



that even problem behaviors are spurred by a positive impulse—all behaviors are attempts, if occasionally misguided, to solve what children see as problems.

Positive Discipline Principles

The positive discipline method used at Cedar Tree Academy PCS encourages children to become increasingly self-regulated. We believe in creating dialogue with children and teaching them how to become problem solvers. Children should be encouraged to come up with their own positive solutions, rather than to rely on adults to solve their problems for them. For example, if two children are fighting over a toy, the adult should ask them how they would like to resolve the conflict, rather than simply giving the toy to one party. Of course, if children begin to act destructive, their destructive behaviors must be stopped so that all children feel safe.

In situations requiring discipline, we distinguish between behaviors and the children themselves. For example, if a child is climbing the fence, we say “Fences are not for climbing,” or “It is not acceptable to climb the fence.” **We avoid blaming a child for an action.** Rather, limits are set in a neutral fashion. In general, children feel more comfortable when limits are clear (some children will contest limits to get attention; we attempt to redirect such behavior rather than engaging in a power struggle). It is also important to remember that feelings are valid to the individual having them. We encourage children to express their feelings in words, listen to them, and acknowledge their feelings. All children’s behaviors, however misdirected, are an attempt to solve a problem in the children’s eyes.

Do not be surprised if children try out new behaviors at school that they have never before displayed at home. Children can be intimidated by a group setting or become excited about mimicking behaviors they see in peers. It is important that we create a positive atmosphere in the classroom and on the playground at all times, encouraging helpful and cooperative behavior and discouraging destructive or competitive behavior. Adults need to model positive attitudes for the kids, to obey school rules and state regulations, and to act in a manner that they’d like the children to copy. Helpful behaviors that the children display should be praised. Negative behaviors should be ignored if they are not destructive, so that they are not seen as ways to get attention; if the negative behaviors are destructive, children should be redirected to other behaviors or activities.

Our goal is to create a caring community, both for the children and among the teachers and parents who work with them. Discipline is not only the desire to regulate child behavior, but also to help shepherd children into an ability to live with others peacefully and productively. Learning to behave for the good of the group is hard for young children. It needs to be taught like any other skill, and to be modeled by adults at all times.

Corporal punishment is never used at Cedar Tree Academy. Staff members using corporal punishment will face immediately disciplinary action. Parents using corporal punishment at school will be reported to Child and Family Services Agency and may be forced to withdraw from the school. Yelling, humiliation, and intimidation of children are also never appropriate at Cedar Tree Academy PCS.

Green, Yellow and Red Light Behaviors

Cedar Tree identifies behaviors using the concept of green, yellow and red-light behaviors. With very young children, choosing battles is vital and can sometimes be even more important than consistency (having the same rules all the time). Consistency becomes more important as children enter the elementary years and become interested in rules as a principle (this is one reason why preschool and elementary discipline often looks different).

Green light behaviors do not cause harm to the child or others. An example of a green light behavior might be a child taking off his/her shoes. If the weather is warm and you are not about to go to the park, it’s probably okay.

Yellow light behaviors alert adults that something might go wrong but are not yet dangerous or violating rules. If a child approaches another child who has a toy, the adult might watch to see what happens, rather than intervene too quickly. It is important to let children solve problems on their own if they can. On the other hand, it is important to be alert to situations that may become problematic, since many such situations can be prevented if intercepted early.

Red light behaviors are dangerous or violates firm rules. An adult needs to step in immediately. If a child is about to hit another with a shovel, the adult must intervene and grab the shovel. Then, when the danger has passed, the adult can speak with the children about why this behavior was occurring. In the older grades at Cedar Tree Academy, scheduled time-outs can result from red light behaviors. This is developmentally appropriate, as children become increasingly rule-governed over time.

It is essential that in disciplinary situations, that all parties focus on the goal of helping every child to succeed and get along with others. Children try out a variety of behaviors as they grow and change, and they are by nature experimental and egocentric. Our job is to help them learn to explore their worlds within reasonable limits, and without hurting others, while maintaining a positive sense of self-worth. This is no easy task—it is assumed that all children will have ups and downs, and that our community will be here to help all children succeed.

Children cannot become self-disciplined unless adults teach them right from wrong. At Cedar Tree Academy, children will be taught the expectations for correct behavior and encouraged to live and act accordingly. When children know something is wrong, and choose to do it anyway, consequences will follow to communicate that the behavior is not acceptable and will not be tolerated in our school. The following chart will be used as a guide to help children self-regulate.

Behavior/Consequence Chart

Behavior	1st Offense	2nd Offense	3rd Offense	4th Offense
Fighting	Time Out	Counselor student/family meeting	Principal, Counselor/student family meeting	Referral for an RTI meeting
Bullying	Time Out	Counselor student/family meeting	Principal, Counselor/student family meeting	Referral for an RTI meeting
Physical Contact (harmful)	Time Out/Parent Phone call	Counselor student/family meeting	Principal, Counselor/student family meeting	Referral for an RTI meeting
Vandalism/ Property Damage	Time Out/Parent Call	Counselor student/family meeting	Principal, Counselor/student family meeting	Referral for an RTI meeting
Inappropriate Language	Time out	Counselor student/family meeting	Principal, Counselor/student family meeting	Referral for an RTI meeting
Stealing/Theft	Time Out	Counselor student/family meeting	Principal, Counselor/student family meeting	Referral for an RTI meeting
Classroom Disruption	Time Out	Counselor student/family meeting	Principal, Counselor/student family meeting	Referral for an RTI meeting
Disrespecting Staff	Time Out	Counselor student/family meeting	Principal, Counselor/student family meeting	Referral for an RTI meeting
Lying	Time Out	Counselor student/family meeting	Principal, Counselor/student family meeting	Referral for an RTI meeting

		student/family meeting	Counselor/student family meeting	RTI meeting
Teasing/Taunting	Time Out	Counselor student/family meeting	Principal, Counselor/student family meeting	Referral for an RTI meeting

After a student has exceeded the number of infractions listed in the chart above, the school will explore other options, including suspension and/or expulsion, while staying in compliance with all state and federal regulations regarding suspension/expulsion. This will only be used after all other options have been exhausted.

Each infraction is explained for your reference below

Fighting- the exchange of punches between 2 or more people. All students that participate in a fight, both the aggressor and defender will receive a consequence.

Bullying- a form of aggressive behavior manifested by the use of force or coercion to affect others, particularly when the behavior is habitual and involves an imbalance of power. It can include verbal harassment, physical assault or coercion and may be directed repeatedly towards particular victims, perhaps on grounds of race, religion, gender, sexuality, or ability. Physical, emotional, and verbal bullying will yield the same consequences.

Physical contact - includes horseplay, wrestling, and pushing. Physical contact is the use of hands or feet in contact with another student or adult. Physical contact with malicious intent includes slapping, punching, kicking, pushing, or use of objects to hurt or harm someone.

Vandalism/property damage- writing on school items or property belonging to someone else or intentional destruction or attempt to destroy school property; including bulletin boards, walls, desks, chairs, books, lockers, bathroom stalls, etc.

Inappropriate language- any words, phrases or gestures that are deemed obscene or profane.

Stealing- Intentional taking of objects/property of value that belongs to someone else (value will be determined at administrator's discretion).

Classroom disruption- significant and repeated interruption of classroom instruction that prevents teacher from teaching and other students from learning.

Disrespecting staff- repeated and significant defiance or language used against staff member.

Lying- repeated non-truth told to an adult in an attempt to avoid a task or prevent consequences.

Teasing/Taunting- to irritate or provoke with persistent petty distractions, trifling raillery, or other annoyance, insulting or jeering.

Bullying Policy

Refer to the Appendix B.

Special Education Discipline Procedures

Authority of School Personnel. Cedar Tree Academy personnel consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the discipline procedures of the Individuals with Disabilities Education Act, is appropriate for a child with a disability who violates a code of school conduct.

School personnel are authorized to remove a child with a disability who violates a code of student conduct from the child's current placement to an appropriate interim alternative educational setting (IEAS), another setting, or suspension for not more than ten consecutive school days (to the extent those

alternatives are applied to children without disabilities) consistent with state requirements relating to the suspension of pupils.

A child with a disability may not be suspended for more than ten consecutive school days and a total of 15 school days in one school year.

School personnel are authorized to remove a child with a disability for additional removals of not more than ten consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).

If a child with a disability has been removed from his or her placement for 10 school days or less, Cedar Tree Academy provides services to the child if Cedar Tree Academy also provides services to children without disabilities who have been similarly removed.

For purposes of removals of a child with a disability from the child's current educational placement, a change of placement occurs if the removal is for more than ten consecutive school days or the child is subjected to a series of removals that constitute a pattern because:

- the series of removals total more than ten school days in a school year;
- the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
- such additional factors as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another.

Cedar Tree Academy determines on a case-by-case basis whether a pattern of removals constitutes a change of placement.

After a child with a disability has been removed from the current placement for ten school days in the same school year during any subsequent days of removal Cedar Tree Academy provides services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the current removal is for not more than 10 consecutive school days and is not a change of placement, school personnel, in consultation with at least one of the child's teachers, determine the appropriate services.

Cedar Tree Academy applies the relevant disciplinary procedures for children without disabilities to a child with a disability only if, as a result of the manifestation determination review, Cedar Tree Academy determines the behavior of the child was not a manifestation of the child's disability. Cedar Tree Academy applies the relevant disciplinary procedures in the same manner in which they would be applied to children without disabilities.

A child with a disability whose behavior is determined not to be a manifestation of the child's disability continues to be provided education services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

Placement in Interim Alternative Educational Settings. School personnel are authorized to remove a child with a disability to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability if:

- the child carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the state or a local educational agency;
- the child knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the state or a local educational agency; or
- the child has inflicted serious bodily injury upon another person while at school, on school premises, or at an Academy function under the jurisdiction of the state or a local educational agency.

The IEP team determines the interim alternative educational setting and the appropriate services to be provided. A child placed in an interim alternative educational setting

provided. A child placed in an interim alternative educational setting:

- continues to receive educational services to enable the child to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
- if the behavior is not a manifestation of the child's disability, receives, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur;
- if the behavior is a manifestation of the child's disability, the child receives either:
 - a functional behavior assessment, unless Cedar Tree Academy had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implemented a behavioral intervention plan, or
 - if a behavioral intervention plan already has been developed, reviews the behavioral intervention plan, and modifies it, as necessary, to address the behavior.

On the date on which the decision is made to place the child in an interim alternative educational setting or to make a removal that constitutes a change of placement for violating a code of conduct, Cedar Tree Academy notifies the parents of that decision and provides the parents a procedural safeguards notice.

When Cedar Tree Academy determines that maintaining the current placement of a child with a disability is substantially likely to result in injury to the child or others, the agency may request an expedited due process hearing to change the child's placement to an appropriate interim alternative educational setting for not more than 45 school days. The request for a due process hearing may be repeated if Cedar Tree Academy believes that returning the child to the original placement is substantially likely to result in injury to the child or others.

Manifestation Determination Reviews

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Cedar Tree Academy, the parent, and relevant members of the child's IEP team (as determined by the parent and Cedar Tree Academy):

- review all relevant information in the student's file, including the child's IEP;
- any teacher observations; and
- any relevant information provided by the parents.

The conduct is determined to be a manifestation of the child's disability if Cedar Tree Academy, the parent, and relevant members of the child's IEP team determine that either:

- the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- the conduct in question was the direct result of Cedar Tree Academy's failure to implement the IEP.

If Cedar Tree Academy, the parent, and relevant members of the child's IEP team determine the conduct in question was the direct result of Cedar Tree Academy's failure to implement the IEP, Cedar Tree Academy takes immediate steps to remedy those deficiencies.

If the conduct was a manifestation of the child's disability, the IEP team returns the child to the placement from which the child was removed, unless the child has been placed in an interim alternative educational setting, or the parent and Cedar Tree Academy agree to a change of placement as part of the modification of the behavioral intervention plan, and either:

- conducts a functional behavioral assessment, unless Cedar Tree Academy had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implements a behavioral intervention plan for the child; or
- if a behavioral intervention plan already has been developed, the IEP team reviews the behavioral intervention plan, and modifies it, as necessary, to address the behavior.

If the conduct was not a manifestation of the child's disability, the child receives, as appropriate:

- a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur; and
- educational services so as to enable the child to continue to participate in the general education

curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

Discipline Appeals Process

A written appeal may be filed by a parent or student or legal representative on behalf of any student receiving a suspension or expulsion for any reason. An appeal shall be submitted to the principal of the school within ten (10) business days after receipt of the suspension or expulsion.

Upon receipt of an appeal, the principal shall appoint an Appeals Panel and shall forward all written appeal requests to the panel chairperson within three (3) business days.

- I. The Appeals Panel referenced above shall consist of not less than three (3) members to be selected from the following:
 - a. The principal's designee, who shall be the panel chairperson;
 - b. A school counselor;
 - c. A department chairperson;
 - d. A teacher, other than the one involved;
 - e. An attendance staff person;
 - f. A student body representative; or
 - g. A parent organization representative.
- II. Appropriate substitutions in the Appeals Panel described above may be made, when necessary; provided that a student body representative shall be on each Appeal Panel.
- III. The Appeals Panel shall hold a hearing within ten (10) calendar days after its appointment by the principal.
- III. The student, parent, guardian or duly authorized representative shall appear at the hearing. One of these individuals shall be given the opportunity to present the student's case and upon request, to question the involved teacher and to be duly informed of the panel's recommendations.
- V. Each appeals panelist, including the chair, shall have an equal vote.
- VI. In the case of a tie vote, the Appeals Panel shall recommend that the initial grade be upheld.
- VII. The Appeals Panel's recommendation shall be forwarded immediately to the principal who shall issue the Panel's decision within ten (10) calendar days after the hearing.
- VIII. When an appeal is filed, the Student Hearing Office shall convene a hearing before an independent hearing officer who shall issue the final administrative decision in the matter.
- IX. The following procedural guidelines shall apply to hearings convened as described above:
 - a. The burden to show why the grade(s) in question should be changed shall be on the student or his or her parent or guardian;
 - b. Strict rules of evidence shall not apply;
 - c. Testimony or evidence shall be heard from both parties; and
 - d. A written determination shall be issued within five (5) business days of the hearing.

Placement During Appeals

The parent of a child with a disability who disagrees with any decision regarding a disciplinary change in placement or a manifestation determination, or Cedar Tree Academy believes that maintaining the current placement is substantially likely to result in injury to the child or others may appeal the decision by requesting a hearing. During such appeal, the child will remain in the placement to which the child was removed pending the decision of the hearing officer or until the expiration of the disciplinary placement, whichever occurs first. The parent and Cedar Tree Academy may agree to a different placement during the appeal.

Unless Cedar Tree Academy and the parents agree in writing to waive the resolution meeting or agree to use the mediation process, Cedar Tree Academy conducts a resolution meeting within seven days of receiving notice of the parent's due process complaint.

Guidance (Discipline) Policy

During the early childhood years, children are learning to be responsible for their own behavior. We believe in establishing consistent, easy-to-understand limits and in having teachers who respond to inappropriate behavior with insight, sensitivity, and skill. When clear, consistent and age-appropriate limits are present; children increasingly become responsible for themselves. When out-of-bounds behaviors do occur, we believe it is important for children to understand why the behavior is inappropriate and how to modify it.

We work to prevent behavior problems by arranging each classroom so that children work in small groups and have a choice of activities. The range of activities will give your child the freedom and ability to experience success and become self-directed. Teachers are also trained to skillfully direct behavior along appropriate channels. Children are encouraged to verbalize their feelings to learn to positively work through strong emotions. Teachers act as role models and encourage children's appropriate behaviors. **Under no circumstances is corporal punishment permitted. Discipline will not be associated with food, rest or toileting.**

We believe that it is our responsibility to provide children with positive guidance and in our experience, most children will respond well to our approach. In the event that a child does not respond, we will notify the parents and work closely with them to develop a plan to help the child gain self-control and a positive attitude toward their peers and teachers.

When a pattern of behavior persists that endangers self, others or property, or significantly disrupts the program, we will work with the child's family to find solutions, up to and including referral for additional services or a more educationally appropriate setting.

Your signature below indicates that you have read and understand the above Child Guidance (Discipline) Policy.

Child's Name:

Grade:

Parent/Guardian's Name (Please Print):

Parent's Signature:

Date:
