

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.

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

MAJORS - CODE OF CONDUCT – LEVEL II	
More Serious and/ or Chronic Infractions (likely referred to building administration)	
<u>STUDENT BEHAVIOR</u> - May Include / Not Limited To: <ul style="list-style-type: none"> ▪ Profanity directed at staff ▪ Cheating / plagiarism ▪ Theft ▪ Harassment / bullying / extortion ▪ Vandalism ▪ Repeated / significant dress code violation ▪ Chronic / severe insubordination ▪ Leaving classroom without permission ▪ Disruptive use of communication device / electronic device ▪ Pornography / obscene materials ▪ Disorderly conduct ▪ Truancy ▪ Possession of tobacco ▪ Gang related expression, communication and activity ▪ Fighting / battery ▪ Lying / obstructing ▪ Gambling ▪ Possession of non-dangerous knife which is not used in a threatening manner ▪ Repeated violations of level I school rules 	<u>POSSIBLE INTERVENTION / CONSEQUENCES</u> (Must include documentation) <ul style="list-style-type: none"> • All interventions listed under Level I • Suspension (in or out of school) • Involvement of BCT and functional behavioral analysis • Involvement of outside agencies • Involvement of police • Short term removal from setting • Long term removal from setting

MAJORS - CODE OF CONDUCT – LEVEL III	
Most Serious Offenses which Jeopardize Health / Safety of Others	
<u>STUDENT BEHAVIOR</u> - May Include / Not Limited To: <ul style="list-style-type: none"> ▪ Weapons (including look-alikes) ▪ Sexual assault ▪ Distribution of controlled substance (including look-alikes) ▪ Possessions/Use of controlled substances (alcohol, any other mind altering products (e.g. Salvia), or other drug paraphernalia) ▪ Arson ▪ Unauthorized access and/or destruction of electronic data ▪ Significant property destruction ▪ Physical assault ▪ Bomb threats ▪ Intentional false fire alarm ▪ “Felony” theft ▪ Serious threats/significant harassment ▪ Repeated violations of Level II school rules 	<u>INTERVENTION / CONSEQUENCES</u> (Must include documentation) <p style="margin-left: 40px;">Mandatory</p> <ul style="list-style-type: none"> • Suspension * • Police involvement * • Student services involvement <p style="margin-left: 40px;">May also include:</p> <ul style="list-style-type: none"> • All interventions in Levels I and II • Pre-expulsion agreement • Expulsion <p style="margin-left: 40px;">* Optional at elementary level</p> <p style="margin-left: 40px;">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>

- ❖ A functional behavioral analysis and possible creation of a behavioral intervention plan is mandated when there are 3 or more violations of Level II or higher within a semester.

