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Title	CODE OF STUDENT CONDUCT
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~~5500A—CODE OF STUDENT CONDUCT~~

Code Philosophy/Scope

~~The School District is committed to providing and maintaining a productive learning environment based on mutual respect among students, teachers, administrators, staff and visitors to the school site. Every member of the school community is expected to cooperate in this central purpose. Staff, including administrators and teachers, must use their training, experience and authority to create schools and classes where effective learning is possible. Students are expected to come to school, and to every class, ready and willing to learn. Parents should be aware of their children's activities and 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 that provides procedures by which students may be removed from the school community either temporarily, or in the case of certain expulsions, permanently.~~

~~But equally important, the District seeks to accord its students, as a group, the opportunity to attend school as free as reasonably possible from unnecessary and unwarranted distraction and disruption, particularly by those relatively few students who, for whatever reason, are unwilling, unready or unable to avail themselves of the opportunity for an education. 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, at a minimum, that the student be removed temporarily from the class or activity ("short term removal" or "temporary removal"). Such removal serves the multiple purposes of eliminating (or minimizing) the disruption, of reinforcing the District's strong commitment to an appropriate educational environment, and of allowing a "cooling off" period, for disciplinary or other reasons, short of suspension or expulsion.~~

~~In other circumstances, the student's conduct, or the best interests of the student and the other members of the class, may warrant longer term removal from the class. Long term removal by its very terminology suggests that length of removal from class is affected by the seriousness of the problem created by the student behavior.~~

~~Beginning August 1, 1999, a teacher employed by the District may temporarily remove a student from the teacher's class if the student violates the terms of this Code of Student Conduct (the "Code"). In addition, long term removal of a student will be possible if the building administrator upholds a teacher's recommendation that a student be removed from the class for a longer period of time. Removal from class under this Code does not prohibit the District from pursuing or implementing other disciplinary measures, including but not limited to detentions, suspension or expulsion, for the conduct for which the student was removed.~~

~~This code of classroom conduct applies to all students in grades Pre-K through grade 12.~~

~~Student Removal from Class~~

A teacher may remove a student from class for the following reasons:

A. Behaviors harmful to the educational environment including but not limited to:

1. violating the District's policies justifying suspension and expulsion;
2. violating the behavioral rules and expectations in the school's Student Handbooks;
3. behaving in a manner which is disruptive, dangerous or unruly;
4. interfering with the ability of the teacher to teach effectively; and/or
5. behaving in a manner inconsistent with class decorum and the ability of others to learn.

Examples of 1-5 may include but are not necessarily limited to the following:

1. possession or use of a weapon or other item that might cause bodily harm to persons in the classroom;
2. 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;
3. behavior that interferes with a person's work or school performance or creates an intimidating, hostile or offensive classroom environment;
4. fighting;
5. taunting, baiting, inciting and/or encouraging a fight or disruption;
6. disruption and intimidation caused by gang or group symbols or gestures, gang or group posturing to provoke altercations or confrontations;
7. pushing or striking a student or staff member;
8. obstruction of classroom activities or the engaging in other actions which prevent the teacher from exercising his/her assigned duties;
9. interfering with the orderly operation of the classroom by using, threatening to use or counseling others to use violence, force, coercion, threats, harassment, intimidation, fear or disruptive means;
10. dressing or grooming in a manner that presents a danger to health or safety, causes interference with work or creates classroom disorder;
11. restricting another person's freedom to properly utilize classroom facilities or equipment;
12. classroom interruptions, confronting staff argumentatively, making loud noises or refusing to follow directions;
13. throwing objects in the classroom;
14. disruptive behavior and/or violation of classroom rules;
15. excessive or disruptive talking;
16. behavior that causes the teacher or other students fear of physical or psychological harm;
17. physical confrontations or verbal/physical threats;
18. inappropriate verbal or symbolic communications conduct intended or likely to upset or distract or annoy others.

B. Other behaviors including but not limited to:

1. repeatedly reporting to class without bringing necessary materials to participate in class activities;

2. possessing personal property prohibited by school rules;
3. possessing personal property which is disruptive to the teaching and learning environment of the classroom;
4. acting in violation of Federal or State statute or local ordinance regulations;
5. interference with the classroom learning environment due to clear and obvious interpersonal conflicts with other class members.

Teacher Management of Student Behavior

The principal's role in student behavior control is to support and counsel the teacher as needed, handle the more difficult cases, and to coordinate and unify efforts when a student conduct problem extends into more than one (1) classroom. Expectations are that before student removal from a classroom receives serious teacher consideration as an option, normal teacher efforts to set and maintain standards for student behavior will be made. The normal hierarchy for teacher control of student behavior includes, but is not limited to, teacher proximity changes, quiet verbal/nonverbal reminders, clear warnings, etc. When a student is removed from the classroom by the teacher the principal/designee will offer the student an opportunity to explain his/her version of the cause of the situation.

Short-Term Removal

Any removal of a student from a classroom for misconduct is a serious matter. It should not be taken lightly either by the teacher or the student. In most cases, a student shall remain in the short-term removal area for at least the duration of the class or activity from which s/he was removed, or for at least forty five (45) minutes, whichever is longer. Such a short-term removal will not affect more than five (5) consecutive days of the student's school schedule. Prior to allowing the student to resume his/her normal schedule, the building principal or designee shall speak to the student to determine whether the student is, or appears to be ready and able to return to his/her regular class schedule without a recurrence of the behavior for which the student was removed. If it is not appropriate to return the student to regular classes, the building administrator/designee shall either retain the student in short-term removal where necessary, appropriate and practicable, or shall take steps to have the student sent home for the remainder of that school day. Teacher explanation of the cause of the student's removal from the classroom should ideally be provided to the principal/designee when the student is sent to the office. In all instances, the written explanation should be received by the school principal by the close of the next school day or for events occurring on the last day of a school attendance week, within seventy two (72) hours, whichever occurs first.

Long-Term Removal

Long-term removal is an extremely serious step. Such a step could have profound consequences for the affected student and his/her class, as well as any new class or teacher to which the student may then be assigned. For these reasons, long-term removal should not ordinarily be considered or implemented except after thorough consideration of alternatives involving teacher(s) and the building principal or designee. Long-term removal should normally not be considered on the basis of a single incident. The final decision regarding long-term removal rests with the building administrator. Long-term removal is defined as discipline-related changes in a student's normal school day which changes affect more than five (5) consecutive days of the student's normal school schedule.

Where a teacher wishes the building principal (or designee) to remove a student "long-term" from his/her classroom, the teacher shall notify the building administrator in writing. Such a statement must specify (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 impacts (positive or negative) on the removed student; and (d) the impacts (positive and negative) on the rest of the class.

Upon receipt of such statement, the building administrator shall consult with the removal appropriate involved persons and such other individuals as may serve as a resource to the administrator.

Following consideration of the involved student's statement, the teacher's statement and any other information, the building administrator shall take one (1) of the following steps:

- A. return the student to, or retain the student in, the class from which s/he was removed or proposed to be removed;
- B. place the student in another instructional setting;
- C. place the student in another class in the school, or in another appropriate place in the school; or
- D. place the student in an alternative education program as defined by law.

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

Long-term removal is an administrative decision not subject to a formal right of appeal; however, the parents of the student, and/or the student, have the right to meet with the building administrator and/or the teacher(s) who made the request for removal. Where possible, such meeting shall take place within three (3) school days of the request for a meeting. At the meeting, the building administrator shall inform the parents and/or student of the basis for the removal, the alternatives considered, and the basis for any decision. The building administrator may implement a student removal to another class, placement or setting prior to any meeting—notwithstanding the objection of the parent(s) or student.

IDEA/Section 504 Treatments

Students with disabilities whose behaviors create significant classroom conduct concerns on the part of their teacher may be temporarily removed from class under the same terms and conditions as non-disabled students. Such students with disabilities long-term classroom placement changes must be decided by appropriately convened and conducted Individual Educational Plan (IEP) faculty and parent designers. In addition, each such student's IEP must specify (a) whether and to what extent the student should be expected to conform to the behavioral requirements applicable to non-disabled students and (b) alternative consequences or procedures for addressing behavioral issues.

Steps to be followed for disabled student "Code of Student Conduct" Violation processing when at least temporary student schedule changes are considered necessary by the school principal include (in consecutive order):

- A. suspend (or place in alternative setting) for up to ten (10) school days;
 - B. convene IEP team to verify whether behavior at issue is a manifestation of his/her disability;
 - C. if behavior is a manifestation of student's disability, school may initiate a change in placement but may not expel or suspend long term
- or
- if behavior is not a manifestation of student's disability, school may expel or suspend long term but must provide continued services;
- D. provide due process at parent request (per provisions of U.S.C. Section 1415[j] and Section 1415[k][7]).

Parent Notification Procedures

School notification of parents will comply with any State or Federal laws and regulations that may require parent notification of changes in student educational placements. For example, the parent(s)/guardian(s) of a student with a disability who has been removed from school and placed in an alternative educational setting must be notified of such change in placement in accordance with provisions of the Individuals with Disabilities Education Act.

The person responsible for notifying the parent/guardian of a student's removal from class is the principal or designee.

The method by which the parent/guardian notification must be made is written notification supported as necessary by a telephone call or other personal contact. (If notification is made by telephone, alternative notification for those students whose parents/guardians do not have a telephone in their home will be pursued.)

Any specific timelines included in the notification will be reasonable and realistic in their expectations.

If a student removed from class by a teacher is also subject to disciplinary action for the particular classroom conduct, school districts will provide parent/guardian notification for the disciplinary action in accordance with established legal and policy requirements. If Board policy requires a student to be suspended from school for the misconduct, the District must provide the student's parent/guardian with prompt notice of the suspension and the reason for the suspension.

All notices shall be provided in such manner so as to ensure that the student's parent/guardian understands them. They should be provided in English, the parent/guardian's native language or any other means to convey the required information.

Equitable Treatment Assurance

~~The School District does not discriminate against students on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its education programs or activities. Federal law prohibits discrimination on the basis of age, race, color, national origin, sex, or handicap.~~

Legal

Section 504 of the Rehabilitation Act

The Individuals With Disabilities Education Act

Sec. 118.164, Wis. Stats.

Sec. 120.13, Wis. Stats.

Sec. 118.13, Wis. Stats.