

CODE OF STUDENT CONDUCT**1. Statement of Principal**

The Granton Area School District recognized and accepts its responsibility to create, foster, and maintain an orderly and safe educational environment, conducive to teaching and to the learning processes. Every member of the Granton School community is expected to cooperate in this central mission. Staff, including administrators and teachers, must use their training, experience, and authority to create schools and classrooms where learning is possible. Students are expected to come to school and to every class ready and willing to learn. As for their children's first teachers, parents and guardians need to be aware of their children's activities, performance, and behavior in school. Parents and guardians are strongly encouraged to communicate with the school personnel to recognize growth and improvement as well as to prevent or address problems.

The Granton Areas School district will make its school as free as possible of the dangers of violence, weapons, drugs, and other dimensions harmful to students and staff. This commitment is enforced through the Granton Area School District's policy on recognition, awards, suspension and expulsion, all of which provide procedures by which students may be rewarded or removed from the classroom temporarily or permanently.

Equally important, the Granton Area School District owes its students, as a group, the opportunity to attend school as free as reasonably possible from unnecessary and unwarranted distraction and disruption, particularly by those relatively few students who, for whatever reason, are unwilling, unready, or unable to avail themselves of the opportunity for an education. Such behavior, while not necessarily so serious or pervasive to warrant suspension or expulsion, can be nearly as destructive to the educational environment. Such behavior warrants, at a minimum, that the student be removed temporarily from the class or activity ("short term removal" or "temporary removal"). Such removal serves the multiple purposes of eliminating (or minimizing) the disruption, or reinforcing the Granton Area School District's strong commitment to an appropriate educational environment, and of allowing a "cool off" period for disciplinary or other reasons, short of suspension or expulsion. Generally speaking, students who are in school for the purpose of learning, encouraged by their first teachers (parents) along this line, experience less classroom removal than students who attend school for non-academic purposes.

In other circumstances, the student's conduct, or the best interests of the student and other members of the class, may warrant longer term removal from the class ("long term removal"). Long term removal may but need not always be for disciplinary purposes. A teacher employed by the Granton Area School District may temporarily remove a pupil from the teacher's class if the pupil violates the terms of this Code of Student Conduct (the "Code"). In addition, long term removal of a student will be possible if the building principal upholds a teacher's recommendation that a student be removed from the class for a longer period of time. Removal from class under this Code does not prohibit the Granton Area School District from pursuing or implementing other disciplinary measures, including but not limited to detentions, suspensions or expulsion for the conduct for which the student was removed.

2. For the purposes of this Code, the following definitions apply:

A. Student

Any student may be temporarily removed from class under this Code by a teacher of that class. For the purpose of the Code, “student” means any student enrolled in the District, exchange student, or student visitor to the District’s schools.

Any student may be removed on a long term basis from class based upon the request of a teacher as upheld and implemented in the discretion of the building principal.

B. Class

For the purpose of this code, a “class” is any class, meeting or activity which students attend, or in which they participate while in school under the control or direction of the Granton Area School District. This definition of “class” includes, without limitation, regular classes, special classes, resource room sessions, labs, library time, counseling groups, assemblies, study halls, lunch, and recess. “Class” also includes regularly scheduled District sponsored extracurricular activities, either during or outside of school hours. Such activities include, by example and without limitation, District sponsored field trips, after school clubs, and sporting activities.

C. Teacher

A “teacher of that class” means the regularly assigned teacher of the class, or any teacher assigned to teach, monitor, assist in or oversee the class. This definition includes, without limitation, any assigned substitute teacher, proctor, monitor, group leader, or school counselor.

D. Building Administrator

A “building administrator” means a principal of a school (elementary or secondary), or another individual duly designated by the building principal or district administrator.

3. Grounds for disciplinary removal from class

Student behavior that is dangerous or disruptive and that interferes with the teacher’s ability to teach effectively will not be tolerated. Any student who engages in such behavior may be subject to removal from class and placement in an alternative setting as outlined in this Code. In addition, the student may be subject to disciplinary action in accordance with established Board policies and school rules.

A teacher may remove a student from class for the following reasons:

- A. Dangerous, disruptive or unruly behavior or behavior that interferes with the ability of the teacher to teach effectively, or interferes with the ability of students to learn effectively. This type of behavior includes the following:
- Possession or use of a weapon or other item that might cause bodily harm to persons in the classroom
 - Being under the influence of alcohol or other controlled substances or controlled substance analogues, or otherwise in violation of district student alcohol and other drug policies
 - Behavior that interferes with a person’s work or school performance or creates an intimidating, hostile or offensive classroom environment
 - Fighting

- Taunting, baiting, inciting and/or encouraging a fight or disruption
- Disruption and intimidation caused by gang or group symbols or gestures, gang or group posturing to provoke altercations or confrontations
- Pushing or striking another person
- Obstruction of classroom activities or other intentional actin taken to attempt to prevent the teacher from exercising assigned duties
- Interfering with the orderly operation of the classroom by using, threatening to use, or counseling others to use, violence, force, coercion, threats, intimidation, fear or disruptive means
- Dressing or grooming in a manner that presents a danger to health or safety, causes interference with work or creates classroom disorder
- Restricting another person's freedom to properly utilize classroom facilities or equipment
- Repeated classroom interruptions, confronting staff argumentatively, making loud noises or refusing to follow directions
- Throwing objects in the classroom
- Repeated disruption or violation of classroom rules
- Excessive disruptive talking
- Behavior that causes the teacher or other students fear of physical or psychological harm
- Physical confrontations or verbal/physical threats

B. Other behaviors as outlined below:

Examples of such behavior may include, but not necessarily be limited to the following:

- Willful damage to school property
- Defiance of authority (willful refusal to follow directions or orders given by the teacher)
- Repeatedly reporting to class without bringing necessary materials to participate in class activities
- Possession of personal property prohibited by school rules and otherwise disruptive to the teaching and learning of others
- Repeated use of profanity

A student with a disability may be removed from class and placed in an alternative educational setting only to the extent authorized by state and federal laws and regulations.

4. Caution

Removal 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 where their terms are communicated as clearly as possible to students and staff. A teacher's primary responsibility is to maintain an appropriate educational environment for the class as a whole. Therefore, notwithstanding the provisions of the Code, in every circumstance, the teacher should exercise his or her best judgment in deciding whether it is appropriate to remove a student temporarily from class.

5. Documentation

When a student is removed from class the teacher shall send the student to the building principal or designee and inform them as soon as possible of the reason for the student's removal from class. A written explanation of the reasons shall also be given

to the principal or designee within twenty-four (24) hours of the student's removal from class. By the end of the school day if possible, no later than twenty-four (24) hours of removal, the teacher shall inform the student's parents or guardian, by telephone, that the student was removed from class. The teacher shall keep written logs or records regarding attempts to contact the parent or guardian in accordance with this provision.

6. Placement Procedures

A. The building principal or designee shall place a student who has been removed from a class by a teacher in one of the following alternative educational settings:

- 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 principal or designee determines that readmission to the class is the best or only alternative.
- Another class in the school or another appropriate place in the school
- Another instructional setting
- An alternative education program approved by the Granton Area School Board. 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 curricular programs or that is offered in place of regularly scheduled curricular programs.

B. When making placement decisions, the building principal or designee shall consider the following factors:

- The reason the student was removed from class
- The severity of the offense
- The type of placement options available for students in that school and any limitations such as costs, space availability and location, on such placements
- The estimated length of time of placement
- The student's individual needs and interests
- Whether the student has been removed from a teacher's class before
- The relationship of the placement to any disciplinary action

A student's parent or guardian may also be consulted regarding student placement decisions when determined by the principal or designee to be in the best interests of the persons involved, or when required by law. The principal or designee may also consult with other appropriate school personnel or outside agencies as the principal or designee deems necessary when making or evaluating placement decisions.

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

D. If the student removed from a class is also subject to disciplinary action for the particular classroom conduct (i.e. suspension or expulsion), the student's parent or guardian shall also be notified of the disciplinary action in accordance with legal and policy requirements. (See number 5 – Documentation).

7. IDEA or Section 504 Students

Different rules and considerations apply for students identified as requiring special education services under the Individuals with Disabilities Education Act (IDEA) or Section 504. 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 of procedures for addressing behavior 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.

For the reasons noted above, no change in placement for more than ten (10) school days may be made for a student with disabilities outside the IEP process. This ten (10) day limit applies to out of school suspensions as well as days of removal.

Adopted: June 14, 1999
Revised: March 10, 2014

Legal References:
