

Procedures for Removal of Students from Class

Liberty ElementaryIndependence Elementary STEMBig Lake Middle SchoolBig Lake High School**Liberty Elementary:****A. Procedures for Removal of a Student From a Class**

Classroom teachers first utilize their classroom safe place, take-a-break spot, or a buddy classroom to redirect negative behaviors. If staff are needing additional support, they should call the office or walkie asking for support, using the “LB SE” channel. When a Liberty team member comes to support, needs are assessed. If a general education student needs to leave their class because they are being unsafe or making it so others can’t learn, they may utilize a calming area in our social worker office, counselor office, calming room near the elevator, or in the office. SPED students go to a special education resource room. Restorative practices are used whenever possible to repair relationships.

If a student is out of the classroom for a large amount of time, families will be notified. If students are physical or extremely unsafe (i.e. major physical aggression, vandalism, threat/intimidation, extreme stealing, self harming language/behavior, repeated patterns of negative behavior) details will be added to our student information system (IC). For general education students, the assistant principal, counselor, social worker or principal will enter information into IC. For SPED students, the data will be entered into IC. If patterns of needing to be removed from the classroom start to occur, the assistant principal will be notified for general education students, or the SPED case manager will be notified for students with SPED services, and a family meeting may be called.

If the student is a general education student, the classroom teacher will fill out PBIS forms to document the behaviors. Staff will continue to look for the function of the behavior, as we believe behavior is communication. Additionally, significant behavior incidents will be entered into IC by the assistant principal, counselor, social worker or principal (the staff listed who is most closely involved with the incident will record the information into IC). Once a few of the most important negative behaviors are identified, interventions will begin, in collaboration with the counselor or social worker. If behaviors are deemed violent, staff who work with the student will be notified in writing.

If the student receives SPED services, SPED staff will document communication in the communication log on SPED forms. Additionally, significant behavior incidents will be entered into IC. A functional behavior assessment, behavior support plan may need to be completed to help support significant behaviors. If behaviors continue to escalate or remain heightened, the case manager will call a team meeting to address the needs and

increase collaboration among the team. If needed these team meetings can meet monthly or bimonthly as core team meetings for the student. If behaviors are deemed violent, staff who work with the student will be notified in writing.

B. Period of Time for which a Student may be Removed from a Class (may not exceed five (5) class periods for a violation of a rule of conduct)

A student is only out of the classroom for long enough to calm, reflect on their behavior, fix their mistakes, and make a plan to have a better rest of the day. This should not be longer than 5 lessons. If a student is out of the classroom for a large amount of time, families will be notified.

C. Responsibility for and Custody of a Student Removed from Class

SPED Student: A special education resource room where they can calm in a safe area under the supervision of support staff, case manager, or another special education teacher.

General Education Student: Utilize a calming area in our social worker office, counselor office, calming room near the elevator, or in the office. Students are supervised and supported until they are calm, can follow directions and rejoin their class in a safe way.

Call the office or walkie for support, using the “LB SE” channel. If the student is receiving special education support with a paraeducator within the classroom the para may remove the student without needing to call for additional support if it is safe to do so.

We always make sure an adult has eyes on a student, especially when escalated.

Use calming strategies, share what they are feeling and why, make plans to fix their mistakes, show they are ready to join their class by handling a non-preferred activity with support, fix their mistakes, join class.

Whoever came to the class to support has lead, unless it is a SPED student and then it is their case manager if and when they arrive.

D. Procedures for Return of a Student to a Specific Class from Which the Student was Removed

The student can rejoin the class when they are in a calm state and have shown they can handle a non-preferred activity. The student is brought back to the class and the staff who was supporting them makes sure they can successfully rejoin the class.

The staff member who supported the student connects with the classroom teacher and updates them on what happened. For general education students, the classroom teacher fills out a PBIS form. For SPED students, the case manager will document incidents on resource room incidents log. If the behavior was significant (as described above), it will

be added to IC. If patterns start to form, the classroom teacher will bring the student to our Tier 2/3 Behavior Meeting. If they are a SPED student, and new behavior patterns start or existing behaviors have escalated, a team meeting will be called by the case manager. Parents are a key member to our team and will be notified and partnered with as much as possible.

E. Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions

If a significant incident occurs, the assistant principal will be informed. Data will be collected, plans to fix the issue will occur, including restorative practices whenever possible. The student will be taught the appropriate actions for the next time, consequences will be given, parents will be notified and incident details, as well as resulting actions will be added to IC.

If patterns of significant behaviors continue or new significant behaviors start to occur, either a team meeting will be called for a student with SPED services, or a family meeting will be called for a general education student. Safety for themselves and others is a priority, and teaching the skills to make this happen is of utmost importance at Liberty.

F. Disabled Students; Special Provisions

Further assessment will be completed if at least two separate behavior interventions are documented without adequate progress.

If a student with SPED services shows a pattern of negative behavior, and the student is explicitly taught the skill to improve that behavior and it isn't working, a team meeting should be called to examine how to provide further support.

Students are referred to possible SPED services if there is not adequate growth after implementing two 4-6 week behavior interventions.

G. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises

Our Tier 2/3 Behavior Team is our chemical abuse pre-assessment team, and they will gather if a student is showing concerning behavior.

If any classroom teacher is noticing concerning behavior regarding chemical abuse, they will notify the assistant principal, principal or the social worker. A Tier 2/3 Behavior Team meeting will be called.

H. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct

If a significant incident occurs, the assistant principal will be informed. Data will be collected, plans to fix the issue will occur, including restorative practices whenever

possible. The student will be taught the appropriate actions for the next time, consequences will be given, parents will be notified and incident details, as well as resulting actions will be added to IC.

Staff will continue to look for the function of the behavior, and once a few of the most important negative behaviors are identified, interventions will begin, in collaboration with the counselor or social worker.

If patterns of significant incidents continue, a team meeting (for SPED students) or a family meeting (for general education students) will be called.

Independence Elementary STEM:

A. Procedures for Removal of a Student From a Class

When a student needs to be removed from a classroom for a major behavior that cannot be managed by the classroom teacher, the teacher will access the online SSR Referral Form to communicate with the office that a student's behavior needs to be addressed by a school administrator. The referral form can be found in the Independence Shared Folder on the District's Google Drive, on the Important Links Google Doc. Teachers will be brought to a Google Form, where they will answer questions about the student's name, grade, reason for the referral, location of the incident, others involved, description of the behavior, and any previous supports implemented by the teacher. If a student's behavior is considered a major behavior by school administration, the assistant principal will record the behavior in Infinite Campus.

B. Period of Time for which a Student may be Removed from a Class (may not exceed five (5) class periods for a violation of a rule of conduct)

The length of time a student may be removed from a class is determined by the type of incident and number of recurrences of the behavior. Using a behavior matrix specific to the behavior, the school administrator, in consultation with the teacher, will determine the appropriate amount of skill based, restitution, and restorative work the student will need to complete prior to returning to the classroom.

C. Responsibility for and Custody of a Student Removed from Class

When a student is removed from class, the student will report to the Student Support Room. Generally, students will be able to walk on their own to the Student Support Room; however, an administrator will escort a student to the Student Support Room if the student is a safety risk for themselves or others. When a student is in the Student Support Room, the student will work with staff to complete processing sheets, reviews of expectations for the specific area the behavior occurred, specific social skills lessons, behavior packets related to the behavior, guided online learning activities, staff directed lessons, and work to restore the relationship with the other student or staff; for example, writing an apology letter. Students will also work on any assignments they would or have missed due to the behavior and removal from class. The assistant principal is responsible for the student after removal from class.

D. Procedures for Return of a Student to a Specific Class from Which the Student was Removed

When a student has completed the expected work based on the incident, the student will begin the process back to class by completing a Back to Class pass in the Student Support Room. The Back to Class pass guides the student through a series of questions to help the student create an action plan for future situations. Also, the Back to Class pass provides an opportunity for the student and staff in the Student Support Room to review the expectations for returning to class. The pass and all the materials the student worked on while in the Student Support Room are collected and sent with the student back to the classroom. When the student arrives at the classroom, the student will immediately go to the Reset Chair and wait for the teacher to invite the student back to their expected seat. Prior to the student returning to the expected seat, the teacher will review the materials the student worked on in the Student Support Room and process with the student about the incident.

E. Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions

If a student's behavior warrants an immediate removal from the classroom, the student will be directed by the teacher to report to the Student Support Room. If the student is refusing to leave the classroom the assistant principal will escort the student from the classroom to the Student Support Room. The assistant principal will interview the student and make a determination about next steps, which includes the amount of learning and restitution the student will incur (based on the behavior matrices). Depending on the incident, the student may begin processing with staff in the Student Support Room or the student will return to the Student Support Room at a later time. The assistant principal will contact families the day of the interview and notify parents or guardians of the violation of the rules of conduct and the resulting disciplinary action.

F. Disabled Students; Special Provisions

Students who have met the criteria for special education services and qualified under the Emotional or Behavioral Disabilities (EBD), Speech, or Specific Learning Disabilities (SLD) categories and are considered Setting I or Setting II or a student with a 504 Accommodations Plan will follow the same procedures as the general education student for major behaviors. Students who have qualified for special education services under the Autism Spectrum Disorder (ASD), Developmental Cognitive Disability (DCD) and EBD students receiving services at the Setting III level will be managed by the student's case manager for processing. Case managers will determine if it is necessary to consult with an administrator for ASD, DCD, and Setting III EBD students. If a student is either on a Individualized Education Program (IEP) or on a 504 Accommodation Plan the school administrator will consult with the special education lead teacher, student's case manager, 504 coordinator, or the special education coordinator to determine if the student's needs are being met by the IEP or 504 plan.

G. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises

A staff member who knows or has reason to believe a student is using, possessing, transferring alcohol or a controlled substance while on school premises or involved in school-related activities or is under the influence of a mood altering substance, will immediately contact the assistant principal. Consequences will be given based on the school's behavior matrices for chemical abuse which may include notification to school resource officer, out of school suspension, and notification to the school's chemical abuse pre assessment team.

H. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct

When a student violates the Big Lake Schools Code of Conduct, staff will immediately notify the assistant principal of a major behavior that cannot be managed by the classroom teacher. The teacher will access the online SSR Referral Form. The referral form can be found in the Independence Shared Folder on the District's Google Drive, on the Important Links Google Doc. Teachers will be brought to a Google Form, where they will answer questions about the student's name, grade, reason for the referral, location of the incident, others involved, description of the behavior, and any previous supports implemented by the teacher. If a student's behavior is considered a major behavior by school administration, the assistant principal will record the behavior in Infinite Campus and contact the student's family. Based on the violation, the assistant principal will reference specific behavior matrices as a guideline for determining interventions. Interventions are based on the severity of the violation and frequency of the violation.

Big Lake Middle School:

A. Procedures for Removal of a Student From a Class

Teachers will follow a process to reteach, allow students to retry and give them a reset to keep them in class.

Teachers will then give the student a reset outside of their classroom door to reflect on needs to re-enter successfully.

If students are unable to engage in class safely, the teacher/administration will notify parent/guardian and process with students to identify causes and steps to build lacking skills or to meet the need that has not been addressed.

B. Period of Time for which a Student may be Removed from a Class (may not exceed five (5) class periods for a violation of a rule of conduct)

The removal from class can be the remainder of a single period class (46 minutes)

C. Responsibility for and Custody of a Student Removed from Class

If a student is removed from class after following a process to reteach expectations, build skills and allow for a re-try, then the student will be sent to an alternative learning location.

If not a safety risk, the teacher will alert administration and send the student. If needed, administration can pick up the student from class to escort them to an alternative learning location.

Student will complete a restorative reflection when regulated to identify the cause and identify area(s) for skill improvement. Parent will be notified by teacher or administration and will spend the remainder of the period completing course work.

D. Procedures for Return of a Student to a Specific Class from Which the Student was Removed

Student will work with administration of a repair with the teacher/student(s) involved prior to returning to the learning community.

Student and parent/guardian will be part of the plan for re-entry and commitments moving forward.

E. Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions

Teacher will notify parent/guardian if it is a minor behavior. Administration will notify parent/guardian if this was a major behavior or if the frequency of the behavior has exceeded three times.

F. Disabled Students; Special Provisions

Teacher would consult case manager for guidance. If student is accessing their case manager for more than 15 minutes consistently, then the case manager will provide support to the classroom teacher and create a plan.

If a student is removed from a classroom for more than three periods, a review of the students' IEP will be had to support the student.

G. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises

Parent/Guardian contact and conference with student. Student completion of a school developed diversion module.possible dismissal or suspension following determined by frequency and details of incident.

Establishment of teacher reporting procedures to the chemical abuse pre-assessment team pursuant to Minnesota Statutes, section 121A.29.

If there is reasonable suspicion of chemical possession, use or distribution, the teacher refers to administration. Administration ensures safety of student with a wellness check with the school nurse/health assistant. Administration will investigate and may respond with an administrative search (person or locker). Administration communicates with parent/guardian and ensures safety of all students involved.

H. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct

When a minor or major behavior is not able to be managed in the classroom, a teacher refers the student to our Dean of Students. Our Dean of Students processes through the behavior with the student and provides an intervention to support or refers to either a counselor or another administrator to meet the students' needs. The intervention will always include reteaching of expectations, reviewing the handbook, reflecting through harm/repair and making commitments to move forward successfully. Behavioral interventions can include restorative chats, skill building with a counselor, parent meeting or other appropriate means to support the student.

Big Lake High School:

A. Procedures for Removal of a Student From a Class

Teachers will contact office personnel or designee if they think a student may need to be removed from class.

An administrator or designee will determine if a student needs to be removed from class.

Student removal from class will be documented by the teacher. Non-Exclusionary Discipline Plan (NED) paperwork.

B. Period of Time for which a Student may be Removed from a Class (may not exceed five (5) class periods for a violation of a rule of conduct)

The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

C. Responsibility for and Custody of a Student Removed from Class

Students may be brought to the administrator's office or another area clearly designated by the building administrator.

The administrator or designee will determine how a student will get to a designated area.

The administrator or designee will determine whether a student will be accompanied to the designated area.

The administrator or designee will determine what the student does upon removal from class.

The administrator or designee will retain responsibility for the student removed from class.

D. Procedures for Return of a Student to a Specific Class from Which the Student was Removed

A student may return to class when deemed appropriate by the administrator or designee.

The administrator or designee will determine if notes, conferences, or written plans are required for a student's return to class.

E. Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions

Parents/guardians may be notified of rule violations and the resulting disciplinary action.

The administrator will determine if a parent/guardian conference is necessary.

F. Disabled Students; Special Provisions

If the alleged violator is a student with a disability under IDEA or Section 504 of the Rehabilitation Act, the District may consider the need for further assessment based on the student's educational or related service needs. Assessment may include a comprehensive evaluation or a stand alone Functional Behavioral Assessment.

If a pattern of behavior emerges, the district may hold an individual education program (IEP) team meeting to review the student's IEP and make revisions as appropriate. Students with disabilities who demonstrate behaviors which interfere with the student's or others' safety, may result in an emergency use of restrictive procedures in accordance with Minnesota statute 125A.0942. The district may hold an IEP team meeting within (10) ten calendar days after district staff use restrictive procedures on two separate school days within 30 (thirty) calendar days or when a pattern of use emerges and the student's IEP or behavior intervention plan does not provide for using restrictive procedures in an emergency. IEP meetings may also be held at the request of the parent/guardian.

If the district has reason to suspect a student may be eligible for special education services, the student may be referred to the Student Assistance Team (SAT) for development of an evaluation plan. The team will discuss needs and develop an evaluation plan with appropriate assessments, which will result in a Prior Written Notice provided to the parents with the district's proposal. For students already eligible and in need of additional services, specific placement and/or services for the student will be consistent with state and federal guidelines and will be determined by the IEP team.

G. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises

The steps outlined in District Policy #417 Chemical Use and Abuse may be taken when a student is removed from class due to evidence of being under the influence of drugs.

H. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct

Appropriate actions will be taken for students who do not comply with the rules and regulations of Big Lake Schools #727