

CODE OF CLASSROOM CONDUCT

The District recognizes and accepts its responsibility to create, foster and maintain an orderly and safe class environment, conducive to teaching and the learning process. Staff, including administrators and teachers, must use their training, experience and authority to create schools and classes where effective learning is possible. Students are expected to come to school and to each class ready and willing to learn.

Students should be able to attend school and classes as free as reasonably possible from unnecessary and unwarranted distraction and disruption. Such behavior can interfere with the classroom environment and will not be tolerated. A student who engages in classroom conduct or behavior as outlined in this code may be removed from class by a teacher and placed in an alternative setting in accordance with established procedures.

Removal from class under this code does not prohibit the District from pursuing or implementing disciplinary measures, including but not limited to detentions, suspensions or expulsion, for the conduct or behavior for which the student was removed.

For purposes of this code, a "class" includes regular and special education classes, special events, field trips, labs, study halls, library time, school assemblies, and places where students assemble both on and off campus under the supervision of a teacher. "Teacher" means for the purposes of this policy any employee of the District or any other person authorized by the school administration to supervise students.

A. Reasons for Removal from Class

Student removal from class is a serious measure and should not be imposed in an arbitrary, casual or inconsistent manner. Behavioral expectations are always more constructive and more likely to be followed, when communicated clearly to students and staff. However, it is neither possible nor necessary to specify every type of improper or inappropriate behavior, or every inappropriate circumstance that

would justify removal from class under this code. A teacher's primary responsibility is to maintain an appropriate educational environment for the class as a whole. Therefore, notwithstanding the provisions of this code, in every circumstance teachers should exercise their best judgment in deciding whether it is appropriate to remove a student from class. To provide teachers with further direction specific discipline plans for the elementary schools, middle school, and high school are included in the appendices.

Except as otherwise provided, a teacher may remove a student from class for the following conduct or behavior:

1. Conduct covered by the District's policies regarding suspension and expulsion
2. Disruptive, dangerous or unruly behavior.
3. Conduct which otherwise interferes with the ability of the teacher to teach effectively. Students are required to cooperate with the teacher, obey instructions, and respond appropriately. A student's non-compliance may, in turn, distract others whether by setting a bad example or by diverting the class from the lesson to the student's inappropriate behavior.
4. Conduct which is incompatible with learning in the class. In some cases, a teacher may believe that a student should be removed from the class for the good of the student and in the best interests of the class as a whole. Such reasons may, but need not be, disciplinary in nature and include, for purposes of illustration and without limitation, irreconcilable personality differences or issues between students in the class.

B. Procedures to be Followed for Removing a student From Class

When the teacher determines that removal is appropriate, the teacher should take one of the following courses of action:

1. Seek assistance from the main school office or

other available staff. When assistance arrives, the teacher or other staff member should accompany the student to the main office. The principal or designee shall be informed of the reason for the student's removal.

2. Obtain coverage for the class and escort the student to the main school office. The teacher shall inform the building principal or designee of the reason for the student's removal from class.

When the student arrives at the main office, the building principal or designee shall give the student an opportunity to briefly explain the situation. If the building principal or designee is not available immediately upon the student's arrival, the student should be taken to the designated short-term removal area and the principal or designee should speak to the student as soon as practicable.

As soon as practicable and within one school day of the student's removal from class, the teacher shall submit to the building principal or designee a short and concise written explanation of the basis for the student's removal from class.

As soon as practicable, the building principal or designee shall notify the student's parent/guardian, in writing, that the student was removed from class. The written notice shall specify the class from which the student was removed, the duration of the removal, and the basis for the removal as stated by the teacher. If the student's removal from class is also subject to disciplinary action for the particular classroom conduct (i.e. suspension or expulsion), the student's parent/guardian shall also be notified of the disciplinary action in accordance with legal and policy requirements.

C. Placement Procedures

1. Short-Term Placement

Conditions of any short-term placement will be determined by building level discipline plans included as appendices to this policy. Written explanations by the teacher or building principal will be necessary only if required by the

building level discipline plan.

2. Long-Term Placement

Long-term placement in an alternative setting is an extremely serious step that should not be undertaken hastily or for less than compelling reasons. Such a step could have profound consequences for the affected student and his/her class, as well as any new class or teacher to which the student may then be assigned. For these reasons, long-term placement should not ordinarily be considered or implemented except after a thorough consideration of alternatives by the building principal or designee. The building principal or designee shall make all long-term placement decisions under this code.

If a classroom teacher believes that the best interests of the student and/or the class require the student's long-term placement in an alternative setting, the teacher should so notify the building principal in writing. Such statement should set forth as clearly and completely as possible: (a) the basis for the removal request, (b) the alternatives, approaches and other steps considered or taken to avoid the need for the student's removal from class, (c) the impact, positive and negative, on the removed student, and (d) the impact, positive or negative, on the rest of the class.

Upon receipt of such statement, the building principal or designee, shall consult with the teacher and/or other District staff. It is also appropriate to inform and/or consult with the student's parent/guardian and the student involved in the request for a long-term placement in an alternative setting.

Following consideration of the teacher's statement and any other information, the building principal or designee shall, at his/her discretion, take one of the following steps:

- a. Place the student in an alternative education program as defined by law;
- b. Place the student in a noninstructional area

- in the school or in another appropriate place in the district;
- c. Place the student in another instructional setting; or
 - d. Return the student to the class from which the student was removed if the principal or designee determines that readmission to the class is the best or only alternative.

The student and/or the student's parent/guardian may meet with the building principal or designee and/or the teacher(s) who made the request for the student's long-term placement in an alternative setting. Where possible, this meeting shall take place within five days of the request for a meeting. The building principal or designee has the authority to make a determination regarding the student's placement and implement the placement plan. Long-term placement in an alternative setting is an administrative decision and is not subject to appeal to the School Board.

D. Removal and Placement Procedures for Students with Disabilities

A student with a disability may be removed from a class by a teacher and placed in an alternative educational setting only to the extent authorized by state law, the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and related regulations.

Long-term placement decisions for children with disabilities are made by each student's IEP team. Such decisions are subject to stringent procedural safeguards and alternate placement cannot be made unilaterally by teachers or administrators. Many students who receive special education services have behavior plans incorporated into their Individualized Education Programs (IEP's). The behavior plans address (a) whether and to what extent the student should be expected to conform to the behavioral requirements applicable to non-disabled students; and (b) alternative consequences or procedures for addressing behavioral issues. Each student's IEP team will address issues related to behavior

