Introduction

The Shawano school district is committed to providing a respectful, responsible, and safe learning environment to all students. 5500 - STUDENT CODE OF CLASSROOM CONDUCT

Respect for law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law regarding minors. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community.

Respect for real and personal property; pride in one's work; achievement within the range of one's ability; and exemplary personal standards of courtesy, decency, and honesty should be maintained in the schools of this District.

The District Administrator shall establish procedures to carry out Board policy and philosophy, and shall hold all school personnel, students, and parents responsible for the conduct of students in schools, on school vehicles, and at school-related events.

Student conduct on or adjacent to school premises, on school vehicles, and at school-related events and activities shall be governed by the rules and provisions of the Student Code of Classroom Conduct. In addition, student conduct on internet-based social media outlets, when such conduct forms a sufficient connection to school or staff, is governed by the Code of Conduct. This Code of Classroom Conduct shall include the following items:

1. specification of what constitutes dangerous, disruptive, or unruly behavior that interferes with the ability of the teacher to teach effectively, which therefore permits the teacher to remove the student from class;

2. other student conduct that may be used by a teacher as a basis to remove a student from class; and

3. procedures for notifying the parent of a student's removal and procedures for placement of a student that has been removed from class.

The Code of Conduct, developed by a committee created by the Board for that reason consisting of parents, students, Board members, school administrators, teachers, student services professionals, and other appointed residents, and, once created, shall be reviewed by the Board.

Removal of a student from a class that is consistent with the Code of Conduct does not constitute a report under Policy 8462.01. If the staff member believes in good faith that the threat represents a serious and imminent threat to the health or safety of students, staff, or others, and the threat is a threat of violence made in or targeted at a school. Staff must still report such threats as described in Policy 8462.01 - Mandatory Reporting of Threats of Violence.

Revised 11/21/16

ZERO TOLERANCE

The discussion on “Zero-Tolerance” policies is not regarding the behavior of the student or even possession of things deemed “weapons” by the school. Instead, it is a description of how school staff will handle threats of violence. This model advocates for using the term “Zero- Tolerance” to demonstrate the importance of reporting and responding to threats of violence. It is the threat itself that will be treated the same, in every instance, not the student.

DISTRICT EXPECTATIONS

The Shawano School district believes that all students are entitled to:

- A quality education by teachers with an interest in individual students
- Be treated with dignity and respect
- Consistent and fair treatment in relationship to school policies and expectations
- Attend a school that has a safe and healthy environment
- Due process when school policies are enforced

STUDENT BEHAVIOR EXPECTATIONS

Shawano SD students are expected to act in such a manner that their behavior will reflect favorably on the individual student and on the school, showing consideration for fellow students and creating a positive, cooperative school atmosphere. The guiding principles at Shawano School District are known as “The Hawk Way”. The three core expectations of the “The Hawk Way” are: be respectful, be responsible, and be safe.

The Shawano SD staff and administration expect that Shawano students live the “The Hawk Way” and always conduct themselves as good citizens; in classrooms, hallways, commons, on campus, and while at school activities.

Definitions:

Academic Dishonesty:

Any type of cheating that occurs in relation to a formal academic exercise. It can include plagiarism, fabrication, cheating, and/or lying. Academic Dishonesty includes copying homework, copying another person’s test answers, buying/selling homework, paraphrasing information without giving credit to the original writer, and copying material off of the internet and calling it your own.

Aggressive By standing:

Any type of non-direct involvement in a behavior incident that hinders the safety, privacy, and/or investigation of staff, students, and other school personal, which may include:

- Purposefully obstructing the area around the incident in question to not allow others in and/or out of the area.
- Recording, sharing, and/or videotaping a behavior incident
- Witnessing a behavioral act without reporting
- Asking another student to commit a behavior incident

Bullying:

District link Click Here:

Bus Misconduct:

Any type of unacceptable behavior that occurs on the bus before school, after school, and/or during school. This may include failure to stay seated, eating/drinking on the bus, disrespect to the bus driver, physical aggression to others, fighting, yelling/screaming, not sitting in assigned seat.

Defiance/Disrespect:

Minor: Verbal or physical refusal to follow directions, wandering around classroom, and/or oppositional remarks.

Major: Chronic verbal or physical refusal to follow directions, Prolonged refusal to comply to any direction (preferred/non-preferred) , inappropriate responses to teacher direction/teacher comments, and/or Repeated unkind language or behavior towards members of school community & school property.

Disruption:

Any type of disturbance or problems which interrupt an event, activity, or process.

Minor:

- Blurting Out
- Running around the classroom
- Leaving the classroom
- Trying to get someone else in trouble
- Results in loss of class time (1-3 minutes)

Major:

- Repeated and severely disrupts the teacher's ability to teach and/or students ability to learn
- Results in significant loss of class-times (3+ mins)
- Property damage, furniture movement, elopement
- Causes classroom to relocate due to safety concern

Fighting:

When two or more persons mutually participate in use of force or physical violence that requires either physical intervention or results in injury requiring first aid or medical attention. Lower-level fights, including pushing, shoving, or altercations that stop on verbal command.

Harassment/Threatening Behavior:

Harassment or intimidation can arise from a broad range of physical or verbal behavior which can include, but are not limited to, the following: physical or mental abuse, racial insults, ethnic slurs, religious slurs, unwelcome sexual advance and touching, sexual comments or jokes, sexually explicit/derogatory statements, or discriminating remarks which are offensive or objectionable to the recipient or which cause the recipient discomfort, humiliation or which interfere with the recipient's academic performance and is forbidden by federal and state laws and District Policy 5570.

Inappropriate Language:

Any type or form of name calling and/or swearing that is not repeated and/or directed at an individual.

Leaving without permission:

Any form of leaving the expected location repeatedly, chronically without permission, which causes a disruption to others and/or safety concern.

Physical Aggression:

Any type or form of contact with another individual with intent to cause harm or serious injury leaving a mark.

Physical Contact:

Any type of inappropriate physical contact with another individual that may include pushing, shoving, and/or hitting and does not result in serious injury (bruise, redness, and/or marks).

Property Misuse/Damage:

Minor: Any type of behavior that demonstrates being unsafe with materials, unsafe in a school location with said equipment in location that does not result in permanent damage or require repair. This includes technology use including improper app use or not following expectations with technology.

Major: Any type of behavior that causes irreparable damage or damage requiring repair to materials and/or school equipment.

Public Display of Affection:

Any type of behavior that includes physical contact including, but not limited to, intimate touching, hand holding, fondling, cuddling, and kissing at school or a school-sponsored activity between two students typically in a relationship.

Tardiness:

When a student is late for class or a school-sponsored activity that requires timeliness.

Unprepared for Class:

Any type of behavior that demonstrates not being ready to learn which may include being disengaged, not having proper materials for class, repeatedly forgetting needed class materials, and/or not turning in assignments upon due date.

Essential Partners:

Parents:

Parent and/or families are crucial partners in shaping behavior within our school community. Their involvement, support, and collaboration with school staff play a significant role in fostering a positive and conducive learning environment. Here's how parents contribute to behavior management and community-building in schools:

- **Reinforcing Home-School Connection:** Families help bridge the gap between home and school by reinforcing behavior expectations, values, and lessons taught at school. Consistent messages at home and school promote a unified approach to behavior.
- **Supporting Rules and Expectations:** When families are aware of the school's behavior expectations, they can reinforce these rules and values at home. This consistency helps students understand and adhere to expected behaviors in different settings.
- **Open Communication:** Regular communication between parents/families and teachers fosters an understanding of students' behavior progress, challenges,

and achievements. This dialogue allows parents to actively support behavior improvement.

- **Behavioral Consistency:** Families who maintain consistent behavior expectations at home align with the school's efforts, making it easier for students to adapt to school rules and routines.
- **Collaboration on Behavior Plans:** In cases where students require individualized behavior plans, parents'/guardians' insights are invaluable. Collaborating with parents/guardians ensures that strategies are tailored to the student's needs and supported across different environments.
- **Monitoring and Accountability:** Families play a role in monitoring their child's behavior at school and discussing any concerns with teachers. This mutual accountability encourages students to take responsibility for their behavior.
- **Reinforcing Positive Behavior:** Families can celebrate their child's positive behavior and achievements at school, reinforcing the importance of responsible conduct and encouraging continued efforts.
- **Addressing Challenges:** In situations where behavioral challenges arise, parents/guardians can collaborate with teachers and administrators to identify potential triggers and solutions, working together to address underlying issues.
- **Volunteering and Participation:** Active parent/family involvement in school activities, committees, and events strengthens the sense of community. When parents/guardians participate, they feel more invested in the school's values and behavior expectations.
- **Family Support:** Families provide emotional and social support to students, which can have a positive impact on their behavior and overall well-being. When students feel supported at home, they are more likely to exhibit positive behavior at school.
- **Modeling Behavior:** Parents/Guardians serve as role models for their children. When parents/guardians exhibit respectful and responsible behavior in their interactions with the school community, children are more likely to adopt similar behavior.
- **Contributing Resources:** Parental involvement often includes contributing resources, whether financial or in-kind, that support the school's behavior management efforts and overall learning environment.
- **Advocacy:** Parents/Guardians can advocate for positive behavior initiatives, anti-bullying campaigns, and other community-building efforts within the school, promoting a culture of respect and inclusivity.
- **Fostering a Sense of Belonging:** When families are engaged in the school community, students feel a stronger sense of belonging, which can positively influence their behavior and academic engagement.

Students:

Students play a pivotal role as partners in shaping behavior within our school environments. behavior-related initiatives contribute to creating a positive and respectful atmosphere. Here's how students can be partners in behavior at school:

- **Taking Responsibility:** Encouraging students to take responsibility for their behavior fosters a sense of ownership. When students understand the impact of their actions, they become more motivated to make positive choices.
- **Understanding Expectations:** Students need clear and consistent behavior expectations. Engaging them in discussions about these expectations helps them comprehend the rationale behind rules and guidelines.
- **Participating in Rule Development:** Involving students in developing classroom or school-wide rules empowers them and gives them a sense of agency in shaping their learning environment.
- **Peer Influence:** Students can influence their peers positively by demonstrating respectful behavior, empathy, and kindness. Peer role modeling encourages others to follow suit.
- **Conflict Resolution:** Teaching students conflict resolution skills equips them to address disagreements and problems constructively, creating a more harmonious atmosphere.
- **Leadership Roles:** Students can take on leadership roles in behavior-related initiatives, such as peer mentoring, student councils, or anti-bullying campaigns, helping to shape a respectful school culture.
- **Providing Feedback:** Giving students a platform to provide feedback about behavior-related policies or initiatives encourages their active participation and shows that their voices are valued.
- **Self-Reflection:** Encouraging students to reflect on their behavior and its impact promotes self-awareness and helps them make more thoughtful choices.
- **Collaboration:** Collaborative projects and group activities foster teamwork and teach students how to work well with others, which in turn positively influences their behavior.
- **Positive Reinforcement:** Acknowledging and celebrating students' positive behavior through praise, recognition, and rewards reinforces their inclination to exhibit responsible conduct.
- **Social Skills Development:** Integrating social skills development into the curriculum helps students build skills like active listening, empathy, and effective communication, which contribute to positive interactions.
- **Engagement in Restorative Practices:** Restorative practices involve students in resolving conflicts and addressing the consequences of their actions in a meaningful way that promotes empathy and understanding.

- **Setting Personal Goals:** Encouraging students to set behavior-related goals allows them to track their progress, celebrate achievements, and continuously work towards improvement.
- **Understanding Consequences:** Students benefit from understanding both positive and negative consequences of their behavior. This knowledge helps them make informed choices.
- **Promoting Inclusivity:** Encouraging students to be inclusive and respectful of diverse backgrounds and perspectives fosters a welcoming environment for all.
- **Expressing Concerns:** Providing avenues for students to express their concerns about behavior-related issues empowers them to contribute to creating a safe and respectful school community.
- **Safety and Well-being Advocacy:** Students can play an active role in advocating for safety measures, mental health awareness, and well-being initiatives within the school.

Staff:

Staff members are essential partners in fostering positive behavior within our school communities in a multitude of ways. Their roles extend beyond delivering curriculum content; they play a pivotal role in creating a safe, supportive, and conducive learning environment. Here's how staff members contribute to behavior management and community-building:

- **Role Modeling:** Staff members, including teachers, administrators, counselors, and support staff, serve as role models for students. They demonstrate desired behaviors, attitudes, and values, setting an example for students to follow.
- **Establishing Expectations:** Staff members are responsible for establishing clear behavior expectations within the school environment. They communicate rules, routines, and guidelines that promote respectful and responsible behavior.
- **Consistency:** Consistency in enforcing rules and consequences is crucial for creating a fair and stable environment. Staff members work together to ensure that rules are applied consistently across the school community.
- **Building Relationships:** Developing positive relationships with students is essential for effective behavior management. Staff members who build trust and

rapport with students are better equipped to address behavior issues constructively.

- **Social-Emotional Support:** Many staff members, such as counselors and social workers, provide social-emotional support to students. They help students navigate challenges, cope with emotions, and develop healthy interpersonal skills.
- **Individualized Support:** Staff members collaborate to identify and address individual students' behavioral needs. This might involve creating behavior intervention plans or providing additional support to students with unique challenges.
- **Communication:** Effective communication between staff members, students, and families is essential. By keeping all stakeholders informed about behavior expectations, incidents, and progress, staff members contribute to a cohesive community.
- **Conflict Resolution:** Staff members facilitate conflict resolution among students and between students and staff. They teach students how to resolve conflicts in a respectful and non-violent manner.
- **Crisis Management:** In the event of behavioral crises or emergencies, staff members are trained to respond appropriately and ensure the safety and well-being of everyone in the school community.
- **Collaboration:** Teachers, staff, and administrators often collaborate in a multidisciplinary approach to address behavior challenges. This could involve regular meetings, sharing insights, and developing comprehensive strategies.
- **Positive Reinforcement:** Staff members reinforce positive behavior through praise, recognition, and rewards. Celebrating achievements and improvements encourages students to maintain good behavior.
- **Professional Development:** Continuous learning and professional development empower staff members with new strategies and techniques for behavior management, ultimately benefiting the entire school community.
- **Parent and Family Engagement:** Staff members engage parents and families in behavior management efforts. Collaborating with families helps create a unified approach to addressing behavior at school and at home.
- **Promoting Inclusion:** Staff members work to ensure that the school environment is inclusive and welcoming to all students. This helps prevent behaviors rooted in discrimination, bias, or exclusion.
- **Teaching Social Skills:** Beyond academics, staff members teach students essential social skills, such as empathy, active listening, and conflict resolution, which contribute to positive interactions within the school community.

Prohibited Student Behavior:

Response to Behavior Plan:

The Shawano School District is committed to understanding various student need(s) and understanding student behavior is a form of communication. The Shawano School District Response to Behavior Plan is developed and continually monitored to ensure safety, fairness, and consistency in our school communities. The goal of the response to behavior plan is to prevent reoccurrence of negative behavior by helping students learn from their mistakes, teach students the essential behavior standards, and engage students in conversation to understand the unacceptable behavior. The response to behavior plan is committed to helping students who demonstrated unacceptable behavior:

- Understand why the behavior is unacceptable and the harm it has caused
- Understand what they could have done differently in the same situation
- Understand the impact their behaviors have on others
- Take responsibility for their actions
- Be given the opportunity to learn pro-social strategies and skills to use in the future

Determining the Behavior Response:

The Behavior Response Plan provides guidance to Shawano school officials when determining which disciplinary measure to impose. In determining how to best address inappropriate conduct, it is necessary to evaluate the totality of the circumstances surrounding the conduct. The following facts may be considered prior to determining the appropriate disciplinary measures:

- The nature, severity, and scope of the behavior
- The student's age and maturity
- The circumstances/context in which the conduct occurred
- The frequency and duration of the behavior
- The student's disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct, and the disciplinary and guidance intervention measures applied for each)
- The student's IEP (Individual Education Plan), BIP (Behavioral Intervention Plan), and/or 504 Accommodation Plan, if applicable

Response to Behavior Plan:

Academic Dishonesty:

Any Offense:

- Zero on Paper, Project, or assignment
- Notification made to student family
- Student/Parent/Teacher/Administrator Conference
- Behavior Contract
- ISS
- OSS

Aggressive By standing:

Any Offense:

- Behavior Contract
- Student/Parent/Teacher/Administrator Conference
- ISS
- OSS
- SRO Referral

Alcohol/Drugs

Middle School/High School:

- Any Offense:
- OSS: 5 days
- Behavior Contract
- Threat Assessment
- SRO Referral

Bus Misconduct:

Minor: 1st-3rd Offense:

- Reteaching expectation
- Restitution/Restorative practice
- Apology/Apology Letter
- Loss of privilege
- Parent/Student Conference
- Reward Alternative Behavior
- Student write Note home
- Contract with student
- Student Reflection Sheet
- Assigned Seating
- Car Seat/Harness

Minor: 4th+ Offense:

- **See Major 1st Offense**

Major: 1st Offense-2nd Offense

- Reteach Expectation
- Assigned Seating
- Bus Suspension 1-3 days
- Apology/Apology Letter
- Harness/Car Seat Option

Major: 3rd Offense

- Reteach Expectation
- Assigned Seating
- Bus Suspension 3-5 days
- Apology/Apology Letter
- Harness/Car Seat Option

Major: 4th Offense:

- Parent/Student/Admin Meeting
- Assigned Seating
- Bus Suspension
- Bus Expulsion

Cell Phone Violation: *(*If a student refuses to give up the phone – skip to 4th Offense and a plan will have to be made with parent to move forward.)*

Middle School

1st offense

- Phone taken away until the end of the day. Parent Pick-Up.

2nd offence

- Phone taken away until the end of the day. Parent Pick-Up. Admin conference with parent and student. SRO Referral for School Rules Violation.

High School

1st offense:

- Phone taken away until end of day (Student is able to pick up)

2nd Offense:

- Phone taken away until end of day (Parent will pick up)

3rd Offense:

- Phone taken away until end of day (Parent Pick up)
- SRO Referral for Written warning

4th offense

- Phone taken away until end of day (Parent Pick up)
- SRO Referral for Citation
- Cell Phone Behavior Contract for 3 weeks offense

5th Offense

- Phone taken away until end of day (Parent Pick up)
- SRO Referral for Citation

- Cell Phone Behavior Contract for 6 weeks

6th Offense

- Phone taken away until end of day (Parent Pick up)
- SRO Referral for Citation
- Cell Phone Behavior Contract for remainder of semester

Defiance/Disrespect:

Minor: Any Offense:

- Reteaching expectation
- Restitution/Restorative practice
- Apology/Apology Letter
- Loss of privilege (catch up on work if missed)
- Parent/Student Conference
- Reward Alternative Behavior -
- Student write Note home -
- Classroom Safe Zone
- Contract with student
- Student Reflection Sheet

Major: 1st-3rd Offense:

- Conference with student
- Restorative Practice
- Contract with student
- Loss of Privilege
- Student Reflection Sheet
- Safety Plan
- ISS
- OSS

Major: 4th+ Offense:

- -Restitution/Repair relationship with family guidance
- Restorative Practice
- Conference with family and admin
- Contract with student

- Safety Plan
- ISS
- OSS

Disruption:

Minor 1st-3rd Offense:

- Reteaching expectation
- Restitution/Restorative practice
- Apology/Apology Letter
- Loss of privilege (catch up on work if missed)
- Parent/Student Conference
- Reward Alternative Behavior
- Student write Note home
- Classroom Safe Zone
- Contract with student
- Student Reflection Sheet
- Offer student break option

Minor 4th Offense:

- See Major 1st Offense

Major 1st-2nd Offense:

- Conference with student
- Restorative Practice
- Contract with student
- Loss of Privilege
- Student Reflection Sheet
- Safety Plan
- ISS

Major 3rd + Offense:

- Conference with student
- Restorative Practice
- Contract with student
- Loss of Privilege
- Student Reflection Sheet
- Safety Plan

- ISS
- OSS

Dress Code Violation

1st Offense:

- Warning
- Student asked to change

2nd + Offense:

- School Rules Violation
- Meeting with Admin
- Behavior Contract
- SRO Referral for warning
- SRO Referral for citation

Fighting

Any Offense:

- Behavior Contract
- Conference with student/teacher/admin
- OSS: 5 days
- SRO Referral
- Threat Assessment

Harassment/Threatening Behavior

Any Offense

- SRO referral
- Behavior Contract
- Conference with student/teacher/admin
- Threat Assessment
- ISS
- OSS

Inappropriate Language

- ***Elementary/Intermediate***
- Any Offense:
- Reteaching expectation
- Restitution/Restorative practice
- Apology/Apology Letter
- Loss of privilege (catch up on work if missed)
- Parent/Student Conference -Reward Alternative Behavior
- Student write Note home
- Classroom Safe Zone
- Contract with student
- Student Reflection Sheet
- Offer student break option
- ***Middle School***
- 1st Offense:
- Reteaching expectation
- Restitution/Restorative practice
- Apology/Apology Letter
- Loss of privilege (catch up on work if missed)
- Parent/Student Conference -Reward Alternative Behavior
- Student write Note home
- Classroom Safe Zone
- Contract with student
- Student Reflection Sheet
- Offer student break option
- Further Offenses:
- ISS
- Parent contact
- SRO Referral for School Rules Violation
- ***High School***
- 1st Offense:
- Detention
- 2nd Offense:
- Phone Call to Parent
- ISS 45 minutes
- 3rd Offense:

- Phone Call home
- SRO referral for School Rules Violation

Inappropriate Location

Any Offense:

- Behavior Contract
- Detention
- ISS
- OSS
- SRO Referral for School Rules Violation
- Parent contact

Inciting a Fight:

Middle School/High School:

- Any Offense
- 3-5 Days OSS
- SRO Referral
- Threat Assessment

Leaving without permission

Any Offense:

- Safety Plan
- Behavior Contract
- Conference with student/teacher
- ISS
- OSS

Other School Violation

Any Offense:

- SRO referral for written warning

- SRO referral for citation
- ISS
- OSS

Physical Aggression :

Elementary/Intermediate

- 1st Offense:
- Restitution
- Apology Letter
- Student Contract
- Loss of Privilege
- Time Machine
- Reteach Guidelines
- ISS
- OSS
- 2nd Offense
- Restitution
- Apology Letter
- Student Contract
- Loss of Privilege
- Time Machine
- Reteach Guidelines
- ISS
- OSS
- 3rd Offense +
- ISS
- OSS
- Safety Plan

Middle School/High School

Any Offense:

- ISS
- OSS
- Threat Assessment/Safety Plan
- Behavior Contract
- SRO Referral

Physical Contact:

Any Offense:

- Reteaching expectation
- Restitution/Restorative practice
- Apology/Apology Letter
- Parent/Student Conference
- Reward Alternative Behavior
- Student write Note home
- Classroom Safe Zone
- Contract with student
- Student Reflection Sheet
- Offer student break option

- See physical aggression/bullying
- Threat Assessment
- ISS
- OSS
- Behavior Contract
- SRO Referral

Profanity/Abusive/Threatening Language:

Any Offense:

- Threat Assessment
- ISS
- OSS
- Behavior Contract
- SRO Referral

Property Misuse/Damage:

Any Offense:

- Restitution to pay for damage or help repair

- Conference with student/teacher/admin
- ISS
- OSS
- SRO Referral

Public Display of Affection :

1st Offense:

- Warning written or verbal by staff member

2nd Offense:

- Conference with student/admin/teacher/parent
- Phone call to parent

3rd Offense:

- Conference with student/admin/teacher/parent
- Phone call to parent
- Detention

4th Offense:

- Phone call to Parent
- ISS 1 day

Stealing:

Any Offense:

- SRO Referral for warning/citation
- Conference with student/teacher/admin/parent
- Fees/Replaced Damage
- Restitution/Restorative Practice

Tardiness:

Middle School:

- See High School
- After 3 tardies to a class, teacher assigns consequence and calls home

- 4+ tardies is a truancy contract with admin

High School:

Less than 5 Minutes:

1st-2nd Offense:

- Attendance Mark T
- Conference with student

3rd-4th Offense:

- Loss of Privilege
- Conference with student/teacher/parent
- Attendance Mark T

5th-6th Offense:

- Detention
- Phone Call Home
- Administration involvement

7th Offense +:

- Detention
- Truancy Contract
- SRO referral

Greater than 5 minutes

1st Offense:

- Conference with student
- Loss of Privilege
- Detention

2nd – 5th Offense

- Detention
- Parent Contact
- Truancy Contract

6th Offense+

- Detention
- SRO Referral for Truancy

Missing at least 30 minutes of Class

1st Offense:

- Verbal Warning
- Contact Home

2nd Offense-4th Offense

- Detention
- Conference with student/teacher/admin/parent

5th Offense+

- Detention
- SRO Referral for Truancy

Unprepared for Class:

1st Offense:

- Conference with student
- Verbal Warning
- Behavior Contract

2nd Offense:

- SRO Referral for School Rules Violation
- Conference with student/parent/teacher/admin

- Detention
- ISS

Vaping:

Elementary:

- 1st Offense:
- ISS until EVERFI is completed (minimum of 1/2 day)
- parent meeting
- safety plan created and implemented
- SRO referral
- 2nd Offense
- 2 day OSS
- parent meeting
- SRO Referral
- 3rd Offense
- 5 day OSS
- threat assessment
- parent meeting
- SRO Referral

Middle School:

- 1st Offense:
- 3 Day ISS
- SRO Referral
- Everfi Class Completion
- 2nd Offense:
- 3 Day OSS
- SRO Referral
- 3rd Offense:
- 5 Day OSS
- SRO Referral
- Behavior Contracts

High School:

- 1st Offense
- 1 Day OSS
- SRO Referral

- 2nd Offense:
- 3 Day OSS
- SRO Referral
- 3rd Offense:
- 5 day OSS
- SRO Referral
- Behavior Contract

Weapon(s):

Not Firearm:

- Threat Assessment
- Safety Plan w/Parent Meeting
- 5 Day OSS
- Referral to OSS
- Expulsion

Firearm:

- Expulsion