

## CLASSROOM CONDUCT

The School District of Jefferson is committed to providing a high quality academic atmosphere. Professional staff are expected to create a positive learning climate for students in classrooms and to maintain proper order. Students are expected to behave in the classroom in such a manner that allows teachers to effectively carry out their lesson plans and allows students to participate in classroom learning activities. Students are also expected to abide by all rules of behavior established by the state of Wisconsin, School Board of Jefferson, school administration and their classroom teachers.

Student behavior that is dangerous, disruptive or unruly or that interferes with the teacher's ability to teach effectively shall not be tolerated. Enabling students to act mischievously and/or disruptively shall not be tolerated. Any student who engages in such behavior may be subject to removal from class as outlined in the code of classroom conduct. In addition, the student may be subject to disciplinary action in accordance with established Board policies and school rules.

The code of classroom conduct applies to all students pre-kindergarten through grade 12. Any changes made to the code of classroom conduct must be approved by the Board of Education.

ADOPTED: June 28, 1999

REVISED: December 16, 2002  
May 22, 2013

LEGAL REF.: Wisconsin Statutes: 118.164  
120.13(1)  
120.44(2)

CROSS REF.: JFCL-R, Code of Classroom Conduct  
ACB, Student Harassment Policy  
JFCG, Possession or Use of Tobacco Products by Students  
JFCH, Alcohol and Other Drug Use by Students  
JFCK, Student Use of Two-way Communication Devices  
JG, Student Discipline  
JGD, Student Suspension  
JGE, Student Expulsion  
KGD, Weapons on School Premises  
IGDE – Field Trips

REVIEW DATE: May 22, 2013

# CODE OF CLASSROOM CONDUCT

## A. Definitions

1. "Student" means any student enrolled in the district, exchange student or student visitor to the district's schools.
2. A "class" is any class, meeting or activity that students attend, or in which they participate while in school under the control or direction of the district. This definition of "class" includes, without limitation, regular classes, special classes, resource rooms, labs, libraries, counseling groups, assemblies, study halls and district-sponsored field trips in which students are participating.
3. A "teacher" is any certified instructor, counselor, nurse or administrator in the employ of the district.
4. A "teacher of that class" means the regularly assigned teacher of the class, or any teacher/paraprofessional assigned to teach, monitor, assist in or oversee the class. This definition includes, without limitation, any assigned substitute teacher. Where there is more than one teacher in a class, any teacher may remove a student from that class, upon informing the other teacher(s) of his/her intent to do so. It is advisable, though not absolutely required, that all teachers of a class assent to the removal of the student.
5. A "building administrator" means a principal of a school or other individual duly designated by the building administrator or Superintendent.

## B. Grounds for Removal of a Student from a Class

A teacher may remove a student from class for dangerous, disruptive or unruly behavior or behavior that interferes with the ability of the teacher to teach effectively. This type of behavior includes, but is not limited to, the following:

1. Behavior specified in the Board's policy on expulsion.
2. Behavior specified in the Board's policy on suspension.
3. Behavior that violates student conduct policies/procedures requiring the student's suspension or expulsion from school.
4. Behavior that violates the behavioral rules and expectations of the student handbooks. These rules may or may not differ from building to building.
5. Behavior that violates the Board's weapons on school premises policy.
6. Behavior that violates the Board's policy on alcohol and other drug use by students.

7. Behavior that violates the Board's harassment policy.
8. Taunting, baiting, inciting and/or encouraging a fight or disruption.
9. Disruption and/or intimidation caused by gang or group symbols or gestures or gang or group posturing to provoke altercations or confrontations.
10. Fighting or physical confrontations involving a student, staff member or other individual in the classroom.
11. Obstruction of classroom activities or other intentional action taken in an attempt to prevent the teacher from exercising his/her assigned duties. This can be interpreted as open defiance of the teacher (i.e., word, gesture, or other behavior), open disrespect for the teacher (i.e., word, gesture, or other behavior), or any behavior likely or intended to sabotage or undermine the right of others to learn.
12. Interfering with the orderly operations of the classroom by using, threatening to use, or counseling others to use violence, force, coercive, threats, intimidation, fear or other disruptive means.
13. Repeatedly confronting staff in an argumentative fashion, or refusing to follow directions in such a way that classroom instruction is hampered.
14. Repeated disruption or violation of classroom rules.
15. Willful damage to school or another's personal property.
16. Possession of property prohibited by school rules.
17. Repeated use of profanity.

In addition, there may be grounds for removal for behavior which, though not necessarily in violation of provisions (1) through (17) above, is inconsistent with basic classroom decorum. Such behavior may, in the determination of the teacher, warrant removal because of its interference with the ability of others to learn effectively. Such behavior may include, without limitation, sleeping in class, blatant inattention or other overt or passive refusal or inability to engage in class activities.

Any student may be removed from class under this code by a teacher of that class.

C. Procedure for Removal of a Student from Class, Parent/Guardian Notification and Determining Appropriate Student Placement

1. Except where the behavior is extreme, a teacher should generally warn a student that continued misbehavior might lead to removal from class. When the teacher determines that removal is appropriate, the teacher should take one of the following courses of action:

- a. Instruct the student to go to the main office for the period of removal. In such a case the teacher must inform the office by phone or intercom of the student being sent; or
  - b. Obtain coverage of the class and escort the student to the office. The teacher shall inform the building administrator or designee of the reason for the student's removal from class;
  - c. Seek assistance from the office or other available staff. When assistance arrives, an adult should accompany the student to the office. The building principal or designee shall be informed of the reason for the student's removal.
  - d. All students participating in field trips are expected to abide by trip conduct rules and regulations and the rules set forth in board policies. Any student violating such rules will be subject to disciplinary action up to and including being sent home at the expense of the parent/guardian.
2. When the student arrives at the main office, the building administrator or designee should give the student an opportunity to briefly explain the situation. If the building administrator or designee is not available immediately upon the student's arrival the student should be taken to the removal area, and the administrator or designee should speak to the student as soon as practical thereafter. Each building shall have a designated short-term removal area that is supervised by a full-time paraprofessional.
3. Within 24 hours, the teacher shall submit to the building principal or designee a short and concise written explanation of the basis for the removal. Such information may be submitted on a form provided by the building administrator or designee. An administrator or designee shall have a dialogue with both the student and teacher as soon as practical to do so.
4. As soon as practical, but in any event within 24 hours of the removal, the building administrator and/or teacher (if designated to do so) shall inform the student's parent(s)/guardian(s) that the student was removed from class. Such notice may be by telephone. The parent(s)/guardian(s) of the student shall be sent written notice of the removal postmarked within two business days of the removal. Such written notice shall specify the class from which the student was removed, the proposed duration of the removal and the basis for the removal as stated by the teacher. The building administrator or designee shall keep written logs or records regarding unsuccessful attempts to contact the parent(s)/guardian(s) in accordance with this provision.
- If the student removed from class is also subject to disciplinary action for the particular classroom conduct (e.g., suspension and/or expulsion from school), the student's parent(s)/guardian(s) shall also be notified of the disciplinary action in accordance with legal and policy requirements.
5. The building administrator or designee shall evaluate the circumstances which lead to removal and determine the appropriate educational placement for the student who has been removed from a class by a teacher. The building administrator or designee shall place a student who has been removed from a class by a teacher in one of the following alternative educational settings:

- a. The class from which the student was removed, if after weighing the interests of the removed student, the other students in the class, and the teacher, the administrator or designee determines that readmission to the class is the best alternative.
- b. Another class in the school or another appropriate place in the school.
- c. Another instructional setting outside the home school.
- d. An alternative education program as defined by law. State law defines this as an instructional program approved by the school board that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing, traditional classrooms or regularly scheduled curricula programs or that is offered in place of regularly scheduled curricular programs.

When making the placement decisions, the building administrator or designee shall consider the following factors:

- a. The reason the student was removed from class
- b. Severity of the offense
- c. Type of placement options available for students in that particular school and any limitations on such placements (costs, space availability and location)
- d. The estimated length of time of placement
- e. The student's individual needs and interests
- f. Whether the student has been removed from a teacher's class before (repeat offender)
- g. The relationship of the placement to any disciplinary action (e.g., if student suspension from school is required as a result of the student's conduct)
- h. If the placement is applicable before and/or after the suspension

The administrator or designee shall consult with other appropriate school personnel as the administrator or designee deems necessary when making or evaluating placement decisions. A student's parent(s)/guardian(s) shall also be consulted regarding student placement decisions when determined by the administrator or designee to be in the best interest of the persons involved or required by law.

All placement decisions shall be made consistent with established Board policies and in accordance with state and federal laws and regulations.

D. Removal of Students with Disabilities

Some different rules and considerations apply for students identified as requiring special education services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973. In particular, placement for such students is a decision of the student's individualized education program (IEP) team, subject to stringent procedural safeguards and cannot be made unilaterally by teachers or the administration. In addition, most students covered by the IDEA should have a behavior plan, which will 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. It is highly advisable that all IEP teams address these issues, and this code, at least annually, setting forth the consensus of the IEP team regarding behavioral expectations and consequences.

Notwithstanding these issues, students identified as requiring special education services under the IDEA or Section 504 may, in general, be temporarily removed from class under the same terms and conditions as non-disabled students.

All placement decisions shall be made consistent with established Board policies and in accordance with state and federal laws and regulations.

**5/22/13**