, and responsible behavior. Obey laws of the community.

2. Be Respectful

Examples:

Be respectful to all adults and peers.

Listen to and follow the directions of school staff.

Be respectful towards property.

Take care of school materials.

Demonstrate positive social skills.

Use polite words. (Please, thank you, you are welcome...)

Resolve conflict in a positive manner.

3. Be Responsible

Examples:

Bring or request needed materials. Complete work on time.

School Uniforms

Student Dress Code

Proper attire is to be worn by all students during the school day and at all

school sponsored activities to create the best environment for learning and socialization. The principal shall use these guidelines provided below in determining proper attire. Students shall not wear any other attire that the principal deems inappropriate and disruptive to the learning process.

General Uniform Dress

Moderate and conservative hairstyles that do not divert attention from the learning process are permitted. Boys shall have their hair cut neatly above the ears and collar. Students are prohibited from wearing large distracting hair accessories or bandanas. Students shall not dye their hair an unnatural color (i.e., red, blue, purple, green).

Students shall wear the tails of shirts or blouses properly tucked into the lower garment unless designed to be worn outside and of an appropriate length so as not to expose the midriff at any time. An exception to tucking shirts in and wearing belts is made for PreK3 through Kindergarten.

Jewelry/accessories that may be distracting or could cause a safety hazard may not be worn. Nose or lip piercings shall not be worn.

Caps, hats and other head coverings shall not be worn. Students with a medical statement or religious documentation may be exempt.

Students shall not wear sunglasses inside or nonprescription lenses.

Specific Uniform Dress

All students at Woodlawn Preparatory School will be required to wear school uniforms daily. It is the responsibility of the parent to purchase these uniforms for their child and to maintain the clothing. Any uniform articles showing wear (ex. holes in pants knees or frayed material) will no longer be acceptable for school.

Crest Embroidering

Students will be required to have the school crest embroidered or Wolfhead logo embossed on all uniform tops. The crest should be located on the top right chest area when viewing the shirt. It should be approximately 2 inches by 2 inches and stitched with navy or gray thread

that contrasts the shirt color. Shirts can be taken to Anne's Embroidery at 730 Main Street in Columbia to be embroidered with the crest for \$8.00 per item. Uniform tops can also be ordered that have the school Wolfhead Logo embossed on them already. These can be purchased through sideline.bns.sports.com and search for Woodlawn Wolfpack or go to the following link:

<https://sideline.bsnsports.com/schools/mississippi/columbia/woodlawn-preparatory-school>

Girls will wear a light blue buttoned down blouse or a navy, gray, or light blue polo shirt paired with the Woodlawn Preparatory School plaid or navy or gray knee length skirt or jumper. Girls may also wear navy, light blue, or gray polo dresses. Leggings or tights of school colors may also be worn.

Boys will wear a light blue buttoned down shirt or a navy, gray, or light blue polo shirt paired with gray or navy slacks or uniform shorts. Boys will wear a black or brown belt.

Girls Skirt/Boys Short Length: Clothing should be worn no shorter than knee length and fully cover the thigh when sitting.

Shoes: Tennis shoes, canvas shoes or leather shoes are acceptable. No sandals, croc-style, or open-toe shoes will be allowed. Students who wear boots must change into athletic shoes while using the gym.

Outerwear: All outerwear worn inside the classroom should follow school uniform colors. This includes coats, sweaters, cardigans, etc. Any graphics or emblems on outerwear should be small and subtle. The principal shall make the final determination if a graphic is considered suggestive or improper for school. Students who wear a school spirit sweatshirt or hoodie without a proper school uniform polo shirt on underneath will be considered out of uniform if they remove the sweatshirt. Students who wear school spirit t-shirts on days not scheduled for it are considered out of uniform.

Purchasing

The school does not have an official uniform provider. Uniform clothing may be purchased through retail clothing stores.

Uniform Exceptions

Each Thursday and Friday of school students may wear a WPS t-shirt with their uniform bottoms.

There are several t-shirt designs in stock at the school or you can order school spirit apparel directly at the following website:

<https://sideline.bsnsports.com/schools/mississippi/columbia/woodlawn-preparatory-school>

There will also be special days announced during the school year when uniforms will not be required.

Senior t-shirts are allowed to be worn by 12th graders any school day unless specifically directed for the purpose of uniformity for photos or special events.

School Transportation Rules and Regulations

School van transportation to and from school is available to students who live east of Columbia. At times students will require school sponsored transportation to and from field trips and special events. In both circumstances, it is important for students to follow the rules and regulations of school transportation.

Students shall:

1. Be ready in the morning at the scheduled time and place for the school vehicle to arrive.
2. Always look in both directions and pass in front of the vehicle, if necessary to cross a road or street, to enter the vehicle or after exiting the bus. Students should wait for vehicle driver to signal to cross.
3. Wait until the vehicle comes to a complete stop before boarding or unloading.
4. Be quiet when the school vehicle is nearing and crossing a railroad and highway.

Students shall not:

1. Play in the road or street while waiting on the school vehicle.

5. Put their head or hands out of windows.
6. Ride outside of a school vehicle.
7. Mar or deface the school vehicle.
8. Fight in the school vehicle.
9. Distract the school vehicle driver or attendant.
10. Use profane language or make vulgar gestures.
11. Carry weapons on the vehicle.
12. Make excessive noise in the vehicle.
13. Throw objects inside or out the vehicle.
14. Commit any other act of improper conduct.

Prohibition of Items

Each student at Woodlawn Preparatory School is expected to conduct himself/herself in an appropriate manner. Certain items brought by students can be a disruption to the learning environment. Therefore, the following items are prohibited:

1. Personal electronic devices: cameras, pagers, radios, MP3 players, portable electronic players, laser pointers, and similar devices.
2. Candy, toys, or other items to sell or exchange without principal's approval.
3. Any item reasonably defined as a weapon or has the appearance of a weapon.
4. Any other items that will be disruptive to the learning process. These items may include Yo-Yos, fidget devices, trading and playing cards, dice and other gambling paraphernalia, matches, lighters, and large sums of money not designated for school activities.

Students should bring only school supplies. The teacher or principal will contact parents if students are to bring other items.

Handling of Seized Items

Upon discovery of any such prohibited item that is in a student's possession, a teacher or principal may confiscate such item(s). Such item(s) will be transferred to the principal's office. The parent or legal guardian of the student may retrieve the confiscated item(s). Six weeks after the end of

the school year, all unclaimed item(s) will be deemed abandoned. The school shall not guarantee the safekeeping or segregation of any confiscated item(s) and shall bear no responsibility for the damage or destruction of confiscated item(s) including those items that have been stolen or misplaced.

Student Discipline Plan

The school has established three classes of behaviors and intervention strategies/disciplinary measures for all students. Student behavioral infractions shall be noted in the student's folder. School officials must consult the Code of Student Conduct when determining which disciplinary measure to impose. In addition to consulting the Code of Student Conduct, prior to determining the appropriate disciplinary and/or intervention measures, the following must be considered: the student's age, maturity, and previous disciplinary record (including the nature of the prior misconduct, the number of prior instances of misconduct, and the disciplinary measure imposed for each); and the circumstances surrounding the incident leading to the discipline.

Intervention Strategies

Academic success is directly correlated with instructional time received by the student.

In the effort to fully support school-wide positive behavior and reduce the loss of instructional time due to suspensions, the school will utilize a wide variety of intervention strategies that seek to curtail removing children from instructional time. Whenever a student is suspended, the parents or legal guardian must be notified immediately. Suspension should be as brief as possible and consistent with bringing about cooperation between students, parents, and school personnel. Intervention strategies should be implemented to promote acquisition of appropriate behavior.

Class 1 Infractions (Teacher-Managed Behaviors, Minor Infractions)

Misbehaviors that are low in intensity, passive, and/or non-threatening in nature shall be classified as Class 1 infractions. Teachers shall manage Class 1 infractions by using a range of effective classroom behavior management

and appropriate corrective strategies. Students shall not receive exclusionary discipline for Level 1 infractions.

Computer Abuse/Violation of Acceptable Use and Internet Safety Policy
Student engages in inappropriate use of computer such as accessing sites not assigned by the teacher or violates acceptable use of the internet policy.

Disrespect for Authority (Non-Verbal)

After being redirected by an adult, student continues to engage in minor (nonverbal) disrespectful behavior such as “eye-rolling”, sighing, etc.

Disrespect for Authority- (Verbal)

After being redirected by an adult, a student engages in verbal disrespectful behavior (e.g., talking back in protest, making non-threatening comments to staff, etc.).

Dress Code Violation

Student wears clothing and/or dresses in a manner that is not consistent with the policy practiced by the school.

Electronic Telecommunication Device – Prohibited Use

Student uses an electronic device (e.g., cell phone, iPod, MP3 player, etc.) on campus in areas or at times when use is prohibited.

Inappropriate Communication

Put downs, making fun of, or negatively talking about a person or their family.

Noncompliance

Student fails to follow explicit adult directions and/or requests. (e.g., student engages in passive/noncompliance or refuses to participate in a non-confrontational manner).

On-campus Truancy

Student is observed by an adult and/or administrator being out of class and/or assigned area during instructional time without approval.

Profanity (Not directed at) ^[1]_{SEP} Language used in conversation but is not used as a form of intentional disrespect toward school personnel and/or peers. (e.g., student inadvertently uses profanity with another student).

Throwing objects

Tossing item(s) without intent to harm (i.e., throwing paper, spitballs, etc. in the classroom, during transitions, and/or in commons areas on campus).

Class 1 Intervention Strategies (Teacher-led Interventions, Minor Infractions)

Teachers are expected to use empirically based classroom behavior management strategies throughout the school year to effectively address the occurrence of problem behavior and develop appropriate social skills and replacement behaviors in students. It is important to remember that effective management of behavior includes the use of multiple intervention techniques incorporated into a comprehensive package. Options include, but are not limited to, the following strategies:

Actively teach expectations, specific rules, procedures, and routines across settings at the beginning of the year (i.e., first 2 weeks of school) and following school breaks.

Re-teach school-wide expectations, specific rules, routines, or procedures using direct instruction, modeling, role-play, corrective feedback, and social acknowledgement when inappropriate behavioral patterns emerge in the classroom setting.

Analyze the possible functions of the student's behavior to determine needs and appropriate redirect.

Actively acknowledge students at a high ratio (i.e., minimum of a 4:1 praise to correction ratio) for complying with expectations and rules.

Actively develop and consistently implement group contingency and classroom incentive programs to motivate all students to engage in appropriate behavior and follow classroom rules, routines, and procedures. Use effective methods (i.e., interest inventories) to identify students and incorporate their interests into class lessons and instruction.

Actively forge relationships with students by greeting them, frequently acknowledging compliance, and contacting their parents to let them know how well their student is performing in class.

Provide a reminder to the entire class of students regarding the specific expectation or rule. Use in conjunction with posted cues or reminders.

Redirect the student using effective instruction delivery, precision requests, or choice provision (provide the student with more than one option to comply with classroom rules), or appropriate warning statements.

Use planned ignoring for minor behaviors that are not too disruptive to the lesson or other students in conjunction with increased specific praise for appropriate behavior (i.e., Catch students “being good” in a planned manner.).

Use active supervision in the classroom and non-classroom settings to quickly identify the signs of misbehavior and respond to them using effective prompts or cues.

Use signal interference (i.e., a variety of prompts, cues, or gestures) at the first signs of problem behavior to cue students that they are engaging in problem behavior and to prompt them to engage in expected behaviors. Use proximity control (i.e., decreased distance between the teacher and disruptive student) to reduce the occurrence of problem behavior by the student.

Change the student’s seat or placement in the classroom to remove distractions.

Remove distracting objects from students who engage in off-task behavior with clear instructions as to when the object will be returned to the student.

Recognize students who show signs of being overwhelmed, frustrated, agitated, or unmotivated and adjust the pace of the instruction, structure of the assignment, or provide needed assistance, or permission to take a brief break until individual support can be provided.

Allow students who are off task, distracted, or agitated to take a brief break by temporarily removing them from the setting (e.g., to get a drink of water, deliver a message, go to an observation area in the classroom, etc.) to allow them to regain composure and avoid further disruption. Use supportive language and prompts to return them back to the required assignment.

Assign students who continue to engage in disruptive behavior to a brief in-class time-out to reduce the occurrence of the behavior. Teaching staff should assist students in returning to the task, if possible once the student demonstrates compliance. [SEP] In addition to using the research-based classroom behavior management strategies, teachers must document at least four of the following intervention strategies prior to sending the

student to the office with an Office Discipline Referral (ODR) for continued Class 1 behavior. Each strategy may be used more than once. Multiple intervention strategies may be used depending on the individual student's needs. Options include the following:

Hold a student conference privately to address the specific problem behavior and encourage him or her to engage in the expected behavior.

Make parent contact (e.g., phone call, e-mail) to inform the parent of the problem behavior, describe the strategies that have been used to address the problem behavior, and request assistance in addressing the problem behavior.

Require the student to complete a written assignment related to the problem behavior (e.g., reflective writing activity, problem solving activity, restitution activity) with documented direct teacher feedback.

Assign the student to a temporary removal from the classroom (e.g., brief time-out to another class not to exceed 20 minutes; other designated school location for specified time with adult supervision) in order to continue class instruction and assist the student in regaining composure. Place the student on a teacher-developed behavior contract to address the behavior.

Refer the student to other designated school personnel to address the behavior and consider the need for potential tiered behavioral supports. Use restorative discipline and practices (e.g., student-teacher conferencing with active listening and I-messages; conflict resolution strategies; mediation strategies; behavior change contracts and agreements with follow-up meetings) to address student problem behavior.

Class 2 Infractions (Minor Infractions)

Misbehaviors that are moderate in intensity and non-threatening in nature shall be classified as Class 2 infractions. Teachers, in collaboration with the school principal as appropriate, shall manage Class 2 infractions by using a range of corrective strategies. Students shall not receive exclusionary discipline for Class 2 infractions.

Campus Disturbance

Student performs a deliberate and inappropriate behavior that disturbs or interrupts the daily routine(s) of school operations (e.g., loud noises in the

halls or other settings).

Continued Inappropriate Physical Contact

Student continues to engage in mild physical contact that does not result in serious bodily harm (e.g., horseplay, pushing, shoving, tripping, etc.) and has been proactively addressed using and documenting strategies by teaching staff at Level 1.

Mutual Display of Affection (PDA)

Students continue to engage in inappropriate actions on the school campus (e.g., kissing, inappropriate hugging, etc.) that have been addressed by teaching staff using and documenting proactive strategies.

Continued Truancy

Student continues to be truant to as defined by WPS attendance policy.

Defacing Property/Vandalism

Student participates in a deliberate, willful, and substantial destruction of school and/or personal property on school grounds and/or at school sponsored events that involves \$25.00 or less in damages.

Defiance/Continued Noncompliance

Student fails to follow explicit adult requests or directives that have been proactively addressed using positive behavior strategies by teaching staff at Level 1 (e.g., refusing to follow directions).

Forged Note

Student signs another person's name on a note and/or other written document without the other person's permission.

Harassing or Intimidating Communications

Student repeatedly uses words, gestures, photographs, drawings or any other form of communication to intimidate or harass another student (e.g., repeated verbal or written put downs).

Indecent behavior

Student displays, writes, and/or draws pictures/images that are considered indecent, offensive, disgusting and/or disturbing according to universally

appropriate social norms. (e.g., note with profanity, pornography, gang related drawings - illustration, signs or symbols in personal notebooks/items, etc.).

Initiating or Instigating a Fight

Student prompting, encouraging, or attempting to bring about a fight (but fight does not occur).

Leaving Class without Permission

Student leaves the classroom or educational environment without permission from the teacher, and it is not deemed an emergency.

Possession of Tobacco/Lighter

Student possesses tobacco products on school grounds, at school sponsored events, and/or when using school transportation.

Profane/Obscene Communication (Directed At)

Student uses inappropriate language as a form of intentional disrespect toward peers.

Repeated Disrespect for Authority-(Verbal)

After being redirected by an adult, student continues to engage in verbal disrespectful behavior (e.g., talking back in protest, making nonthreatening disrespectful comments to staff, etc.) that has been proactively addressed using and documenting strategies by teaching staff at Level 1.

Repeated Profane/Obscene Communication (Not directed at)

Student continues to use inappropriate language in conversation that has been proactively addressed using and documenting PBIS strategies by teaching staff at Level 1. The profane/obscene communication is not used as a form of intentional disrespect toward school personnel and/or peers.

Stealing

Student is found to be in possession of, having passed along stolen property, and/or to be responsible for removing someone else's property that is valued of \$25.00 or less without the property owner's permission. Principal should require restitution activity and participation in remediation or behavioral instruction/counseling for stealing.

Threatening Peers

Student delivers disrespectful messages to peers (e.g., becoming angry and threatening to hurt him/her) with no intent of follow-through as determined by an investigation by administrator.

Class 2 Intervention Strategies and Dispositions

Multiple teachers and/or administrator strategies may be used depending on the individual student's needs. Teaching staff are encouraged to consistently use the research-based classroom management strategies and teacher-led interventions to potentially prevent the occurrence of Class 2 behaviors. If an Office Discipline Referral (ODR) is warranted, the following strategies must be documented by the school administrative team to proactively address Class 2 Infractions:

1. MANDATORY Student Conference privately to address the specific problem behavior and encourage him or her to engage in the expected behavior.
2. MANDATORY Parent Contact with documentation of behavioral issues discussed and potential resolutions.
3. MANDATORY Provision of a meaningful reflective process (e.g., problem solving activity, reflective writing activity, restitution activity, restorative discipline activity, role play activity) to directly address the Class 2 infraction and provide solutions for the behavioral concern.
4. MANDATORY Review or revision of behavioral supports (e.g., Behavior Contract, Behavior Support Plan, Behavior Intervention Plan, Academic Intervention Plan, etc.) for students who are already receiving documented behavior supports for prior problematic behavior.

Other interventions include the following:

- Restorative discipline and continuum of practices to address the

problem behavior, collaboratively develop solutions, and make plans for resolution and follow-up.

- Referral to other designated school personnel to address the behavior and consider the need for potential behavioral supports for general education students.

If the school principal determines that disciplinary action(s) is warranted, the following dispositions may be used to address Class 2 Infractions:

- In-School Detention (ISD) with assignment of related problem solving activity and/or behavioral instruction/behavior packet (Note: ISD lasts for 2 hours or less in duration).
- After-School Detention (ASD) or Before-School Detention (BSD) with assignment of related problem-solving activity and/or behavioral instruction/behavior packet (note: ASD and BSD can be assigned across multiple days).

Class 3 Infractions ^[1]_{SEP}

Misbehaviors that are more serious in intensity but non-threatening in nature shall be classified as Class 3 infractions. The school principal shall manage Class 3 infractions by using a range of intensive in-school corrective strategies. The principal may assign in-school suspension (ISS) for a Class 3 infraction or assign an out-of-school suspension (OSS) depending on the severity of the infraction.

Computer Abuse (Illegal Accessing Activity) Student engages in inappropriate use of computer that violates the Acceptable Use and Internet Safety Policy (e.g., inappropriate sites, materials, pornography, etc.)

Continued Campus Disturbance

Student performs any deliberate and inappropriate behavior that disturbs or interrupts the daily routine(s) of school operations (e.g., actions that draw a crowd) after the behavior has been addressed by school staff

member(s) using and documenting proactive behavior strategies.

Defiance/Continued Noncompliance

Student willfully and deliberately fails to follow explicit adult requests or directives that have been addressed using and documenting behavior strategies by teaching staff at Class 1 and administrative staff at Level 2 using and documenting proactive behavior strategies (e.g., fails to attend ISD (In School Detention) or ASD (After School Detention)).

Disrespect for Authority-(Verbal)

After being redirected by an adult, the student continues to engage in verbal disrespectful behavior (e.g., inappropriately arguing) that has been addressed by school faculty member(s) at Class 1 and administrative staff at Class 2 using proactive behavior strategies.

Excessive Inappropriate Physical Contact

Student engages in physical contact (e.g., slapping, punching, and scratching). The physical contact does not result in a fight.

Gambling

Student engages in such activity (i.e., playing a game of chance involving money – wagering or betting) on a school campus or at a school sponsored event.

Harassment (other than sexual)/Inappropriate Communication to Peers

Student repeatedly delivers disrespectful message (verbal or gestural) to another person. Disrespectful messages may include comments based on race, religion, age, gender, personal appearance, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal/family matters.

Initiating or Instigating a Fight

Student prompts, encourages or attempts to bring about a fight (but fight does not occur) after the behavior has been addressed by school faculty member(s) using proactive behavior strategies.

Leaving Campus without Permission

Student leaves the school campus on a regular school day without permission from the principal.

Possessing or Using Nonprescription or Non-Controlled Substance

Student is in possession of or is using an unauthorized substance (e.g., over-the-counter diet pills or pain medication), per state and federal laws.

Profanity in Communication with Staff

Student uses profanity in direct communication with staff but is not directly threatening or intimidating to staff.

Stealing

Student is found to be in possession of, having passed along stolen property, and/or to be responsible for removing someone else's property valued between \$25.01- \$100.00 without the property owner's permission. The principal should require restitution activity and participation in remediation for stealing.

Uses, Distributes, or Sells Tobacco Products/Lighter

Student uses, distributes, or sells tobacco products on school grounds, at school-sponsored events, and/or when using school district transportation.

Vandalism

Student participates in a deliberate, willful, and substantial destruction of school and/or personal property on school grounds and/or at school sponsored events that involve between \$25.01-\$100.00 in damages. The principal should require restitution activity and participation in remediation for vandalizing.

Verbal Altercation

An intense argument between two or more students that actively disrupts the learning environment. No physical contact is made; however, the verbal altercation continues after the behavior has been addressed by school faculty member(s) using and documenting proactive behavior strategies.

Class 3 Intervention Strategies and Dispositions

Multiple teachers and/or administrator strategies may be used depending on the individual student's needs. Teaching staff are encouraged to

consistently use the research-based classroom management strategies and teacher-led interventions to potentially prevent the occurrence of Class 3 behaviors. If an Office Discipline Referral (ODR) is warranted, the following strategies must be documented by the school principal to proactively address Class 3 Infractions:

1. MANDATORY Student Conference privately to address the specific problem behavior and encourage him or her to engage in the expected behavior.
2. MANDATORY Parent Contact with documentation of behavioral issues discussed and potential resolutions.
3. MANDATORY Review or revision of behavioral supports (e.g., Behavior Contract, Behavior Support Plan, Behavior Intervention Plan, Academic Intervention Plan, etc.) for students who are already receiving documented behavior supports for problematic behavior.

If the principle determines that behavioral support and/or discipline action is warranted, the following procedures will be used:

- Restorative Discipline and Restorative Practices Continuum (e.g., structured conference with all primary stakeholders, groups and circles, conflict resolution strategies, mediation strategies, behavior change contracts and agreements with follow-up meetings) to address student problem behavior.
- In-School Detention (ISD) with assignment of related problem solving activity and/or behavioral instruction/behavior packet (Note: ISD can be assigned across multiples days; however, administrators should use caution in removing students from core instruction frequently. ISD lasts for 2 hours or less in duration).
- After-School Detention (ASD) or Before-School Detention (BSD) with assignment of related problem-solving activity and/or behavioral instruction/behavior packet (note: ASD and BSD can be assigned across multiple days).

- In-School Suspension (ISS) with assignment of related problem-solving activity and/or behavioral instruction/behavior packet (Note: ISS cannot be assigned for more than 1 offense. ISS cannot be assigned for more than 5 school days in one 9-week quarter. ISS is more than 2 hours in duration).
- Out-of-School Suspension (OSS) shall be used as a discipline for conduct which substantially disrupts the school environment or seriously endangers the welfare or safety of other students or school personnel. OSS cannot be assigned for more than 4 consecutive school days.
- Expulsion from school by the School Board of Trustees upon recommendation by the principal. Expulsion will take place after documented student failure to respond to research-based and/or evidence-based interventions implemented within the behavior intervention process for students who display a habitual pattern of misconduct or disruptive behavior within the current school year.

Attendance

Pupils leaving school grounds (Dismissal)

- A. A pupil is not permitted to leave the school grounds during the regular school day without a request from the parent/guardian to the principal or the teacher stating the reason. The parent or designee must also physically dismiss his or her child and may be asked to present a picture identification. A violator shall be subject to disciplinary action. A pupil excused from school shall be in the custody of a parent or legal guardian or excused pursuant to specific written instructions from the parent or guardian.
- B. Acceptable dismissals shall include:
 1. Personal illness
 2. Medical appointments that cannot be arranged after school hours
 3. Special family emergencies as approved by the principal
- C. All dismissals for school shall count against the pupil's attendance record.

Absentee and Tardy Limit

- A. A student shall not accumulate more than three (3) tardies to school per term. Four (4) tardy days (attendance counted after 7:40 am or at the beginning of each new class period) will result in one absence.

- B. A student shall not accumulate more than four (4) absences to school per term or a total of sixteen (16) absences per school year. More than sixteen (16) absences for the year will result in a student not being promoted to the next grade due to the lack of instructional hours required for promotion.

- C. The school principal shall have the right to use his professional judgment to make exceptions to the attendance/tardy limit in any one term.

Excused and Unexcused Absences

- A. All absences, regardless of reason, are counted against a student's overall attendance record for the school year.

- B. It is the policy of Woodlawn Prep to allow any schoolwork, homework, or assessments to be made up or turned in the following attended day, regardless of reason for absence.

- C. An exception to this policy is school wide events of which parents have been notified in advance. This includes, Reading Fair, Science Fair, Spelling Bee, and other school-wide or classroom-wide academic events.

Bullying or Harassing Behavior

Students and employees at Woodlawn Preparatory School are protected from bullying or harassing behavior by other students or employees. It is the intent of the board and the principal to maintain an environment free from bullying and harassing behavior that includes, but is not limited to, bullying or harassing behavior that is based on race, religion, sex, color, national origin, physical appearance, ancestry, academic status, behavior, mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these

characteristics, or other actual or perceived differentiating characteristics. All complaints of such actions shall be treated as a serious grievance. They shall be reported to the classroom teacher. If a parent or student believes the teacher is unable to resolve the behavior by following interventions prescribed in the positive behavior and support plan, the bullying incident(s) shall be reported to the principal to investigate and make a discipline determination.

Definition of Terms in the Code of Student Conduct

1. “After-school Detention” and “ASD” refer to a consequence for violations of the Code of Conduct during which a student receives positive interventions using corrective strategies and/or restorative practices. Assignment to ASD cannot exceed 1 hour per day and is implemented after regular school hours. Parents must be given a 24-hour notice when assigning a student to ASD.
2. “Before-school Detention” refers to a consequence for violations of the Code of Conduct during which a student receives positive interventions using corrective strategies and/or restorative practices in a specified setting before regular school hours. Assignment to before-school detention cannot exceed 1 hour per day. Parents must be given a 24-hour notice when assigning a student to BSD.
3. “Behavior Contract” and “Behavior Management Plan” refer to a written plan of action for improving the student’s behavior that includes operational definitions of the target behaviors and replacement behaviors as well as prevention, teaching, reinforcement and corrective strategies. The behavior contract or behavior management plan is typically implemented for students requiring extra behavioral support beyond typical classroom teacher strategies and is usually not based on the function of the behavior. Progress monitoring must be used to monitor the student’s response to intervention and the behavior contract or behavior management plan must be implemented with adequate levels of compliance and fidelity.

4. “Corrective Strategies” refer to teacher and administrator behavior management techniques designed to prevent the occurrence of student infractions, teach alternative or replacement behaviors, or motivate students to demonstrate compliance with established school expectations outlined in the Code of Conduct. These may include, but are not limited to, after-school detention (ASD), in-school detention (ISD), in-school suspension (ISS), behavior contracts and/or Behavior Intervention or Support plans, conflict resolution, de-escalation strategies, and reflective activities.
5. “Expulsion” and “withdrawal from enrollment” refer to the termination of a student’s opportunity to attend Woodlawn Preparatory School and the prohibition of his or her return for the remainder of the school year.
6. “In-School Detention” and “ISD” refer to a consequence for violations of the Code of Conduct during which a student receives positive interventions using corrective strategies and/or restorative practices. Assignment to ISD cannot exceed 2 hour(s) per day and is implemented during regular school hours. Administrators are encouraged not to assign ISD during core instructional periods but can assign ISD across multiple school days.
7. “In-School Suspension” and “ISS” refer to a consequence for violations of the Code of Conduct that removes a student from the regular classroom to a different in-school setting during the regular school day. Corrective strategies and restorative practices should be used in the ISS setting. ISS may be assigned for more than 2 hours per day. In-school suspension does not include in-school detention (ISD). ISS cannot be assigned for more than 3 school days for one offense. ISS cannot be assigned for more than 5 school days in one 9-week school quarter.
8. “Office Discipline Referral” and “ODR” refer to infractions in the Code of Conduct that led to formal referral to the principal for discipline dispositions and/or behavioral supports.
9. “Out-of-School Suspension,” “Suspension,” and “OSS” refer to a consequence for violations of the Code of Conduct that removes^{SEP} a

student off campus from his or her classroom or school environment. OSS cannot be assigned without the approval of the principal. OSS shall not be used for misconduct that occurs off school property or outside the school day unless the infraction occurs at a school-sponsored event, to or from school or on a school bus, or the conduct substantially disrupts, or will substantially disrupt, the school environment, or seriously endangers the welfare or safety of other students or school personnel.

10. "Parent" refers to either or both biological or adoptive parent(s) of the student, the student's legal guardian, or other person legally responsible for a student under state law.
11. "Restorative Practices" or "Restorative Justice" refers to an approach to student discipline that focuses on resolving conflict, repairing relationships, and assisting students to redress harms caused by their conduct, and may include positive interventions and processes such as conferencing, mediation, counseling, restitution activities, problem-solving activities, and adult or peer mentoring.