



Woodland Charter School
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Student Behavior Policy

Woodland Charter School is committed to creating a safe and nurturing learning environment for every student. Woodland Charter School follows the Three Rivers School District: Code of Conduct, Students Rights and Responsibilities policies, and Discipline Matrix guidelines. Woodland Charter School also follows the Every Student Belongs Policy and bias incident procedure.

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

Code of Conduct

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

1. Students will support a good learning environment. Students 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, completing classroom chores, and lining up promptly and quietly when requested to do so.
2. Students will treat all adults and students with respect. Respectful, courteous language is expected towards teachers, students 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.
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 and/or biting are cause for immediate intervention.
5. Students will adhere to all classroom and playground rules. Teachers will help their students understand and integrate the school-wide behavior policy into their daily activities.

6. Students needing a break from the classroom or activity can request a **“Green Card”**. A green card signifies a self-selected break in an alternate space, generally the office or alternate classroom. Since the student self-selects a green card, this is not considered a consequence. The green cards are a self-regulation tool that can be especially helpful as students begin to recognize the triggers to their behavior.

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 administrator’s evaluation of the circumstances. We need to directly adhere to the Three Rivers School District discipline matrix in certain circumstances, particularly in more extreme behavioral situations.

Steps of Intervention

(Step One) Warning : If a student exhibits behavior that violates our code of conduct, 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 teacher’s determination as to the gravity of the infraction and severity of warning.

(Step Two) In-Class Interventions : Should a warning not be sufficient, inappropriate behavior may be redirected in the following manner:

1. The student may be directed to move to another part of the classroom, including the classroom porch area as long as the student can be seen by the teacher
2. The student may be directed to engage in movement activity or a campus clean up activity.

(Step Three) Alternate classroom or office “Yellow Card” : A student that is referred to the Office when removed from class will be directed to meet with Office staff and/or the administrator. This level generally consists of a brief conversation including ways to improve behavior and move forward in a positive way.

Office Referral : An office referral signifies more extreme behaviors, such as physical altercations, disrespectful behavior, verbal threats or destruction of property. This level generally consists of a conversation with the Administrator, which will include ways to make amends for the current behavior and ideas to improve future behaviors. Depending on the severity of the incident and/or recurrence of the behaviors, parents may be called at this step to alert them of their student’s behavior at school.

Referrals are placed in the student’s file and are helpful to determine if a behavior has become an on-going concern. If a behavior is deemed to be an on-going issue, a parent-teacher conference may be called.

Parent-Teacher Conference: Depending on the severity and frequency of the incident, a parent-teacher conference may be scheduled. If parents and teacher agree, the student may be included in the meeting. A behavior plan may be developed at this time. The teacher or parents may request that the administrator be present.

Suspension: In the interest of maintaining a safe 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.
- Disrupting 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 weapons, tobacco/inhalant delivery systems, alcohol, or drugs to school.
- Blatant defiance or disrespect towards students 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 student is suspended, the parents will be informed by telephone and will receive a formal notice of suspension. The student may return to school after a suspension once a follow-up meeting with the parent, teacher and administrator, stipulating the conditions of the student'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 student, 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 student violated one of the above items.