

SCHOOL DISTRICT OF BAYFIELD
DISTRICT DISCIPLINE RULE

The Bayfield School District is committed to teaching all students appropriate behavior to ensure that no student's disruptive and/or dangerous behavior interferes with the learning of others. This is best accomplished by preventing misbehavior before it occurs and using effective interventions after it occurs. The Bayfield School District's discipline policy and procedures articulate expectations of staff to help students meet their responsibilities and to balance the best interests of each Bayfield School District student with those of the school community as a whole.

1. Staff shall hold themselves and each other to high standards of professional behavior. Discipline is most effective in an environment where staff members are positive role models for students.

All employees shall share in the responsibility of supervising and creating conditions that encourage and support acceptable behavior and for seeing that students meet the standards of conduct established by the building principal. The board believes an employee strengthens him or herself each time the employee resolves a conduct problem, teaches appropriate social behavior and strengthens her/his relationship with students.

In enforcing rules for student conduct, staff members shall use positive disciplinary procedures that educate and promote a student's ability to use self-control. Employees should ask for assistance from the principal concerning a conduct problem after they have followed the student behavior management flowchart and completed the referral, classroom management and instructional strategies assessment, and student behavior log **unless the behavior is an office managed behavior.**

2. Effective discipline relies on evidence-based strategies and on an understanding of and responsiveness to the student's culture and individual needs. Staff shall attend workshops, seminars, and other training opportunities to learn and apply evidence-based strategies.

3. Each school and classroom shall have clearly defined rules that are explicitly taught. Students should have input in the development of the rules for their classroom and opportunities to learn and practice appropriate behaviors. Staff shall consistently maintain high behavior standards for all students through instruction, modeling, monitoring of behavior, and by correcting misbehavior when it occurs.

4. Effective discipline balances consistency and the unique needs of the student. Some students will need specialized support to help them learn self-discipline. This support may take the form of individual interventions delivered in the classroom, school-wide programs or, in some instances, more structured settings.

5. Effective discipline is based on research and experience. Data is an essential tool for planning and continuous improvement. It assists with problem identification, problem solving, and progress monitoring. Staff shall maintain documentation that records the dates problems occur, antecedent events, and intervention strategies.

Building Principals shall establish procedures in accordance with this policy, to ensure consistent practices that:

1. Define and teach expectations;
2. Build relationships and community;
3. Promote responsibility and respect;
4. Apply appropriate interventions for misbehavior, and appropriate problem solving with the teacher, student and parent;
5. Communicate between families and school;
6. Collect data, document interventions, and complete analysis.

LEGAL REF.: Sections 118.13 Wisconsin Statutes
 120.13(1)
 121.52(2)
 PI 9.03(1) Wisconsin Administrative Code

CROSS REF.: 411-Rule, Discrimination Complaint Procedures
 443, Discipline
 444, Student Conduct
 Exhibit: Behavior Management Manual

APPROVED: August 10, 2009