

SCHOOL DISTRICT OF WAUPACA

SERIES 400 STUDENTS

CODE 443 - R4

**CODE OF STUDENT CONDUCT
WAUPACA HIGH SCHOOL AND WAUPACA ALTERNATIVE HIGH SCHOOL**

STATEMENT OF PRINCIPLE

The School District of Waupaca is committed to providing a healthy and safe environment where all students can learn and grow. Students of Waupaca High School have the right to an environment that is free of violence and promotes an educational framework where each student can reach his/her potential.

The School District of Waupaca has a legal obligation 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 met 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. (District Codes: 443-446.R3)

Student behavior that is dangerous, disruptive, unruly, or 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 as outlined below.

Student Classroom Behavior

Students are expected to come to class ready to learn. Their behavior should be responsible, respectful, and honest. They should report to class on time, with the appropriate materials, and prepared to take a meaningful part in classroom instruction.

What are the grounds for disciplinary removal from class?

A teacher may remove a student from the classroom for any behavior that violates the District's policies regarding suspension or expulsion, or violates the behavior rules and expectations set forth in the student handbook.

Some examples of inappropriate behaviors include:

Possession or use of a weapon or other item that might cause harm to persons in the classroom.

Being under the influence of alcohol or other controlled substances, or otherwise in violation of the district drug and alcohol policies.

Dangerous, disruptive or unruly behavior or behavior that interferes with the ability of the teacher to teach effectively.

Wearing clothing, jewelry, and/or adornments that could cause injury or disruption, or that promotes or advertises cigarettes, alcohol, drugs, or inappropriate sexual acronyms, symbols, messages, and/or innuendo

Fighting

Intimidating, hostile, or offensive behavior.

Inappropriate physical contact intended or likely to hurt, distract, or annoy others such as, but not limited to, hitting, biting, pushing, shoving, poking, Pinching, or grabbing.

Disruption caused by gang or group symbols, gestures, or posturing.

Inappropriate verbal comments intended or likely to upset, distract, or annoy others, such as name calling, teasing or baiting.

Repeated classroom interruptions or refusing to follow directions.

Throwing objects in the classroom.

Excessive or disruptive talking.

Behavior that causes students or staff to fear physical harm.

Physical confrontations or verbal/physical threats.

Inciting other students to act inappropriately or to disobey the teacher or school or class rules, including inciting others to walk out.

Behavior that may constitute sexual or other harassment.

Willful damage or destruction of another student's or school property.

Defiance of authority.

Repeatedly reporting to class without bringing necessary materials to participate in class activities.

Repeated use of profanity.

Any other behavior that interferes with another student's work or ability to learn.

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 terms are communicated clearly to all students 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's primary responsibility is to maintain an appropriate educational environment for the class as a whole. Therefore, notwithstanding the provisions of the Code, in every circumstance the teacher should be consistent and exercise his or her best judgment in deciding whether it is appropriate to remove a student temporarily from class.

In ordinary circumstances and in practical terms, a teacher's decision to remove a student temporarily from class will stand. However, there may be circumstances when the building administrator may, after consulting with the teacher and exercising his or her discretion, return the student to the classroom.

What are the non-disciplinary reasons for removal of a student from class?

In some cases a teacher may believe that a student should be removed from class for the good of the student and in the best interests of the class as a whole. Such reasons may, but need not, be disciplinary in nature, and include for the purposes of illustration and without limitation, irreconcilable personality differences or issues between the student and other students, or in rare circumstances, between the student and the teacher.

Who may remove a student from class?

A teacher may temporarily remove any student from class under this Code. For the purposes of this Code, "student" means any student enrolled in the District, exchange student, or student visitor to the District Schools.

Any student may be removed on a long-term basis from a class, based upon the request of a teacher, as upheld and implemented at the discretion of the building principal or associate principal.

For the purposes of this Code, "class" is any class, study hall, meeting, or activity, which students attend, or in which they participate while in or out of school under the direction of the School District of Waupaca.

What procedures must be followed in temporarily removing a student from class?

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

- a) instruct the student to go to the main office for the remainder of the class hour. In such a case, the teacher should sign the student's agenda book stating his/her destination and time he/she left the classroom or notify the office by telephone.
- b) obtain coverage for the class and escort the student to the main office.
- c) seek assistance from the main office or other available staff. When the assistance arrives, the teacher or other adult should accompany the student to the main office.

When the student arrives in the main office, the building principal or associate principal should 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 should remain in the office, and the administrator or the designee will speak to the student as soon as practicable thereafter. The administrator may refer the student to a guidance counselor or resource teacher such as At-Risk or an EEN teacher to assist with the mediation of the concern or incident.

Within twenty-four (24) hours or one business day of the removal the teacher will submit to the building principal or associate principal, a short and concise written explanation of the basis for the removal.

WHAT ARE THE PLACEMENT PROCEDURES?

Short-Term Removal

Removal is a serious matter and should not be taken lightly by either the teacher or the student. In most cases, a student will remain in the short-term removal area for at least the duration of the class or activity from which he/she was removed. Prior to allowing the student to resume his/her normal schedule, the building principal or associate principal will speak to the student to determine whether the student is, or appears to be, ready and able to return to class without a recurrence of the behavior for which the student was removed. In the event it is not deemed appropriate to return the student to the regular class, the principal or associate principal will either retain the student in a time-out room, success center, at-risk resource room, or EEN room or when necessary, appropriate, and practicable, and will take steps to have the student sent home.

Long-Term Removal

Long-term removal from class 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 could affect meeting academic graduation requirements. For these reasons, long-term removal should not ordinarily be considered or implemented except after a STAR (Student at Risk) referral and consultation, including a thorough consideration of alternatives between the teacher(s) and the building principal or associate principal. For the same reasons, long-term removal should not ordinarily be considered on the basis of a single incident. Unlike short term removal, the ultimate decision regarding long-term removal rests with the principal or associate principal.

When a teacher believes that the best interests of the student and/or class require long-term removal, the teacher should notify the principal or associate principal in writing. Such statements should 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, positive and negative, on the removed student; and (d) the impact, positive and negative, on the rest of the class.

Upon receipt of such a statement, the principal or associate principal may, in his/her discretion, consult with the teacher and affected student. In most cases, it is appropriate to inform and consult with the parent/guardian of the student, and the student involved in the request for long-term removal.

Following a consultation with the student's teachers, the building principal or associate principal will place a student who has been removed from class by a teacher in one of the following alternative education settings:

- a) an alternative education program approved by the Waupaca Board of Education
- b) another class in the school
- c) another instructional setting
- d) a supervised room separate from the classroom
- e) the class from which the student was removed.

In any event, a student in a 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 he/she was removed until a decision has been made in an expulsion hearing if expulsion is recommended. Such 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 formal right of appeal. However, the parent/guardian of the student, and/or the student, will have the right to meet with the principal or associate principal and/or teacher(s) who made the request for removal. Where possible, such a meeting will take place within three (3) school days of removal. At the meeting, the principal or associate principal will inform the parent/guardian and/or student as fully as possible regarding the basis for removal, the alternatives available, and the basis for any decision. However, nothing in this Code will prevent the building principal or associate principal from implementing a removal to another class, placement in an alternative setting prior to any meeting, and notwithstanding the objection of the parent/guardian or student.

How will parent(s)/guardian(s) be notified of their child's removal from the classroom?

The teacher of a student who is removed from class, will telephone the parent(s)/guardian(s) and send a letter home to the parent(s)/guardian(s) detailing the incident that lead to the student's removal from class, within twenty-four (24) hours after the student's removal from class. The telephone discussion and letter, will include the reasons for the student's removal from the class and the subsequent placement decision. The building principal or associate principal will also be informed of the incident within twenty-four (24) hours.

To what extent is removal applicable to students identified as disabled under IDEA or section 504?

Some different rules and considerations apply for students identified as requiring special education services under the Individuals with Disabilities Education Act or Section 504.

In particular, placement for such students is a decision of the student's Individual Education Plan team, subject to stringent procedural safeguards and cannot be made unilaterally by teachers or administration. In addition, most students covered by the IDEA should have a behavior plan, which will address (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. 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.

Notwithstanding these issues, students identified as requiring special education services under the IDEA or Section 504 may, in general, be temporarily removed from class under the same terms and conditions as non-disabled students.

How will this code be communicated to parents/guardians and students?

Prior to the 1999-2000 school year, a copy of this Code will be sent to each parent/guardian of a student attending Waupaca High School. This Code will also be included in the student agenda books or given as a supplementary handout to each student at the beginning of school. In addition, this Code will be discussed with students of Waupaca High School early in the 1999-2000 school year.

ADOPTED: 71399

REVISED:

REVIEWED:

LEGAL REFERENCE: Wis. Stats. 120.13(1)(a), 119.04(1),
118.164, 120.13(1)(a) 1 to 4

CONTRACT REFERENCE:

CROSS REFERENCE:

The School District of Waupaca does not discriminate on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, or emotional or learning disability.