

STUDENTS

Procedures for Managing Violent Student Behavior

It is the intent of the Board of Education to provide building staff with the necessary support to deal with violent student behavior. The frequency of such student behavior is to be minimized as much as possible through preventive measures.

Acts of violence include but are not limited to:

1. Physical acts (shoving, striking, kicking, throwing of objects);
2. Implied non-verbal actions (cutting, shooting, or other similar actions which are interpreted by the receiver to imply harm) or physical contact;
3. Verbal statements (threats, figures of speech, or other communication interpreted by the receiver to imply harm).

The following procedures are to be implemented when students present violent acts:

1. The appropriateness of the placement of the student in the building and/or classroom/s in which the behavior occurred should be assessed.
2. The student should be temporarily removed from classroom, lunchroom, or school until an investigation can be made to review the situation. Written reports from staff involved should be filed in the student's behavioral record.
3. A student may be returned to the classroom at the discretion of the principal when:
 - a. Conferences with all appropriate individuals have been completed;
 - b. expectations for non-violent behavior are agreed upon in writing; and
 - c. procedures for monitoring student compliance with the expectations for non-violent behavior are in place.
4. School personnel may use physical force in accordance with board policy (e.g., self-defense, preventing self-inflicted harm or harm to other students, restraining students from damaging public property and forcibly removing dangerous or unlawful objects).

Limitations for Children with Disabilities

School district options for disciplining students are limited by state and federal regulations and statutes. School districts must keep disruptive disabled students in the placement developed for them pursuant to individual education program (IEP Team) requirements pending completion of review proceedings unless the parents/guardians and school officials otherwise agree, or until the school can demonstrate to a hearing officer that the placement must change.

The following alternatives for dealing with children with disabilities are currently available:

1. Program placement may be altered if recommended by an IEP Team with the agreement of parent or guardian.
2. Children with disabilities may be temporarily excluded from their current placements through the use of a suspension.
3. An IEP Team meeting may be called to determine whether the behavior in question is related to the handicapping condition. If the IEP Team finds that it is not, the district may suspend for up to ten (10) days if it intends to proceed to an expulsion hearing.

REFERENCES: WISCONSIN STATUTES
120.13(1)
115 Subchapter V – Children with Disabilities

CROSS REF: Pupil Nondiscrimination
Pupil Harassment Rule
Pupil Discrimination Complaint Procedures
Children with Disabilities Policy
Guidelines for the Use of Special Disciplinary Measures

Policy Adopted: 8/25/98

RWD:ems

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