

1 **Board Policies**

**Blair-Taylor School District**

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3 **Series: 400**  
4 **Section: 440**  
5 **Policy #: 442**

**STUDENTS**  
**STUDENT RIGHTS AND RESPONSIBILITIES**  
**STUDENT DISCIPLINE**

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9 One of the primary reasons for establishing controls in public schools is to create learning  
10 situations in which the student and teacher can function at the most effective level. Effective  
11 learning cannot take place in a classroom where there is disorder or distraction. Every student  
12 and teacher must share in the responsibility for observing and maintaining the rules and  
13 regulations of the school.

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15 The principal of each school shall be responsible for proper order and discipline among students.  
16 The Board of Education authorizes each principal to develop, implement, and enforce rules and  
17 regulation, subject to the approval of the Superintendent and the Board of Education, concerning  
18 conduct, dress, use of tobacco, use of vehicles, use of drugs or alcohol, grooming, the carrying of  
19 weapons, and such other factors which affect the safety, health, and welfare of the school.  
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30 Attachment: Classroom Code of Conduct  
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42 **LEGAL REFERENCE: 118.16, 119.25, 120.13 Wis. Stats.**

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44 **First Reading: 7/8/91**

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49 **Clerk:** \_\_\_\_\_  
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1 **CODE OF CLASSROOM CONDUCT**

2 **Blair-Taylor Schools**

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4 One of the primary goals of the Blair-Taylor School District is to establish and maintain a  
5 favorable academic atmosphere for students and staff. Effective learning cannot take place in a  
6 classroom where student behavior interferes with the ability of the teacher to teach effectively or  
7 the ability of other students to participate in classroom learning activities.

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9 Removal from class is a serious measure and should not be imposed in an arbitrary, casual or  
10 inconsistent manner. Behavioral expectations are always more constructive and more likely to be  
11 followed where their terms are communicated as clearly as possible to students and staff.  
12 However, it is neither possible nor necessary to specify every type of improper or inappropriate  
13 behavior, or every inappropriate circumstance that would justify removal under this code. A  
14 teacher's primary responsibility is to maintain an appropriate educational environment for the  
15 class as a whole. Therefore, notwithstanding the provisions of this code, in every circumstance  
16 the teacher should exercise his or her best judgment in deciding whether it is appropriate to  
17 remove a student temporarily from class.

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19 1. Student Removal From Class (K-12)

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21 Any staff member may remove a student from a room for the following reasons:

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23 a) **Dangerous, disruptive or unruly behavior or behavior that interferes with the ability**  
24 **of the teacher to teach effectively.** Types of behavior included in this consist of the  
25 following:

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27 • Possession or use of a weapon or other item that might cause bodily harm to persons  
28 in the classroom.  
29 • Being under the influence of alcohol or other controlled substances, or otherwise in  
30 violation of district student alcohol and other drug policies.  
31 • Behavior that interferes with a person's work or school performance or creates an  
32 intimidating, hostile or offensive classroom environment.  
33 • Fighting  
34 • Taunting, baiting, inciting and/or encouraging a fight or disruption.  
35 • Disruption and intimidation caused by gang or group symbols or gestures, gang or  
36 group posturing to provoke altercations or confrontations.  
37 • Pushing or striking a student or staff member.  
38 • Obstruction of classroom activities or other intentional action taken to attempt to  
39 prevent the teacher from exercising his/her assigned duties.  
40 • Interfering with the orderly operation of the classroom by using, threatening to use or  
41 counseling others to use violence, force, coercion, threats, intimidation, fear or  
42 disruptive means.  
43 • Dressing or grooming in a manner that presents a danger to health or safety, which  
44 causes interference with work or creates classroom disorder.  
45 • Restricting another person's freedom to properly utilize classroom facilities or  
46 equipment.  
47 • Repeated classroom interruptions, confronting staff argumentatively, making loud  
48 noises or refusing to follow directions.  
49 • Throwing objects in the classroom  
50 • Repeated disruptions or violation of classroom rules  
51 • Excessive or disruptive talking  
52 • Behavior that causes the teacher or other students fear of physical or psychological  
53 harm.  
54 • Physical confrontations or verbal/physical threats.  
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1 a) **Other behavior as outlined below**

- 2 • Willful damage to school property.
- 3 • Defiance of authority (willful refusal to follow directions or orders given by staff)
- 4 • Repeatedly reporting to class without bringing necessary materials to participate in
- 5 class activities or refusal to participate in class activities.
- 6 • Possession of personal property prohibited by school rules and otherwise disruptive
- 7 to the teaching and learning of others.
- 8 • Repeated use of profanity.
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11 1. High School Placement Procedures

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13 Any student asked to leave a classroom because of behavior defined above will report to the high  
14 school principal's office. Students asked to leave a classroom will receive one hour of detention  
15 for the first offense and will be allowed to return back to that classroom the following day. Upon a  
16 second offense, a student will be suspended from school for one day and will be allowed to return  
17 back to that class upon returning to school. With a third offense, the student will be withdrawn  
18 from the classroom for the remainder of the year and placed in study hall. The student will  
19 receive a grade of "WF" upon the third offense. Depending on the nature of the offense, it is  
20 possible that a student could jump right to step two or three. The building principal has the final  
21 word on a student's placement.

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24 **Students identified as requiring special education services under the IDEA or Section 504**  
25 **may, in general, be temporarily removed from class under the same terms and conditions**  
26 **as non-disabled students. There are other considerations with regard to placement of**  
27 **these students. In particular, placement for such students is a decision of the student's**  
28 **IEP team, subject to stringent procedural safeguards, and cannot be made unilaterally by**  
29 **teachers or the administration. In addition, most students covered by the IDEA should**  
30 **have a behavior plan, which will address (a) whether and to what extent the student should**  
31 **be expected to conform to the behavioral requirements applicable to non-disabled**  
32 **students; and (b) alternative consequences or procedures for addressing behavioral**  
33 **issues. It is highly advisable that all IEP teams address these issues and this Code**  
34 **annually, setting forth the consensus of the IEP team regarding behavioral expectations**  
35 **and consequences.**

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38 2. Parent/Guardian Notification Procedures

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40 Written notification will be sent to parents/guardians at any time that a student is asked to leave a  
41 class. This may be done by a letter or as part of the elementary daily correspondence log in the  
42 take home folders. It is also recommended that the teacher call the parents. This notification  
43 shall include the reasons for the student's removal from class and the consequences for that  
44 action. Upon the second offense in the middle or high school, a mandatory conference will be  
45 held with student, parents, and teacher before the student is allowed to return to class. After  
46 three classroom conduct code violations in the elementary, a mandatory conference will be held  
47 with student, parents/guardians and teacher.

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49 Ref. To discipline policy # 442

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51 Approved : 7-19-99  
52 Reviewed: 5-18-09