

# STUDENT CONDUCT AND DISCIPLINE

The District shall not unlawfully discriminate in standards and rules of behavior or disciplinary actions, including suspensions and expulsions, on the basis of a student's sex, sexual orientation, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, any physical, mental, emotional or learning disability, or any other legally-protected status or classification. Discrimination complaints shall be processed in accordance with established procedures.

The District shall maintain a Code of Classroom Conduct that has been approved by the School Board. At a minimum, the Code of Classroom Conduct shall set forth (1) any rules of conduct for students that the Board wishes to establish; and (2) standards and procedures surrounding the possible removal of a student from his/her class due to the student's conduct.

In addition to the rules found in the Code of Classroom Conduct, the Board authorizes the Superintendent, and any of his/her appropriately-licensed designees, to set forth additional rules of conduct for students. Further, subject to administrative oversight and to the extent consistent with applicable law and with the District's policies, procedures, and more formal rules of conduct for students, school staff are permitted to issue and reasonably enforce situation-specific conduct directives for students that support the provision of a safe and productive school environment.

## **Administrative Responsibilities**

The Superintendent, building principals, and other licensed administrators serving in an instructional capacity are jointly responsible for the day-to-day management and oversight of student conduct and discipline matters in the schools. The Superintendent and building principals shall:

1. Ensure that time and resources are dedicated to all of the following elements of the process of managing student behavior: teaching expected behaviors to students, notifying students of prohibited conduct, reinforcing positive behaviors, providing appropriate behavioral interventions, and imposing/enforcing disciplinary sanctions and other reasonable consequences for misconduct.
2. Ensure that the District incorporates the management of student behavior as a topic within the District's professional development plan for staff.
3. Evaluate practices and data with regard to student conduct and discipline in order to identify strengths and areas for improvement in the District's policies and practices.

## **Expectations for Staff and Other Adults Who Supervise Students and Student Activities**

All District employees and all other authorized agents of the District who teach, supervise, or otherwise work directly with students ultimately share in the responsibility for the day-to-day implementation of the District's policies, procedures, rules, and directives related to student

conduct and discipline. In carrying out their respective responsibilities, the Board expects such employees and agents to comply with the following additional policy guidelines:

1. Such employees and agents are expected to model appropriate behaviors for students in connection with school-related activities, including modeling appropriate responses to conflict.
2. Rules and expectations for student conduct and any sanctions for misconduct shall be implemented and enforced, at a minimum, lawfully, without bias or favoritism, and in a non-discriminatory and non-arbitrary manner.

3. Students shall be timely informed of the reason(s) for any disciplinary sanctions and a reasonable effort shall be made to provide the student with an opportunity to provide his/her viewpoint regarding the situation.
4. Timely communication with a student's parent or guardian regarding student conduct and discipline shall be a priority; and, in connection with matters such as disciplinary removals from class and suspensions from school, such communication is also a legal requirement.

### **Expectations for Students**

The Board expects all students to follow the rules and expectations that are established for student conduct and to demonstrate a developmentally-appropriate level of personal responsibility and accountability for their actions.

ADOPTED: August 23, 1982

REVISED: July 27, 1987                      December 17, 1990                      February 24, 1997  
June 24, 2002                                  January 11, 2021

### **Legal References:**

#### **Wisconsin Statutes**

<a href="#">Section 115.787(3)</a>	[individualized education program for students with disabilities; positive behavior interventions and supports]
<a href="#">Section 118.13</a>	[student discrimination prohibited]
<a href="#">Section 118.16(4)(c)</a>	[assignment of student to detention/supervised study for truancy]
<a href="#">Section 118.164</a>	[student removal from class]
<a href="#">Section 118.305</a>	[use of seclusion and restraint]
<a href="#">Section 118.31</a>	[staff use of physical force; corporal punishment prohibited]
<a href="#">Section 120.13(1)</a>	[requirements for code of classroom conduct; board powers to establish rules of conduct and discipline students, including suspensions and expulsions]

#### **Wisconsin Administrative Code**

[PI 9.03 \(1\)](#) [student nondiscrimination in student conduct and discipline policies]

#### **Federal Laws**

[Individuals with Disabilities Education Act](#) [programs and services for students with disabilities, includes requirements related to change of placements]

[Section 504 of the Rehabilitation Act of 1973](#) [Section 504 includes a manifestation determination requirement, similar to the IDEA, in connection with student discipline]

CROSS REF.: JB-R, Discrimination Complaint Procedures  
JGA, Use of Seclusion and Physical Restraint  
JO, Student Records

REVIEW DATE: January 11, 2021

# CODE OF CLASSROOM CONDUCT

Student behavior that is dangerous or disruptive and that interferes with the teacher's ability to teach effectively will not be tolerated. Any student who engages in such behavior may be subject to removal from class and placement in an alternative setting as outlined in this code. In addition, the student may be subject to disciplinary action in accordance with established Board policies, school rules, state and federal laws and municipal ordinances.

## STUDENT REMOVAL FROM CLASS

1. A teacher may remove a student from class for the following reasons.
  - a. Dangerous, disruptive or unruly behavior or behavior that interferes with the ability of the teacher to teach effectively. This type of behavior includes the following:
    - Possession or use of a weapon or other item that might cause bodily harm to persons in the classroom.
    - Being under the influence of alcohol or other controlled substances or controlled substance analogs, or otherwise in violation of District student alcohol and other drug policies.
    - Behavior that interferes with a person's work or school performance or creates an intimidating, hostile or offensive classroom environment.
    - Fighting.
    - Taunting, baiting, inciting and/or encouraging a fight or disruption.
    - Disruption and intimidation caused by gang or group symbols or gestures, gang or group posturing to provoke altercations or confrontations.
    - Pushing or striking a student or staff member.
    - Obstruction of classroom activities or other intentional action to attempt to prevent the teacher from exercising his/her assigned duties.
    - Interfering with the orderly operation of the classroom by using, threatening to use or counseling others to use violence, force, coercion, threats, intimidation, fear or disruptive means.
    - Dressing or grooming in a manner that presents a danger to health or safety, causes interference with work or creates classroom disorder.
    - Restricting another person's freedom to properly utilize classroom facilities or equipment.
    - Repeated classroom interruptions, confronting staff argumentatively, making loud noises or refusing to follow directions.
    - Throwing dangerous objects in the classroom.
    - Repeated disruption or violation of classroom rules.
    - Excessive disruptive talking.
    - Behavior that causes the teacher or other students fear of physical or psychological harm.
    - Physical confrontations or verbal/physical threats.
  - b. Other behavior as outlined below. Examples of such behavior may include, but not necessarily be limited to, the following:
    - Willful damage to school property.
    - Defiance of authority (willful refusal to follow directions or orders given by the teacher).
    - Repeatedly reporting to class without bringing necessary materials to participate in class activities.

- Possession of personal property prohibited by school rules and otherwise disruptive to the teaching and learning of others.
  - Repeated use of profanity.
  - Any other infractions as identified in the individual buildings' discipline plan.
- c. A student with a disability may be removed from class and placed in an alternative educational setting only to the extent authorized by state and federal laws and regulations.
2. When a student is removed from class, the teacher shall send the student to the building principal or designee and inform him/her of the reason for the student's removal from class. A written explanation of the reasons shall be given to the principal or designee within 24 hours of the student's removal from class.
3. The principal shall inform the student of the reason(s) for the removal from class and shall allow the student the opportunity to present his/her version of the situation. The principal shall then determine the appropriate educational placement for the student who has been removed from a class by a teacher.
4. The parent/guardian of a minor student shall be notified of the student's removal from class as outlined below.

#### **PLACEMENT PROCEDURES**

1. The building principal or designee shall place a student who has been removed from a class in one of the following alternative educational settings:
- An alternative education program approved by the School Board.
  - Another class in the school or another appropriate place in the school.
  - Another instructional setting.
  - The class from which the student was removed if, after weighing the interests of the removed student, the other students in the class and the teacher, the principal or designee determines that re-admission to the class is the best or only alternative.
2. When making placement decisions, the building principal or designee shall consider the following factors:
- The reason the student was removed from class.
  - The severity of the offense.
  - The type of placement options available for students in that particular school and any limitations such as costs, space availability and location, on such placements.
  - The estimated length of time of placement.
  - The student's individual needs and interests.
  - Whether the student has been removed from a teacher's class before.
  - The relationship of the placement to any disciplinary action.

The principal or designee may consult with other appropriate school personnel as the principal or designee deems necessary when making or evaluating placement decisions. A student's parent/guardian may also be consulted regarding student placement decisions when determined by the principal or designee to be in the best interests of the persons involved or required by law.

3. All placement decisions shall be made consistent with established Board policies and in accordance with state and federal laws and regulations.
4. The parent/guardian of a student shall be notified of a student's placement in an alternative educational setting as outlined below.

**PARENT/GUARDIAN NOTIFICATION OF STUDENT'S REMOVAL FROM CLASS AND ALTERNATIVE PLACEMENT**

1. When a minor student has been removed from class, the building principal or designee shall notify the parent/guardian of a student in writing. This notification shall include the reasons for the student's removal from class and the placement determination.
2. If the removal from class and change in educational placement involves a student with a disability, parent/guardian notification shall be made consistent with state and federal laws and regulations.
3. If the student removed from a class is also subject to disciplinary action for the particular classroom conduct (i.e., suspension or expulsion), the student's parent/guardian shall also be notified of the disciplinary action in accordance with legal and policy requirements.

**1/11/21**

# FOUR-A RESPONSE PROCESS

## ELEMENTARY STAFF INTERVIEW SHEET

Use the following process when a student reports bullying:

1. **Affirm the student's feelings.**
  - \*You were right to talk to an adult.
  - \*I'm glad you asked for help with this.
2. **Ask questions.**
  - \*Tell me more about what happened.
  - \*Has this happened before?
  - \*Was anyone else aware of what was happening?
3. **Assess the student's safety.**
  - \*Determine what the student needs in order to feel safe now.
4. **Act.**
  - \*Coach the student or refer the student for coaching with an administrator or counselor.
  - \*Tell the student what will happen next.

Name of Student Reporting: \_\_\_\_\_ Date: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_ Initial Interviewer: \_\_\_\_\_

### Who did the (alleged) bullying behavior?

Name \_\_\_\_\_

Class Code \_\_\_\_\_

### Who was the target?

- Self
- Someone Else (name) \_\_\_\_\_

### When did it happen?

- Before School
- Morning
- Lunch/Recess
- Afternoon
- After School
- Other (explain)

### Where did it happen?

- Classroom
- Bathroom
- Lunch Room
- Hallway
- Bus
- Playground

- Gym
- Other (explain)

**What was the bullying behavior? (Record examples student gives.)**

- Teasing
- Threatening
- Bossing/Controlling
- Name-Calling/Insulting
- Pushing/Hitting
- Excluding/Leaving Out
- Rumors/Gossiping
- Other (explain)

**Was the behavior on purpose?**

- Yes
- No
- Not Sure

**Does the behavior keep happening?**

- Yes
- No
- Unsure

**Was the behavior unfair or one-sided?**

- Yes
- No
- Unsure

**Who else was involved? (Name all participants and/or witnesses.)**

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**What did you do?**

- Hit/Pushed
- Ignored the Behavior
- Joined In
- Laughed
- Name-Called Insulted
- Showed Kindness/Compassion
- Told a Friend
- Told a Trusted Adult
- Tried to Talk it Out
- Tried to Walk Away
- Used an I-Message/Was Assertive
- Yelled
- Other (explain)

**Were you able to get the behavior to stop?**

- Yes
- No

**How will you refuse bullying the next time something like this happens?**

- Use an I-Message/Be Assertive (Tell the person to stop.)
- Give the refuse signal (Hold your hand up to say stop.)
- Report to a trusted adult.
- Other (Explain)

**Additional Information:** (Include any other relevant information that would be helpful in understanding the student and/or situation. Record notes from interview process here.)

**Next Steps:** (Referral for coaching of this student goes to Dan, or Jake, and then one of us will follow up with this student as well as any other students involved.)

**Conclusion:**

(Copy of this page goes to classroom teacher and/or person who took initial interview.)

Bullying Incident Report: \_\_\_\_\_ (date)

Student Reporting: \_\_\_\_\_ Class: \_\_\_\_\_

Reported Victim of Bullying: \_\_\_\_\_ Class: \_\_\_\_\_

Student with Possible Bullying Behavior: \_\_\_\_\_ Class: \_\_\_\_\_

*Bullying is when someone keeps being mean to someone else on purpose.  
The person it's happening to hasn't been able to make it stop. It is unfair and one-sided.*



Based on the information we have at this time:

This situation has been determined to be bullying.

This situation has been determined to not be bullying.

Consequences:

Signed \_\_\_\_\_ Date \_\_\_\_\_

**For more information, please check the file in the office.**

**1/11/21**

# BUDDY BOX REPORTING SLIP



I would like to report \_\_\_\_\_  
(Name) (Class) (Date)

What was the mean behavior? (Circle choices)

Teasing Name-calling Pushing/Hitting Threatening Bossing Excluding Rumors/Gossip Other (Write what he/she did).

Was it on purpose? YES/NO Does it keep happening? YES/NO Was it unfair and one-sided? YES/NO

Your Name \_\_\_\_\_ Class Code \_\_\_\_\_ Keep Private



I would like to report \_\_\_\_\_  
(Name) (Class) (Date)

What was the mean behavior? (Circle choices)

Teasing Name-calling Pushing/Hitting Threatening Bossing Excluding Rumors/Gossip Other (Write what he/she did.)

Was it on purpose? YES/NO Does it keep happening? YES/NO Was it unfair and one-sided? YES/NO

Your Name \_\_\_\_\_ Class Code \_\_\_\_\_ Keep Private



I would like to report \_\_\_\_\_  
(Name) (Class) (Date)

What was the mean behavior? (Circle choices)

Teasing Name-calling Pushing/Hitting Threatening Bossing Excluding Rumors/Gossip Other (Write what he/she did.)

Was it on purpose? YES/NO      Does it keep happening? YES/NO      Was it unfair and one-sided? YES/NO

Your Name \_\_\_\_\_      Class Code \_\_\_\_\_      Keep Private

**1/11/21**