

PORT EDWARDS PUBLIC SCHOOLS

Board of Education Policy

STUDENT CONDUCT

Students in the School District shall be expected to act in such fashion that their behavior will reflect favorably on the individual student and on the school, show consideration for fellow students, and create a harmonious school atmosphere. To accomplish this, each student must recognize individual responsibilities and obligations, and discharge them in accordance with school regulations.

Students are expected to abide by the code of conduct and behavior as outlined in the student handbook, as stated in the rules and regulations established by building principals for each school, and in accordance with the Board-approved policy on classroom conduct.

All employees shall share responsibility for supervising the behavior of students and for seeing that they meet the standards of conduct established by the building principal and the Board-approved policy on classroom conduct. In enforcing rules for student conduct, staff members shall place particular emphasis upon educating students in the abilities to control themselves and act appropriately.

*The School District of Port Edwards shall not discriminate on the basis of race, religion, political affiliation, sex or sexual orientation, age, national origin, handicap, pregnancy, marital or parental status, ancestry, color, creed, physical, mental, emotional or learning disability, arrest or conviction record, membership in the National Guard, state defense force or any other reserve component of the military forces of the United States or Wisconsin, or any other reason prohibited by state or federal law. Discrimination complaints shall be handled in accordance with established procedures.*

LEGAL REF.:           Sections 118.13 Wisconsin Statutes  
                               118.164  
                               120.13(1)  
                               PI 9.03(1) of the Wisconsin Administrative Code

CROSS REF.:           411 - Rule, Student Discrimination Complaint Procedures  
                               443 - Rule, Code of Classroom Conduct

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## CODE OF CLASSROOM CONDUCT

The Port Edwards School District recognizes and accepts its responsibility to create, foster and maintain an orderly and safe environment, conducive to teaching and to the learning processes. Every member of the school community is expected to cooperate in this central mission. Staff, including administrators, teachers, and support staff, must use their training, experience and authority to create school areas and classes where effective learning is possible. Students are expected to come to school, and every class, ready and willing to learn. Parent/guardian(s) should be aware of their children's activities, performance and behavior in school, and are asked to cooperate and consult with the school to prevent or address problems.

The District has a legal duty to make its schools as free as possible of the dangers of violence, weapons, drugs and other behavior harmful to the educational environment. This duty is enforced through the District's policy on suspension and expulsion, which provides procedures by which students may be removed from the school community either temporarily, or in the case of certain expulsions, permanently.

The District owes its students, as a group, the opportunity to attend school as free as reasonably possible from unnecessary and unwarranted distraction and disruption. Such behavior, while not necessarily so serious or pervasive to warrant suspension or expulsion, can be nearly as destructive to the educational environment. Such behavior warrants that the student be removed from the class or activity to eliminate (or minimize) the disruption, reinforce the District's strong commitment to an appropriate educational environment, and provide a "cooling-off" period.

Any teacher or support staff member in a supervisory capacity employed by the District may remove a student from the teacher's class or a supervisor's area if the student violates the terms of this Code of Classroom Conduct (the "Code"). Following removal, the building administrator or designee shall determine the appropriate placement of the student. Removal from class under this Code does not prohibit the District from pursuing or implementing other disciplinary measures, including but not limited to detention, suspension or expulsion, for the conduct for which the student was removed.

### **1. WHAT ARE THE GROUNDS FOR REMOVAL FROM CLASS?**

A student may be removed from class or other school setting for conduct or behavior which:

- (a) violates the District's policies regarding suspension or expulsion;
- (b) violates the behavioral rules and expectations set forth in the Student Handbook;
- (c) is disruptive, dangerous or unruly;
- (d) interferes with the ability of the teacher to teach effectively or with a supervisor's ability to maintain a safe environment;
- (e) or is incompatible with effective teaching and learning in the class, or acceptable conduct in a non-classroom area of the school.

Removal is a serious measure, and should not be imposed in an arbitrary, casual or inconsistent manner. Behavioral expectations are always more constructive and more likely to be followed when their terms are communicated as clearly as possible to students, parent/guardian(s) and staff. However, it is neither possible nor necessary to specify every type of improper or inappropriate behavior, or every inappropriate circumstance that would justify removal under this Code. A teacher or supervisor's primary responsibility is to maintain an appropriate educational environment for the class or non-classroom area as a whole. Therefore, notwithstanding the provisions of this Code, in every circumstance the teacher or supervisor should exercise his/her best judgment in deciding whether it is appropriate to remove a student from a class or other area of the school.

Behavior that violates the behavioral rules and expectations are listed in the Student Handbook. The District's policies on suspension and expulsion, for the appropriate grade level, are also listed in the Student Handbook.

The Student Handbook contains behavioral expectations for the individual schools in the District. These rules and expectations are generally explained and discussed with the students near the beginning of each school year. Such discussions should include an explanation of this Code and the District's policy regarding removal.

### **2. WHAT ARE OTHER NONDISCIPLINARY REASONS FOR REMOVAL OF A STUDENT FROM CLASS?**

In some cases a teacher or supervisor may believe that a student should be removed from the class for the good of the student and in the best interests of the class as a whole. Some examples could include a student dealing with grief, a medical problem, or emotional distress.

### **3. WHO MAY REMOVE A STUDENT FROM CLASS?**

A teacher of that class or a supervisor of a particular area may remove any student from a setting in the school under this

Code. For the purpose of this Code, "student" means any student enrolled in the District.

For the purposes of this code, a "class" is any class, meeting, or activity that students attend or in which they participate while in school under the control or direction of the District. This definition of "class" includes, but is not limited to:

- regular classes
- special classes
- resource room sessions
- labs or library time
- counseling groups
- assemblies
- study halls
- lunch or recess

■ "Teacher or a supervisor" is any certified instructor, counselor, nurse, administrator or staff member in the employ of the District.

■ "Teacher of that class" means the regularly assigned teacher of the class, or any teacher/supervisor assigned to teach, monitor, assist in, or oversee the class. This definition includes, but is not limited to, any assigned substitute teacher, student teacher, proctor, monitor, or group leader.

■ "Building administrator" means a principal of a school or other individual duly designated by the building administrator or district administrator.

#### **4. WHAT PROCEDURES MUST BE FOLLOWED IN REMOVING A STUDENT FROM CLASS?**

Except where the behavior is extreme, a teacher or a supervisor should generally warn a student that continued misbehavior might lead to removal from class. When the teacher or the supervisor determines that removal is appropriate, the teacher or the supervisor should take one of the following courses of action:

b) Instruct the student to go to the office for the period of removal. The teacher or the supervisor will give a brief description of the infraction to office personnel.

a) Call the appropriate office or emergency pager number to notify the administrator/designee that assistance is required to remove a student from the classroom.

When the student arrives at the office, the building administrator or designee will give the student an opportunity to briefly explain the situation. If the building administrator or designee is not available immediately upon the student's arrival, the student will be taken to the removal area and the administrator or designee should speak to the student as soon as possible. For the purposes of short-term removal, it is not necessary to obtain witnesses or to otherwise verify the student's, teacher's, or supervisor's accounts of the situation.

Within twenty-four (24) hours of the removal, the teacher or the supervisor shall submit to the building principal or designee a short and concise written explanation of the basis for the removal. Such information will be submitted on a form provided by the building administrator or designee.

As soon as possible, but in any event within twenty-four (24) hours of the removal, the building administrator and/or teacher and/or the supervisor shall inform the minor student's parent/guardian(s) that the student was removed from class. Such notice may be by telephone. The parent/guardian(s) of the minor student shall be sent written notice of the removal postmarked within two business days of the removal. Such written notice shall specify the class from which the student was removed, the duration of the removal, and the basis for the removal as stated by the teacher or the supervisor. The building administrator and/or teacher and/or the supervisor shall keep written logs or records regarding unsuccessful attempts to contact the minor parent/guardian(s) in accordance with this provision.

Within twenty-four (24) hours of the removal, a meeting between the teacher/supervisor, student, counselor, building administrator/designee and parent/guardian (if parent/guardian is available) will be held.

#### **5. WHERE SHALL STUDENTS BE SENT PENDING AND DURING REMOVAL FROM CLASS?**

For the duration of the removal, the student shall stay in the short-term removal area. At the discretion of the building administrator or designee, the student may instead be sent to another appropriate class, program, or educational setting, provided the student is supervised in such alternative setting. The building administrator should also take steps to ensure that the students are supervised while in the removal area. In general, students should be required to do work from the class from which the student was removed – not work related to the student's misconduct (e.g. writing an apology or account of the situation). In no event should students' time in the removal area be recreation or other free time.

#### **6. HOW LONG SHALL A REMOVAL LAST?**

Removal is a serious matter and will not be taken lightly either by the teacher or the supervisor or the student. A student will remain in the removal area for at least the duration of the class or activity from which he/she was removed. Prior to allowing the student to return to the class from which he/she was removed, a conference must be held between the student, teacher, or

the supervisor, administrator, and parent/guardian if available. If the parent/guardian(s) is unable to attend the conference, either the administrator, teacher, or the supervisor will phone or give written results of the conference to the parent/guardian(s). In the event it is not deemed appropriate to return the student to regular classes, the building administrator or designee shall either retain the student in short-term removal, or where necessary and appropriate, may consider another placement option or take steps to have the student sent home .

#### **7. WHAT ARE THE PROCEDURES FOR LONG-TERM PLACEMENT IN AN ALTERNATIVE SETTING?**

Long-term placement in an alternate setting is an extremely serious step, which should not be undertaken hastily, or for less than compelling reasons. Such a step could have profound consequences for the affected student and his/her class as well as any new class or teacher/supervisor to which the student may then be assigned. For these reasons, long-term placement in an alternate setting should not ordinarily be considered or implemented except after a thorough consultation, including consideration of alternatives between the teacher/supervisor(s) and the building principal or designee. For the same reasons, long-term placement in an alternate setting should not ordinarily be considered on the basis of a single incident. Unlike short-term removal, the ultimate decision regarding long-term placement in an alternate setting rests with the building administrator.

Where a teacher or the supervisor believes that the best interests of the student and/or the class require long term placement in an alternate setting, the teacher or the supervisor will notify the building administrator in writing. Such statement will set forth as clearly and completely as possible a) the basis for the removal request; b) the alternatives, approaches and other steps considered or taken to avoid the need for the removal; c) the impact on the rest of the class.

Upon receipt of such statement, the building administrator will consult with the teacher or the supervisor and/or other District staff. It is mandatory to inform and consult with the parent/guardian(s) of the student involved in the request for long-term placement in an alternate setting. Following consideration of the teacher or supervisor's statement and any other information, the building administrator shall, at his/her discretion, take one of the following steps:

- a) Place the student in an alternative education program as defined by law;
- b) Place the student in another class in the school, or in another appropriate place in the school;
- c) Place the student in another instructional setting; or
- d) Return the student to, or retain the student in, the class from which he or she was removed or proposed to be removed.

In any event, a student in long-term placement in an alternate setting must continue to receive an educational program and services comparable to, though not necessarily identical with, those of the class from which he/she was removed. Such program need not be in the precise academic subject of the student's former class.

Long-term placement in an alternate setting is an administrative decision not subject to a formal right of appeal. However the parent/guardian(s) of the student and/or the student shall have the right to meet with the building administrator and/or the teacher or the supervisor(s) who made the request for removal. Where possible, such meeting shall take place within three (3) business days of the request for a meeting. At the meeting the building administrator shall inform the parent/guardian(s) and/or student as fully as possible regarding the basis for the placement in an alternate setting, the alternatives considered, and the basis for any decision. However, nothing in this Code shall prevent the building administrator from implementing a removal to another class, placement or setting prior to any meeting, and notwithstanding the objection of the parent/guardian(s) or student. After such placement parent/guardian(s) have the right of due process. By request their case may be reviewed by the school board.

Students covered by the IDEA should have a behavior plan that will address:

- (a) Whether and to what extent the student should be expected to conform to the behavioral requirements applicable to nondisabled students; and,
- (b) Alternative consequences or procedures for addressing behavioral issues. It is highly advisable that all IEP teams address these issues, and this Code, at least annually, setting forth the consensus of the IEP team regarding behavioral expectations and consequences.

#### **8. HOW WILL THIS CODE BE COMMUNICATED TO PARENT/GUARDIAN(S) AND STUDENTS?**

Terms of this Code shall be communicated annually in the Student Handbook and discussed by the principal with the students at the beginning of each school term.