

## CODE OF CONDUCT PROCEDURES

The Middleton Cross Plains Area School (MCPASD) is a place of education where each child has the right to learn and grow in a supportive environment among people who are caring and cooperative. MCPASD is committed to working with our students and staff to create a system of accountability that sets clear limits and supports a respectful, school-wide learning community.

The code has been guided by the following philosophy:

All members of the learning community (students, staff, parents, and community) are essential to creating and maintaining a positive learning environment.

- The school environment must be physically, socially, and emotionally safe for everyone.
- The code of conduct is a framework to facilitate teaching and learning by establishing clear expectations and appropriate consequences.
- Desired behaviors should be communicated, taught, and modeled continually throughout the school year at all levels.
- Systematic communication and reflection, based on data and observations, on an individual and collective basis are vital to the successful implementation of the code of conduct.
- Conflicts will be handled with respect for the rights of all involved.

The code of conduct that follows assists both students and teachers/staff in creating a safe community which fosters personal growth both behaviorally and academically.

Consistent with these philosophies, the district may utilize restorative practices as a response to behavior which impacts the community. Restorative practices are designed to resolve behavioral concerns within the community. They are further designed to allow interested victims to meet offenders in a safe and structured setting. Offenders are held directly accountable for their behavior and encouraged to return and positively contribute to the community.

Parents/guardians are valued members of our learning communities and are critical resources in helping students learn to resolve code of conduct violations and behave in a manner that creates the safe learning environment for all. We will encourage and support parents/guardians in playing an active role in this process.

<b>CODE OF CONDUCT – LEVEL I</b>	
<b>Least Serious Infractions (may be handled by classroom teacher / staff)</b>	
<p><u>STUDENT BEHAVIOR</u> - May Include / Not Limited To:</p> <ul style="list-style-type: none"> <li>▪ Cheating</li> <li>▪ Derogatory comments</li> <li>▪ Destruction of property / belongings</li> <li>▪ Disrespect</li> <li>▪ Dress code violations</li> <li>▪ Failure to identify self</li> <li>▪ Horseplay/unruly behavior</li> <li>▪ Insubordination</li> <li>▪ Profanity</li> <li>▪ Tardiness</li> <li>▪ Taunting</li> <li>▪ Use of communication device during school day</li> <li>▪ Use of non-sanctioned electronic devices</li> <li>▪ Violation of internet and other technology use agreement</li> </ul>	<p><u>POSSIBLE INTERVENTION / CONSEQUENCES</u> (May include documentation)</p> <ul style="list-style-type: none"> <li>▪ Educate / conference with student of appropriate behavior</li> <li>▪ Provide restorative circle / conference</li> <li>▪ Discuss behaviors and reach agreement for future behaviors</li> <li>▪ Mediation</li> <li>▪ Monitor and provide feedback on behaviors</li> <li>▪ Restitution</li> <li>▪ Involve parents / care givers to assist in modifying behaviors</li> <li>▪ Consult student services staff</li> <li>▪ Behavior contracts</li> <li>▪ Temporary removal</li> <li>▪ Detention / loss of privileges</li> <li>▪ Reflective activity</li> </ul>

<b>CODE OF CONDUCT – LEVEL II</b>	
<b>More Serious and/ or Chronic Infractions (likely referred to building administration)</b>	
<p><b>STUDENT BEHAVIOR</b> - May Include / Not Limited To:</p> <ul style="list-style-type: none"> <li>▪ Profanity directed at staff</li> <li>▪ Cheating / plagiarism</li> <li>▪ Theft</li> <li>▪ Harassment / bullying / extortion</li> <li>▪ Vandalism</li> <li>▪ Repeated / significant dress code violation</li> <li>▪ Chronic / severe insubordination</li> <li>▪ Leaving classroom without permission</li> <li>▪ Disruptive use of communication device / electronic device</li> <li>▪ Pornography / obscene materials</li> <li>▪ Disorderly conduct</li> <li>▪ Truancy</li> <li>▪ Possession of pyrotechnic (e.g. lighter, fireworks)</li> <li>▪ Possession of tobacco</li> <li>▪ Gang related expression, communication and activity</li> <li>▪ Fighting / battery</li> <li>▪ Lying / obstructing</li> <li>▪ Gambling</li> <li>▪ Possession of non-dangerous knife which is not used in a threatening manner</li> <li>▪ Repeated violations of level I school rules</li> </ul>	<p><b>POSSIBLE INTERVENTION / CONSEQUENCES</b></p> <ul style="list-style-type: none"> <li>▪ (Must include documentation)</li> <li>▪ All interventions listed under Level I</li> <li>▪ Suspension (in or out of school)</li> <li>▪ Involvement of Student Services and functional behavioral analysis</li> <li>▪ Involvement of outside agencies</li> <li>▪ Involvement of police</li> <li>▪ Short term removal from setting</li> <li>▪ Long term removal from setting</li> </ul> <p>* A functional behavioral analysis (FBA) is mandatory when there are three or more violations of Level II or higher within a semester. The FBA may lead to the creation of a behavior intervention plan (BIP).</p>

<b>CODE OF CONDUCT – LEVEL III</b>	
<b>Most Serious Offenses which Jeopardize Health / Safety of Others</b>	
<p><b>STUDENT BEHAVIOR</b> - May Include / Not Limited To:</p> <ul style="list-style-type: none"> <li>▪ Weapons (including look-alikes)</li> <li>▪ Sexual assault</li> <li>▪ Distribution of controlled substance* (including look-alikes)</li> <li>▪ Possession/use of controlled substance(s)*, or other drug paraphernalia</li> <li>▪ Arson</li> <li>▪ Unauthorized access and/or destruction of electronic data</li> <li>▪ Significant property destruction</li> <li>▪ Physical assault</li> <li>▪ Bomb threats</li> <li>▪ Intentional false fire alarm</li> <li>▪ “Felony” theft</li> <li>▪ Serious threats/significant harassment</li> <li>▪ Repeated violations of Level II school rules</li> </ul> <p>* Controlled substances include alcohol, drugs or any other mind-altering substances (e.g. salvia, spice, etc.)</p>	<p><b>INTERVENTION / CONSEQUENCES</b></p> <p>(Must include documentation)</p> <p><b>Mandatory</b></p> <ul style="list-style-type: none"> <li>▪ Suspension *</li> <li>▪ Police involvement *</li> <li>▪ Student services involvement</li> </ul> <p>May also include:</p> <ul style="list-style-type: none"> <li>▪ All interventions in Levels I and II</li> <li>▪ Pre-expulsion agreement</li> <li>▪ Expulsion</li> </ul> <p>* Optional at elementary level</p> <p>Note: Wisconsin statute 120.13 requires expulsion for at least one year for possession of a firearm while at school or under school supervision.</p>