Woodland Charter School

STUDENT BEHAVIOUR POLICY

Adopted: March 25, 2013

Philosophy

Creating a Healthy, Positive Learning Environment

“Loving authority needs to precede freedom of thought and independent judgment.”

- Rudolf Steiner

Woodland Charter School pledges to follow the Code of Conduct and Students Rights and Responsibilities policies of the Three Rivers School District. In addition to these policies, Woodland Charter School is committed to creating a safe and nurturing learning environment for every child. We are equally committed to helping our children grow into healthy, happy, responsible adults. In order to respect, care for and work with others, children must learn to truly love and respect themselves. It is our goal that all students possess a clear understanding of how their actions affect others. When a child acts in thoughtless or harmful ways, the entire community suffers. When misbehavior occurs, our approach will emphasize compassion, consistency, and responsibility.

The Student Behavior Guidelines for Woodland Charter School are based upon a philosophy of respect:

- Respect for all human beings
- Respect for the earth and all living things
- Respect for all school and personal property
- Respect for the guidance provided by teachers, staff and parents
- Respect for our school community
- Respect for our neighbors.

Parental concerns about the implementation of this policy may be shared with a teacher or administrator.

Code of Conduct

In order to provide a school environment that fosters cooperation, responsibility and respect; children will be expected to follow these guidelines:

1. Students will support a good learning environment. Children are expected to do their best and cooperate with teachers and classmates. This includes, but is not limited to, quietly focusing their attention on the teacher when asked to do so, completing class assignments, observing class starting and ending times, completing classroom chores, and lining up promptly and quietly when requested to do so.

2. Students will treat all adults and children with respect. Respectful, courteous language is expected towards teachers, children and parents. Inappropriate behavior such as rudeness, teasing, mimicking, unkind or inappropriate words, swearing, physical or emotional threats, sexual harassment, and lying are not permitted. Students are expected to comply whenever an adult or a child asks for an inappropriate behavior to stop.

3. Students will treat all personal and school property with respect. Lost, stolen, defaced
or destroyed property will be repaired or replaced by the parents of those responsible.

4. A “gentle hands” policy will be followed. Rough housing, fighting, shoving, spitting, pushing, hitting, kicking or biting is cause for immediate intervention.

5. Students will obey all classroom and playground rules. Teachers will help their students understand and integrate the school-wide behavior policy into their daily activities. Additionally, individual teachers may have unique expectations, which they will communicate to their classes. Teachers will develop a class management system, approved by the administrator, and appropriate to the age level of their individual class.

6. Students should extend respect to their peers even when not at school. Off-campus student conduct (such as romantic relationships, bullying, and cyber bullying) that causes a disruption to the learning environment may be subject to intervention from teachers and administrators.

Response to Student Conduct Issues

Teachers (grades teachers, specialty teachers, playground supervisors) will have in place a classroom management plan that allows them to effectively and efficiently address student conduct. These plans will equip teachers to consistently respond to student conduct issues in the classroom, on the playground, and during field trips. All teachers and administrators handling conduct issues will ensure that Woodland’s approach to student behavior:

- instructs and models for students how to be a respectful member of the Woodland community, and why it is important to do so.
- employs appropriate consequences that allow a student to make amends for an inappropriate conduct decision and that teach the student a better way to handle a future similar situation.
- emphasizes timely and proactive conversation with parents when a student’s conduct is a concern.
- seeks to minimize the time a student spends outside of the instructional environment because of an inappropriate conduct decision.
- seeks to understand why a student may be having repeated conduct issues, and offer reasonable support to that student where appropriate.
- is appropriate in terms of a student’s age, yet consistent with the spirit and ideals of Woodland Charter School.

All teacher conduct policies will be communicated to students and parents early in the school year. Parents with concerns over how discipline is being handled should communicate with their child’s teacher or a Woodland administrator.

Consequences for misbehavior In the event that individual class management systems are not sufficient to correct disruptive or disrespectful behavior, the following procedures
will be followed based on the severity of the infraction and the teacher and/or principal’s evaluation of the circumstances:

**Steps of Intervention**

**Warning (Step One):** If a student exhibits behavior that interrupts the learning environment, a teacher will provide appropriate warning and/or consequences to bring about awareness of the unacceptable behavior and redirect the student to demonstrate appropriate classroom behavior. It will be the teachers’ determination of the gravity of the infraction and severity of warning.

**In-class Interventions (Step Two):** Should warnings not be sufficient, inappropriate behavior may be redirected in the following manner

1. The student may be directed to stand behind her/his chair
2. The student may be directed to stand in the Circle of Light in his/her classroom
3. The student may be directed to the Circle of Light in another classroom to observe the desired/missing behavior

**Office Referral (Step Three):** A student that is referred to the office when removal from class is necessary will meet with an administrator. An incident report/referral form will be completed by the sending teacher.

**Student Behavior Report and Action Plan (Referral):** If a child fails to follow the school or classroom behavior guidelines or in any way undermines a healthy learning environment, endangers himself, others or property, a notice may be sent home with the child describing this behavior. Teacher will follow this up with a phone call to the parents letting them know to expect a referral for their child. The parents and child will discuss the situation and the parents will assist the child in developing a plan to correct the behavior. It is suggested that a student who receives a referral is given a consequence for it at home. The signed notice will be returned to the teacher the following day. Either the parent or the teacher may request a telephone or personal conference. It is the parents’ responsibility to see that the student returns this signed referral to the school the following day.

**Parent-Teacher Conference:** When a student receives two referrals, a parent-teacher conference will be scheduled by the teacher. If both parents and teacher agree, the child may be included in the meeting. A behavior plan may be developed at this time. The teacher or parents may request that the principal to be present. Parents may invite other individuals to the conference.

**Suspension:** Upon receiving a third, sixth and ninth referral, a student may be suspended from school. The first suspension will be one day, the second suspension may be from 1 – 3 days and the third suspension may be from 2 – 4 days long. In the interest of maintaining a safe and courteous environment, certain behaviors will not be tolerated and may result in an immediate suspension. These behaviors are:

- Causing, attempting to cause, or threatening to cause physical injury to another person.
- Willfully using force or violence upon the person of another, except in self-defense.
• Disrupt school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
• Bringing of weapons, cigarettes, alcohol, or drugs to school.
• Blatant defiance or disrespect towards children or adults, such as the use of profanity; racial, ethnic, or gender slurs or harassment; and verbal attacks based on differing mental or physical abilities
• Physical or sexual harassment of any kind in grade 4 - 8.
• Deliberate violation of safety rules in grades 4 – 8.

If a child is suspended, the parents will be informed by telephone and will receive a formal notice of suspension. The child may return to school after a suspension once a follow-up conversation with the teacher and/or administrator stipulating the conditions of the child’s return has taken place.

Special Needs Students: Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional need, as defined in OARS 581-015-2000, may be suspended for any of the reasons enumerated above upon a first offense, if the principal determines that the pupil violated one of the above items.

Student Success Team (SST) Meeting: At any time the teacher deems it necessary, a SST Meeting, consisting of the student’s parents, classroom teacher, administrator, as well as other teachers and support staff, if needed, will be convened to study the child and his/her needs. The team will work to cultivate healthy classroom and playground behavior. During this meeting a behavior plan may be developed. Parents will be notified in writing at the meeting that should a third suspension occur, expulsion may be recommended.

Clearing Referrals: Referrals and suspensions are cumulative from year to year. In order for a student’s referral record to be cleared, he/she must be referral free for two consecutive school years.

Expulsion: Should the above steps not prove to correct the student’s behavior, expulsion may be recommended and will follow the process outlined in Three Rivers School District policy.

Due Process: Below is a summary of the steps that may be taken prior to a recommendation for expulsion:

1. First referral: Phone call to parent
2. Second referral: Phone call and parent-teacher conference
3. Third referral and suspension: Phone call home and SST meeting is scheduled
4. At SST Meeting: Parents will be notified in writing that a 3rd suspension may result in a recommendation for expulsion.
5. Fourth referral: Phone call home
6. Fifth referral: Phone call and parent-teacher conference
7. Sixth referral and suspension: Phone call home. SST follow-up meeting is scheduled
8. At SST Meeting: Parents will be notified in writing that a 3rd suspension may result in a recommendation for expulsion.
9. Seventh referral: Phone call home.
10. Eighth referral: Phone call home and parent-teacher conference
11. Ninth referral and/or 3rd suspension: Recommendation for expulsion
Effective 2013-14 School Year

Parent’s Role

The primary responsibility for the behavior of a student lies with the parent. WCS’s Student Behavior Policy does not intend to replace the responsibilities of the parent but rather to reinforce the family in the efforts to establish responsible behavior. Nonetheless, parents are expected to play an active role in supporting the school to create and maintain a safe and positive learning environment.

I (We), _________________________ have read and reviewed the Woodland Charter School Student Behavior Policy with my (our) child(ren). Comments:

__________________________________________________________________________  
__________________________________________________________________________  
__________________________________________________________________________  

________________________  
Child’s Name

Parent Signature  Parent Signature  Date