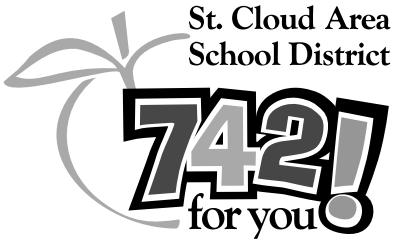




CREATING A POSITIVE SCHOOL COMMUNITY PARTNERSHIP

**St. Cloud Area School District 742
2011-2012 CODE OF CONDUCT**

APOLLO HIGH SCHOOL



Code of Conduct



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**Special thanks to Baltimore City Public Schools for their assistance in the Code of Conduct.
Thanks to the PBIS Leadership Team and 742 Administration.**

LETTER FROM SUPERINTENDENT AND SCHOOL BOARD CHAIR



District Administration Office

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St. Cloud, Minnesota 56303-2037

Bruce Watkins, Superintendent

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Clear Lake
Clearwater
Collegeville
Luxemburg
Pleasant Lake
St. Augusta
St. Cloud
St. Joseph
Waite Park

September 2011

Dear School Communities,

Our District is looking forward to another successful year of student learning and development. Using our Strategic Roadmap and Success System, we are committed to increasing the student achievement of each student.

In order to focus upon student achievement, we need to have everyone in alignment with our positive behavior expectations. As we created our Code of Conduct, we have built a tremendous momentum together. Our schools are healthy learning environments, where respect is displayed between students and staff, and students feel welcome and safe. By using our Code of Conduct, we will continue to develop consistent expectations throughout the District.

Each person in our District, whether a student, family member, teacher, administrator, staff member or community partner—has a very important role to play to provide a positive environment for our students. This Code of Conduct lays out clearly the expectations that we, as a community, must honor for each other and ourselves.

Please review the Code of Conduct with your student(s) as we all work together to make the climate of our school communities ready for exceptional teaching and learning. Discuss it together. We believe this Code of Conduct will help our students develop into strong civic-minded, successful and productive citizens.

We thank all of the people who contributed to the great collaboration that went into this document.

Sincerely,

Bruce Watkins
Superintendent

Cindy Harner, Chair
Board of Education

CODE OF CONDUCT INTRODUCTION

DESCRIPTION OF STUDENT CODE OF CONDUCT

Creating a Positive School Community Partnership: St. Cloud Area School District 742's 2011-12 Code of Conduct describes expected student behavior in St. Cloud Area Schools. It also provides a range of strategies and routines designed to prevent inappropriate or disruptive behavior, and interventions and disciplinary responses that may be used if students engage in such behavior.

Positive systems emphasize teaching correct behavior and rewarding good behavior. St. Cloud Area School District 742 is committed to practices and programs grounded in relationships and instruction. The intent is to support and acknowledge students who exhibit appropriate, non-disruptive behavior.

St. Cloud Area School District 742 also supports the use of intervention procedures that provide students with guidance, direction and support for success in school. When practical, a combination of prevention and intervention procedures should generally be used before any disciplinary responses are invoked.

CODE OF CONDUCT PHILOSOPHY

St. Cloud Area School District 742 is committed to providing an environment where teaching and learning take place every day in safe and orderly schools, and where students, families, and school staff are valued and can succeed. Schools are safe when they have:

- A clear vision that the entire school community supports and owns.
- Instruction that reaches all students and addresses their academic and behavioral needs.
- Supports for students who are dealing with serious challenges in their homes and communities.
- Training and resources for teachers, staff and students so that they can resolve conflicts peacefully and respectfully.
- Clear rules that everyone in the school understands and enforces.
- Support from parents and communities.

To make sure that schools are safe for students, St. Cloud Area School District 742 believes that:

- The school community (students, families, school staff) must work together to prevent inappropriate or disruptive behavior by encouraging appropriate behavior and giving students a variety of opportunities to explore their interests.
- When students engage in inappropriate or disruptive behavior, school staff and principals should use a variety of interventions to teach students appropriate behavior and correct any harm that resulted from the behavior.
- In cases where students are suspended or expelled from school because of inappropriate or disruptive behavior, students may be provided with schoolwork to complete or be referred to other educational settings where they will continue to learn.

CODE OF CONDUCT INTRODUCTION

Creating a Positive School Community Partnership: St. Cloud Area School District 742's 2011-12 Code of Conduct was developed to ensure that students — and all members of St. Cloud Area School District 742's communities — learn and engage in appropriate behavior that supports student success for life. The code is for the entire school community and it describes St. Cloud Area School District 742's expectations for students, families and school staff. It lists and describes the inappropriate and disruptive behaviors that are unacceptable in school settings. St. Cloud Area School District 742 is committed to correcting inappropriate behaviors and promoting appropriate behaviors within its school settings so that students may remain in school and learn. The code includes prevention and intervention strategies to be used, as appropriate, with any disciplinary response.

St. Cloud Area School District 742 recognizes that additional steps must be taken when students with disabilities are disciplined. St. Cloud Area School District 742 is also committed to using this code fairly and without discrimination based on a student's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, disability or 504 plans.

CODE OF CONDUCT EXPECTATIONS

In order to create a positive learning environment for all students, it is necessary to establish clear behavioral expectations for everyone in St. Cloud Area Schools to follow. *Creating a Positive School Community Partnership: St. Cloud Area School District 742's 2011-12 Code of Conduct* is based on the District's Core Values. These Core Values are the foundation for school expectations. Lessons relating to school expectations are taught to every student each school year to ensure students understand their importance and their relationship to the Code of Conduct. If students abide by these expectations, they will contribute to a positive learning environment.

Apollo Expectations (Please see Apollo Expectation Matrix, Appendix A)



Safety
Optimism
Acceptance
Respect

STATEMENT OF COMMITMENT TO EQUITY, INCLUSION AND RESPECT

The mission of St. Cloud Area School District 742 is to prepare all learners, in partnership with their families and the community, to live and contribute within a changing and diverse world. Board Policy 105 affirms the School District's commitment to maintain learning and working environments that are free from harassment and violence. In particular, the Board acknowledges its obligation under the Minnesota Human Rights Act to prevent harassment on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation or disability.

To accomplish our mission and to meet the commitment of Board Policy 105 will require the attention of our students, parents and District staff, working together to create welcoming and respectful environments for all members of the School District community. The School District affirms that it does not tolerate acts of harassment and will promptly respond to concerns or complaints.

Any student or staff member who believes he or she has been subjected to harassment is encouraged to report the harassment to the School District through a building administrator or through the School District's Human Rights Officer. Complaints of harassment will be investigated, and appropriate corrective action will be taken in response to any findings of harassment in violation of School District Policy. Action by the School District will be targeted to stop the harassment and to prevent it from reoccurring. Students or staff members found to have engaged in acts of harassment will be subject to discipline up to and including suspension and expulsion or termination.

For more information or to report a concern, please contact the Human Rights Officer: Tracy Flynn Bowe, District Administration Office, 1000 44th Avenue North, Suite 100, St. Cloud, MN 56303. Phone: (320) 202-6819. Email: tracy.bowe@isd742.org

Respectfully,



Bruce Watkins
Superintendent

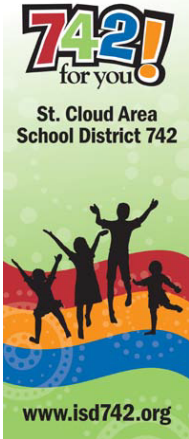


Cindy Harner
Board of Education Chair

DISTRICT 742 STRATEGIC ROADMAP 2009-2014

District 742 Strategic Roadmap 2009-2014

Approved by Board of Education 10/22/09

Mission Statement	<i>Our Core Purpose</i>		Core Values	<i>Drivers of Our Words and Actions</i>
<p>The mission of District 742 is to prepare all learners, in partnership with their families and the community, to live and contribute within a changing and diverse world</p>			<p>Excellence: <i>A continuous and relentless pursuit of the highest standards of rigor and relevance while being accountable to each other in all we do.</i></p> <p>Learning: <i>Keep the student at the center of our planning, preferences and choices while assuring many opportunities to maximize thinking, learner access, potential and success in a differentiated learning environment.</i></p> <p>Leadership: <i>Act courageously, fulfill our responsibilities, and collaborate with our constituencies to bring valued perspectives to our decisions.</i></p> <p>Partnership: <i>Engage in our shared mission with trust, competency, transparency and interdependency with all stakeholders: staff, students, families, community, organizations, and school board.</i></p> <p>Respect: <i>Honesty, authenticity and compassion in our words and actions while valuing the strengths, and the contributions of all, in this diverse community.</i></p>	
<p>Vision 2014</p> <ol style="list-style-type: none"> 1. Shared ownership for student success: community, families, students and district 2. Integrating technology as “what we do” at a pace with the world 3. Excellence in teaching, learning and engagement assuring success for <u>ALL</u> 4. <u>ALL</u> students achieving and excelling 5. Well resourced, well managed, well governed 6. Culture and environment which is inclusive, attractive, respectful and reflective of all 7. Community partnership around a clear image, identity and value 	<p><i>What We Intend to Create and Experience</i></p>		<p>Strategic Directions</p> <ol style="list-style-type: none"> A. Developing & implementing instructional district practices focused on diverse student needs B. Responsible, efficient and effective management of our human, financial and physical resources C. Aligning and improving systems & structures to move towards our vision D. Developing partnership processes & capacity to address the practices, assumptions and experiences of mistrust between the adults E. Developing a clear & effective District 742 image 	<p><i>Focused Allocation of Our Resources</i></p>

RIGHTS AND RESPONSIBILITIES OF THE SCHOOL DISTRICT COMMUNITY

STUDENT RIGHTS

Students have the right to:

1. Be treated courteously, fairly and respectfully by other students and school staff, according to our District's Core Values.
2. Attend school and receive a free and appropriate public education as provided by law.
3. Be taught in a safe learning environment.
4. Receive a written copy of select district and school policies and procedures at the beginning of the school year.
5. Bring complaints or concerns to the school principal or staff.
6. Request or challenge, in writing, an explanation of anything in their education records.
7. Be told, orally and/or in writing, the reason(s) for any disciplinary decisions.
8. Have a parent attend applicable disciplinary conferences, re-entry conferences, and hearings.
9. Have school staff or an administrator present when police are called, and notify a parent.

STUDENT RESPONSIBILITIES

Students have the responsibility to:

1. Behave respectfully toward everyone in the school community, according to our District's Core Values.
2. Attend all classes daily and be prepared.
3. Complete assignments to the best of your ability.
4. Do assigned homework and ask for help when needed.
5. Ask for help when needed.
6. Read outside of school every day.
7. Bring only those materials to school that are allowed.
8. Know and follow school rules and expectations.
9. Notify school staff about any dangerous behavior or activity that occurs on school grounds or off school grounds that may result in disruption to the educational setting.
10. Keep parents informed of school-related issues.

RIGHTS AND RESPONSIBILITIES OF THE SCHOOL DISTRICT COMMUNITY

SCHOOL STAFF RIGHTS

School staff have the right to:

1. Work in a safe and orderly environment.
2. Be treated courteously, fairly and respectfully by students, parents or guardians and other school staff, according to our District's Core Values.
3. Communicate concerns, suggestions and complaints to the school/building office.
4. Receive professional and supportive development training.
5. Use available resources for quality instruction.
6. Modify instruction to connect with the learner, when appropriate, and be consistent with the policies of the Board of Education and District Strategic Roadmap for St. Cloud Area School District 742.

SCHOOL STAFF RESPONSIBILITIES

School staff have the responsibility to:

1. Attend work daily, be punctual and use well-planned, creative and engaging instructional plans every day.
2. Maintain safe and orderly schools by using prevention and intervention strategies, and by following St. Cloud Area School District 742's Code of Conduct.
3. Be respectful and courteous to students, families and each other, while serving as role models for students and according to our District's Core Values.
4. Be knowledgeable about the rules, policies and procedures of St. Cloud Area School District 742 and enforce them fairly and consistently.
5. Be knowledgeable about the District Strategic Roadmap and align work to it.
6. Be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities.
7. Communicate policies, expectations and concerns, and respond to complaints or concerns from students and parents or guardians in a timely manner and in a language they understand.
8. Make sure that students are referred to the appropriate internal and external resources.
9. Keep families informed of student academic progress and behavior; create meaningful opportunities for their participation and regular communication in a language they understand.
10. Provide makeup work for students with excused absences, including those students who are absent for disciplinary reasons.
11. Participate in professional development opportunities.

RIGHTS AND RESPONSIBILITIES OF THE SCHOOL DISTRICT COMMUNITY

DISTRICT STAFF RIGHTS

District staff have the right to:

1. Work in a safe and orderly environment.
2. Be treated courteously, fairly and respectfully by students, parents or guardians and other school staff, according to our District's Core Values.
3. Communicate concerns, suggestions and complaints to the appropriate supervisors.
4. Receive professional and supportive development training.
5. Use available resources for quality district work.

District staff have the responsibility to:

1. Create and implement policies and procedures that encourage safe and orderly schools for all students and school staff.
2. Be knowledgeable about the District Strategic Roadmap and align work to it.
3. Protect the legal rights of school staff, students, and parents.
4. Be courteous, respectful and fair with students, parents, and school staff.
5. Provide a standards-based and varied curriculum to meet individual student needs.
6. Inform the community, students, parents, and school staff about policies of the Board of Education.
7. Ensure the protection of legal rights of individuals with disabilities.
8. Provide qualified staff that are trained to meet the needs of students.
9. Provide support and professional development to school staff to help them support students.
10. Support school staff in the fulfillment of their disciplinary responsibilities as defined by St. Cloud Area School District 742's Code of Conduct.
11. Represent the District's Core Values of Excellence, Learning, Leadership, Partnership and Respect.
12. Align work to the District Strategic Plan.

RIGHTS AND RESPONSIBILITIES OF THE SCHOOL DISTRICT COMMUNITY

FAMILIES' RIGHTS

Families have the right to:

1. Be actively involved in their children's education.
2. Be treated courteously, fairly, and respectfully by all school staff, according to our District's Core Values.
3. Receive information about the policies of the Board of Education and procedures that relate to their children's education.
4. Receive regular reports, whether written or oral, from school staff regarding their children's academic progress or behavior, including but not limited to report cards, behavior progress reports and conferences. Receive information from staff about ways to improve their child's academic or behavioral progress, including but not limited to counseling, tutoring, after-school programs, academic programs and mental health related services within St. Cloud Area School District 742 and the community.
5. Receive information and prompt notification of inappropriate behaviors by their child when a formal disciplinary action is taken by school staff.
6. Receive information about due process procedures for disciplinary matters concerning their child, including information on conferences and appeals.
7. Receive information from staff about ways to improve their child's academic or behavioral progress, including but not limited to counseling, tutoring, after-school programs, academic programs and mental health related services within the district and community.
8. Receive information about services for students with disabilities and English Learners when applicable.
9. Receive communications through interpreters when appropriate.

FAMILIES' RESPONSIBILITIES

Families have the responsibility to:

1. Make sure their children attend school regularly and on time.
2. Notify schools why their children are absent promptly.
3. Give updated contact information to their children's individual school for use in Skyward.
4. Notify school officials about any concerns or complaints in a respectful and timely manner.
5. Monitor academic, behavioral and attendance information found in the Parent Portal for Skyward.
6. Work with school staff to address academic or behavioral problems their children may experience.
7. Support St. Cloud Area Schools by being a role model for their children, attending conferences and school events, and talking with their children about school and expected behavior.
8. Read and become familiar with the policies of the Board of Education and related Administrative Procedures.
9. Give their children a space to complete their homework or allow participation in after-school programs that permit the completion of homework.
10. Be respectful and courteous to staff, other families, and students, according to our District's Core Values.
11. Encourage their children to read daily at home.
12. Promote wellness and daily physical activity outside of school.

INTERVENTION STRATEGIES

To help students conduct themselves appropriately, St. Cloud Area School District 742's *2011-12 Code of Conduct* provides a list of prevention and intervention strategies that may be used prior to or in addition to any disciplinary response to student misbehavior. Examples of prevention and intervention strategies may include:

- ❖ **Behavior Expectation Matrix:** See your child's school Expectation Teaching Matrix in Appendix A.
- ❖ **Behavior Support Plan (BSP):** A proactive plan designed by school staff to correct inappropriate or disruptive student behavior through positive behavioral interventions, strategies and supports. This plan is appropriate for students with and without disabilities.
- ❖ **Community Conferencing:** Allows students, school staff and others involved in a conflict to discuss the conflict, how it affected them and to propose solutions.
- ❖ **Community Service:** Allows students to participate in some sort of activity to serve and benefit the community. Examples include working at a soup kitchen, cleaning up public spaces, helping at a facility for the aged, etc.
- ❖ **Conference:** Involves students, families, teachers, school staff and principals in discussion about student misbehavior and potential solutions that address social, academic and personal issues related to the behavior.
- ❖ **Conflict Resolution:** Conflict resolution empowers students to take responsibility for peacefully resolving conflicts. Students, families, teachers, cultural navigators, school staff and principals engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening and effective communication.
- ❖ **Early Intervention Team (EIT):** Usually consists of teachers, school principals, school counselors, social workers, nurses, mental health clinicians, cultural navigators, psychologists or external agency representatives, who help develop prevention and intervention techniques and alternative strategies that ultimately lead to student success. When student behavior requires intervention, families and school staff may request the EIT develop a plan to address the behavior.
- ❖ **Functional Behavior Assessment (FBA):** Involves gathering information about a student's inappropriate or disruptive behavior and determining approaches that school staff should take to correct or manage student behavior. This information is used to develop a Behavior Support Plan (BSP) for the student.
- ❖ **Individualized Education Plan (IEP) Teams:** Groups of individuals who are responsible for: identifying and evaluating students with disabilities; developing, reviewing and revising IEPs for students with disabilities; Functional Behavior Assessments and Behavior Intervention Plans; and determining the placement of students with disabilities in a least restrictive environment.
- ❖ **Mentoring Program:** Students are connected with mentors (a counselor, teacher, fellow student, cultural navigators, or community member) who helps with their personal, academic and social development (e.g. Link Crew, WEB).

INTERVENTION STRATEGIES

- ❖ **Parent Outreach:** Requires school staff to inform parents or guardians of their children's behavior and seek their assistance in correcting inappropriate or disruptive behavior. Parent outreach can include a request for parents to accompany students to school via written or telephone communications that keep them aware of the student's behavior, task completion and achievement.
- ❖ **Peer Mediation:** This is a form of conflict resolution in which students help other students deal with and develop solutions to conflicts.
- ❖ **Referral to Appropriate Substance Abuse Counseling Services:** Students with behavior related to substance abuse, or when there is reason to believe substance abuse counseling is needed, are referred to school-based or community-based services.
- ❖ **Referral to Community-Based Organizations:** Students can be referred to community-based organizations for a variety of services, including afterschool-programming, individual or group counseling, leadership development, conflict resolution and tutoring, for example; Co-located Therapist, Access & Opportunity Program, Big Brothers/Big Sisters, etc.
- ❖ **Referral to School-Based Health and Mental Health Services or Other Social Services:** These services provide counseling and assessments to students in need. Students are encouraged to privately share issues or concerns that lead to inappropriate or disruptive behavior or negatively affect academic success. In counseling sessions, students discuss goals and learn techniques that help them overcome personal challenges. Families are to be regularly informed of student progress during counseling sessions and at school. Sessions can also involve family members or can be done in groups.
- ❖ **Restorative Justice Strategies:** These are interventions designed to identify and address the harm caused by an incident, and to develop a plan to heal and correct the situation.
- ❖ **Student Recognition System:** The Positive Behavioral Interventions and Supports (PBIS) system supports a proactive approach to encouraging positive student behaviors. A formal system is established at each school site to recognize positive student behaviors.

DISCIPLINARY RESPONSES: SUSPENSION AND EXPULSION

In certain circumstances, disciplinary responses that remove students from the classroom or school environment may be necessary. In these cases, St. Cloud Area School District 742's goal is to make sure that students continue their education, learn how to behave appropriately and correct any harm they may have caused. Responses may include:

- ❖ **Removal from Class:** Actions taken by a teacher, principal, or other District employee to prohibit a student from attending a class or activity for a period of time not to exceed five days, pursuant to the District Discipline Board Policy #506.A.
- ❖ **Dismissal:** A dismissal for one school day or less is a day or a partial day of suspension if the child with a disability does not receive regular or special education instruction during the dismissal period. **The notice requirements under Minn. Stat. §§ 121A.46 do not apply to a dismissal of one day or less.**
- ❖ **CAAP: Community, Accountability and Prevention** is a program offered to students in grades six through ten as an alternative to being sent home due to a suspension.
- ❖ **In-School Suspension:** The exclusion of a student within the school building from his or her regular education program for up to, but not more than, three days per incident.
- ❖ **Short-Term Out of School Suspension:** The removal of a student from school for up to but not more than ten school days. Short-term suspensions over five school days must be approved by the Superintendent.
- ❖ **Extended Suspension:** The temporary removal of a student from school for a specified period of time longer than ten school days, but not more than 45 school days, by the Superintendent or the Superintendent's designee. A student may be referred for extended suspension if his or her presence in school presents a danger or severe disruption, if additional time is needed to further investigate the incident, or if a recommendation to expel the student has been made.
- ❖ **Expulsion:** The removal of a student from his or her regular school program by the Superintendent or Superintendent's designee for more than 45 school days. A student may only be recommended for expulsion if an extended suspension is inadequate to address the behavior; the behavior has seriously endangered the health, welfare, or safety of other students or school personnel; or the student's continued presence in the school constitutes a significant safety risk. An expulsion may be permanent if the behavior results in serious injury or places others in substantial risk of serious injury or death.
- ❖ **Interim Alternative Educational Placement:** Under certain special circumstances school personnel may remove a student with a disability to an interim alternative educational setting or placement for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student carries or possesses a weapon at school or school premises or at a school function; knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

DISCIPLINARY RESPONSES: SUSPENSION AND EXPULSION

- ❖ **Alternative Educational Placement:** General education students may be recommended for an alternative educational placement while on expulsion for behavior that has seriously endangered the health, welfare, or safety of other students or school staff. Students on suspension or expulsion are not permitted to remain in school without an alternative educational placement plan.
- ❖ **Alternative Educational Setting:** This setting can be inside or outside a school that enables students with IEPs to continue to progress in the general curriculum, and to continue to receive special education, related services, and accommodations needed to meet the goals of their IEP.

DISCIPLINARY RESPONSES: SUSPENSION AND EXPULSION

Suspension Facts for Parents

Parents are entitled to written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40 through 121A.56 by mail within 48 hours of the conference. The administrator will make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension. Students are to be provided the written notice at or before the time the suspension is to take effect. Written notification is not required for students dismissed from school one day or less.

- ❖ Students are entitled to a conference with the school staff when they are removed from the classroom or school for disciplinary reasons for more than one school day.
- ❖ Students must be given an opportunity to tell their side of the story before being placed on in-school, short-term, or proposed extended suspension.
- ❖ Students are entitled to make up work when they are excluded from school.
- ❖ Alternative educational services during the dismissal period are provided:
 - For suspensions of three or more days, homework is assigned and collected.
 - If suspension exceeds five days, and expulsion is pending, homebound tutoring is provided.
 - A teacher or other staff member will be designated as the person to respond to parent questions regarding alternative educational services.
- ❖ The school must make arrangements to obtain makeup work.
- ❖ It is the student's responsibility to complete makeup work in a timely manner.
- ❖ Students cannot be suspended for more than five consecutive school days without the Superintendent or Superintendent's designee's approval.
- ❖ If the student participates in Minnesota State High School League activities or other school activities, a copy of the suspension is provided to the Activities Director.
- ❖ If a suspension results in more than ten total days suspension for a student in one school year, the school will make reasonable attempts to convene a meeting with the student's parent or guardian, refer the student to the Building Intervention Team (if not already referred), and be referred to the Mental Health Triage Therapist who will meet with the parent to arrange a referral for a mental health screening at parent/guardian expense.
- ❖ For students with disabilities (Special Education Services or under a Section 504 Plan) specific procedural safeguards must be followed.
- ❖ If a student is an English Learner and interpreting services are needed either by the student or parents/guardians, an interpreter will be arranged.
- ❖ Students and parents have a right to appeal the decision to remove the student on an extended suspension or expulsion.
- ❖ Students must be admitted to school on the assigned reinstatement date without regard to parent's appearance for a conference with the school principal or designee.

DISCIPLINARY RESPONSES: KEY TERMS

For more information about student disciplinary responses, refer to the Board Policy #506 located at www.isd742.org. If you have questions regarding a suspension or expulsion, you may contact the building principal or the Executive Director of Human Resources at 320-253-9333, extension 1029. Following is the Minnesota Department of Education link to the Pupil Fair Dismissal Act: <http://education.State.mn.us/mdeprod/groups/Compliance/documents/LawStatute/000099.pdf>

Discipline

Policy and Administrative Regulation: St. Cloud Area School District 742's Code of Conduct was written in accordance with the policies of the Board of Education/Administrative Procedures and Minnesota laws and regulations.

Distribution of St. Cloud Area Schools' Code of Conduct

St. Cloud Area School District 742 must post the Code in a visible area on the District's web site and in each individual school. Schools must provide each family with a personal copy. Families may contact the principal or the principal's designee if additional assistance is needed.

Makeup Work

When students are removed from class because of inappropriate or disruptive behavior, school staff must provide students with missed assignments and the opportunity to make up those assignments in a reasonable amount of time without penalty. Students with Individualized Education Plans (IEPs) and 504 plans have additional protections.

School Resource Officer

St. Cloud Area School District 742's Code of Conduct identifies certain inappropriate or disruptive behaviors that may be considered a danger to the health, safety, and welfare of the school community. When these behaviors occur, the school's Resource Officer or other law enforcement may be notified. If and when school staff take steps to contact police, every attempt will be made to notify a parent of the affected student. Please see Board Policy #532 for specific policy regarding students with disabilities.

Use of the Code of Conduct for Behavior During all School Related Activities including off-District Property

The Code of Conduct applies to all students and school personnel at all times while they are on St. Cloud Area Schools District 742's property during school hours, before and after school, while traveling in vehicles funded or owned by St. Cloud Area School District 742, and at any school-sponsored event, including field trips. Incidents that occur off school grounds are generally not addressed by St. Cloud Area School District 742 or its Code of Conduct, except for those incidents that occur during students' regular route to and from school, at school-sponsored activities, or within a reasonable time before and after school or school activities. If it has been determined that students have engaged in cyber bullying during non-school hours and the behavior seriously impacts the climate, safety or learning of other students in the school, St. Cloud Area School District 742 may implement intervention or disciplinary responses included in the Code of Conduct.

DISCIPLINARY RESPONSES: KEY TERMS

Tiers (levels) of Response

All students have ample opportunity for learning appropriate behavior life skills. Examples are following directions, staying on task until task completion, showing self-control, building relationships, learning problem-solving skills, and recognizing the role of authority.

When students are disruptive or behave inappropriately, school staff respond logically, appropriately and consistently. *Creating a Positive School Community Partnership: St. Cloud Area School District 742's 2011-12 Code of Conduct* divides the responses to inappropriate and disruptive behaviors into three levels or tiers; Tier I, Tier IIA, Tier IIB, and Tier III. Each inappropriate or disruptive behavior is assigned to one or more tiers of intervention and responses. School staff should use only the tier suggested for each behavior.

If the inappropriate or disruptive behavior is assigned to two or more tiers, then the lowest tier of intervention and disciplinary response should be used first when appropriate. For example, if a student refuses to follow directions, school staff should first use intervention strategies and responses in Tier I before moving to Tier II. Severity, duration, and intensity of behavior, as well as protection of other students' security and safety will be considered in determining the level of response. The tier system is not intended to constrain the application of judgment, and in some cases, the severity of conduct may result in the application of a higher tier even for the first instance of misconduct.

When school staff respond to student misbehavior, they are expected to take into account: the age, health, decision-making ability, and disability or special education status of the student, the appropriateness of the student's academic placement, the student's prior conduct and record of behavior, the student's willingness to repair the harm, the seriousness of the offense and the degree of harm caused, and the impact of the incident on the school community.

TIERS OF INTERVENTIONS AND DISCIPLINARY RESPONSES

T I E R I	EXAMPLES OF INTERVENTIONS AND RESPONSES	
	<p>These interventions aim to teach and correct alternative behaviors so students can learn and demonstrate safe and respectful behavior. Staff are encouraged to try a variety of teaching and classroom management strategies.</p> <ul style="list-style-type: none"> ▪ Define Teacher/Student Roles and Responsibilities ▪ Creation of Behavioral Expectations ▪ Visual Posting of Behavioral Expectations ▪ Explicit Teaching and Guided Practice of Behavioral Expectations ▪ Relationship Building (Student to Student, Student to Teacher) ▪ Ongoing Modeling of Behavioral Expectations Across Settings ▪ Morning Meeting/Circle of Power and Respect ▪ Reminders and Redirection (i.e. Role Play) ▪ Positive Reinforcement ▪ Motivational Strategies ▪ Teacher or Student Conference ▪ Visual Schedule ▪ Visual Cues ▪ Seat Change ▪ Consistent, Logical Consequences 1) Take a Break 2) Buddy Break 3) Social Conference 4) Class Problem-Solving Meeting ▪ Verbal Correction ▪ Loss of Classroom Privileges ▪ Establish Buddy Teacher System ▪ Contact Parent Via Telephone, E-mail or Text Message ▪ Daily Progress Sheet on Behavior ▪ Parent or Guardian Conference ▪ Written Reflection or Apology ▪ Verbal De-escalation ▪ In-Class Time-Out/Take-a-Break ▪ Detention ▪ Parent or Guardian Accompany Student to School 	
T I E R II	EXAMPLES OF STUDENT SUPPORT TEAM INTERVENTIONS AND RESPONSES	
	<p>These interventions often involve support staff, both school-based and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions, and change the conditions that contribute to the student's inappropriate or disruptive behavior.</p> <ul style="list-style-type: none"> • Parent or Guardian Notification • Community Conferencing • Mentoring Program • Peer Mediation • Social Skills Instruction • Friendship Groups • Lunch Bunch • Functional Behavioral Assessment • Referral to Targeted Services • Referral to After-school Programs • Service to School • Conflict Resolution • Restorative Justice • Community Mediation • Short-term Behavioral Progress Reports • Behavior Support Plan • Referral to Community Based Organizations • County Referral for Attendance Issues 	
T I E R II	EXAMPLES OF INTENSIVE SUPPORT STAFF AND ADMINISTRATIVE INTERVENTIONS AND RESPONSES: TIER II-A	
	<p>These interventions can involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.</p> <ul style="list-style-type: none"> • Positive Practice • Explicit Modeling with Systematic Reinforcement of Desired Behaviors • Explicit Instruction of Replacement Behaviors • Health Realization Strategies • Behavioral Momentum • Social Stories • Change in Schedule or Class • Parent or Guardian Notification • Restorative Justice Strategies, including School and Community Service • Loss of Privileges • Restitution • Detention • Conflict Resolution • Referral to Triage • Peer Mediation • Warning by Appropriate Administrator • Referral to EIT and, when needed, IEP team • Revision to IEP (for students with disabilities) • Community Conferencing • In-School Suspension • Assignment of Work Projects • Mentoring • Community Service • Develop a 504 Plan 	
	EXAMPLES OF SUSPENSION AND REFERRAL RESPONSES: TIER II-B	
	<p>These interventions may involve the short-term removal of a student from the school environment because of the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior.</p> <ul style="list-style-type: none"> • Parent or Guardian Notification • Suspension (one-two days) • Referral to Early Intervention Team • Substance Abuse Counseling Suggestion • Referral to Night or Summer School Program • Revision of IEP (students with disabilities) as needed • Develop Functional Behavioral Assessment and Behavior Support Plan • Referral to Community Based Organizations • Community Conferencing and Community Mediation 	

TIERS OF INTERVENTIONS AND DISCIPLINARY RESPONSES

T I E R III	<p>EXAMPLES OF EXTENDED SUSPENSION AND REFERRAL RESPONSES</p> <p>These interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on maintaining the safety of the school community and ending self-destructive and dangerous behavior.</p>
	<ul style="list-style-type: none"> • Parent or Guardian Notification • Suspension (three + days) • Referral to Triage • Extended Suspension (ten + days) • Functional Behavioral Assessment • Community Conferencing • Referral to Community Based Organizations • Community Accountability and Prevention Program (CAAP) • Referral to IEP Team (students with disabilities) for Manifestation Determination and Placement Options • Alternative Educational Placement • Behavior Intervention Plan • Substance Abuse Counseling Suggestion • Expulsion (serious behavioral infractions)

INAPPROPRIATE AND DISRUPTIVE BEHAVIOR AND TIER OF RESPONSE

KEY:

TIER I: Classroom support and student support team – may be appropriate when student has no prior incidents and interventions have not been put in place.

TIER II-B: Suspension and referral.

TIER II-A: intensive support staff and appropriate administration – may be appropriate when supports have been put in place in the classroom and/or school environment to address behavior but the behavior has continued to negatively impact the learning of the student and others.

TIER III: extended suspension, expulsion, and referral – may be appropriate when student's behavior seriously impacts the safety of others in the school.

Inappropriate or Disruptive Behavior	Tier I	Tier II-A	Tier II-B	Tier III	Referred to Law Enforcement
<p>Alcohol – AL1 (Board Policy #506)</p> <p><i>Alcoholic Beverage</i> means any liquid containing any amount of alcohol. This includes non-alcoholic beer, wine, or spirits.</p> <ul style="list-style-type: none"> ▪ Under the influence ▪ Possessing, distributing or selling 			❖	❖	❖
<p>Arson – AR1 (Board Policy #506)</p> <p>The intentional burning of other's property</p>			❖	❖	❖
<p>Assault-Physical – AS1 (Board Policy #506)</p> <ul style="list-style-type: none"> ▪ An act done with intent to cause fear of immediate bodily harm or death; ▪ The intentional infliction of or attempt to inflict bodily harm upon another; or ▪ The threat to do bodily harm to another with present ability to carry out the threat. 			❖	❖	❖
<p>Assault-Sexual – AX1 (Board Policy #506)</p> <p>Conduct of a <i>sexual</i> or indecent nature toward another person that is accompanied by actual or threatened physical force or that induces fear, shame, or mental suffering.</p>			❖	❖	❖
<p>Attire Inappropriate – AT1 (Board Policy #504; 506)</p> <p>A. Inappropriate clothing includes, but is not limited to, the following:</p> <ol style="list-style-type: none"> 1. "Short shorts", skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards. 2. Saggy pants that are not worn around the waist/waistline. 3. Clothing which bears a message which is lewd, vulgar, or obscene. 4. Apparel promoting products or activities that are illegal for minors. 5. Objectionable emblems, badges, symbols, signs, words, objects, or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in Board Policy 504. 6. Any apparel or footwear that would damage school property. <p>B. Hats are not allowed in the building except with the approval of the building principal (i.e., student undergoing chemotherapy; medical situations).</p> <p><i>Appropriate clothing includes, but is not limited to, the following:</i></p> <ol style="list-style-type: none"> 1. <i>Clothing appropriate for the weather.</i> 2. <i>Clothing that does not create a health or safety hazard.</i> 3. <i>Clothing appropriate for the activity (i.e., physical education or the classroom).</i> <p><i>It is not the intention of these procedures to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, or do not advocate violence or harassment against others.</i></p>	❖	❖	❖		

INAPPROPRIATE AND DISRUPTIVE BEHAVIOR AND TIER OF RESPONSE

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TIER III: extended suspension, expulsion, and referral – may be appropriate when student's behavior seriously impacts the safety of others in the school.

Inappropriate or Disruptive Behavior	Tier I	Tier II-A	Tier II-B	Tier III	Referred to Law Enforcement
<p>Bomb – BM1 (Board Policy #506) An explosive weapon detonated by impact, proximity to an object, a timing mechanism, or other means.</p>				❖	❖
<p>Bomb Threat – BO1 (Board Policy #506) A threat, usually verbal or written, to detonate an explosive or incendiary device to cause property damage, death, or injuries, whether or not such a device actually exists.</p>			❖	❖	❖
<p>Bullying – BL1 (Board Policy #514) Repeated behavior by an individual or group that is intended to cause the victim, or would cause a reasonable person of the same age as the victim, to feel frightened, threatened, intimidated, humiliated, shamed, disgraced, ostracized, or physically abused. Bullying can take place in several forms including but not limited to the following:</p> <ul style="list-style-type: none"> ▪ Written, verbal, or nonverbal ▪ Threats ▪ Intimidating or threatening gestures 	❖	❖	❖	❖	❖
<p>Bus Misconduct - Class I offense – BU1 (Board Policy #709) Standing; yelling/excessive noise; eating/drinking/littering; play fighting/horseplay; minor pushing/shoving; minor teasing/mild profanity; minor forms of insubordination (and student complies within a short time); radios/boom boxes; other offenses as reported by the driver.</p>	❖	❖	❖		
<p>Bus Misconduct - Class II offense – BU2 (Board Policy #709) Hanging out of windows; throwing of any object; fighting/physical aggression/assault; harassment; threats; serious insubordination and will not comply; possession/use/distribution of chemicals or mood altering substances to include tobacco; vandalism to bus; lighting of matches/flames/fireworks/etc; unauthorized use of emergency door/equipment; illegal acts; other offenses reported by driver.</p>			❖	❖	❖
<p>Cheating – CE1 (Board Policy #506) <i>Cheating</i> includes, but is not limited to, cheating on a school assignment, plagiarism or including the use of picture phones or other technology to accomplish this end; submitting another person's work as your own.</p>	❖	❖			
<p>Computer Violation – CO1 (Board Policy #106) <i>*Student accounts are not guaranteed to be private</i></p> <p>Definition includes, but is not limited to:</p> <ul style="list-style-type: none"> ▪ Illegal activities, vandalism, harassment, threats, bullying ▪ Used for personal gain ▪ Attempting to gain unauthorized access to the network ▪ Sending out personal address or phone numbers of students or colleagues. ▪ Going to unapproved websites 	❖	❖	❖	❖	❖

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Inappropriate or Disruptive Behavior	Tier I	Tier II-A	Tier II-B	Tier III	Referred to Law Enforcement
Disruptive – DB1 (Board Policy #506) Excessive or repeated interruption to the learning environment. Includes, but not limited to: <ul style="list-style-type: none"> ▪ Not following adult instructions...defiance of authority ▪ Refusal to behave in a quiet manner 	❖	❖			
Drug Paraphernalia – DD1 (Board Policy #506) Possession of any device used to consume drugs, including but not limited to, pipes, needles, clips, papers.			❖	❖	❖
Drugs – Prescription – DP1 (Board Policy #506) Possession except as prescribed by a physician and approved by school nurse, or distribution of prescription drugs.			❖	❖	❖
Drugs – Use/Possession – DR1 (Board Policy #506) Possession, use, distributing, under the influence of narcotics, drugs or other controlled substances or look alike substances.			❖	❖	❖
Drugs – Illegal Selling – DS1 (Board Policy #506) Selling any narcotic, drug, controlled substances or look alike substances.				❖	❖
Electronic Device – ED1 (Board Policy #506) Using devices or objects including, but not limited to pagers, radios, computers, portable devices (e.g. iPod), Personal Digital Assistant (PDA), and/or phones, including picture phones, in a manner which is disruptive, or otherwise interferes with the educational environment or extracurricular activities.	❖	❖			
Fight – Two Responsible Parties – F11 (Board Policy #506) Physical incident involving two or more students including, but not limited to punching, kicking, pulling hair, biting.			❖	❖	❖
Fire Alarm – FR1 (Board Policy #506) Tampering with or pulling the fire alarm without cause.			❖	❖	❖
Forgery – FO1 (Board Policy #506) Forging someone's signature.	❖	❖			
Gambling – GA1 (Board Policy #506) Playing a game of chance for stakes.	❖	❖			
Gang Activity – GN1 (Board Policy #506) Includes, but is not limited to: <ul style="list-style-type: none"> ▪ Tagging or graffiti ▪ Hand gestures ▪ Clothing, articles of clothing or manipulation of clothing ▪ Display of certain colors and/or symbols depicting association with a known gang ▪ Jewelry ▪ Hats or other head gear ▪ Recruitment and/or initiation activities 	❖	❖	❖	❖	❖

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Inappropriate or Disruptive Behavior	Tier I	Tier II-A	Tier II-B	Tier III	Referred to Law Enforcement
<p>"Gang" as used in these procedures means any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities, the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in a pattern of criminal gang activity. The "pattern of gang activity" means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal or group affiliation.</p>					
<p>Harassment (Board Policy #105)</p> <p>Disability Harassment – HD1 Unwelcome behavior based upon disability, which has the purpose or effect of creating an intimidating, hostile or offensive environment.</p>	❖	❖	❖	❖	❖
<p>Ethnicity/National Origin Harassment – HE1 Unwelcome behavior based upon ethnicity, which has the purpose or effect of creating an intimidating, hostile or offensive environment.</p>	❖	❖	❖	❖	❖
<p>Gender/Sexual Harassment – HG1 Unwelcome behavior based upon sex or gender, which has the purpose or effect of creating an intimidating, hostile or offensive environment.</p>	❖	❖	❖	❖	❖
<p>Color/Racial Harassment – HC1 Unwelcome behavior based upon race or color, which has the purpose or effect of creating an intimidating, hostile or offensive environment.</p>	❖	❖	❖	❖	❖
<p>Religious Harassment – HR1 Unwelcome behavior based upon religion or creed, which has the purpose or effect of creating an intimidating, hostile or offensive environment.</p>	❖	❖	❖	❖	❖
<p>Sexual Orientation Harassment – HS1 Unwelcome behavior based upon sexual orientation, which has the purpose or effect of creating an intimidating, hostile or offensive environment.</p>	❖	❖	❖	❖	❖
<p>Harassment Other – HO1 Unwelcome behavior based upon familial status, or public assistance status, and/or age, which has the purpose or effect of creating an intimidating, hostile or offensive environment.</p>	❖	❖	❖	❖	❖
<p>Insubordination – IN1 (Board Policy #506) Not listening and following directions from an adult in the school. Includes, but is not limited to:</p> <ul style="list-style-type: none"> ▪ Failure to give name ▪ Refusal to comply with request 	❖	❖			
<p>Left Grounds – LG1 (Board Policy #506) Student leaves building/grounds and return without permission during the day – e.g. leaves closed campus to eat lunch and return.</p>	❖	❖			
<p>MSHSL Violation – MS1 <i>*See Minnesota State High School League Rules at http://www.mshsl.org</i></p>					

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Inappropriate or Disruptive Behavior	Tier I	Tier II-A	Tier II-B	Tier III	Referred to Law Enforcement
Physical Horseplay – PY1 (Board Policy #506) Behavior that poses a risk of harm upon another person, even though accidental or a result of poor judgment.	❖	❖			
Possession of Stolen Property – PS1 (Board Policy #506) Possession of property belonging to others that has been reported stolen.		❖	❖	❖	❖
Property Misuse – PM1 (Board Policy #506) Using an item or piece of equipment in a manner for which it was not intended.	❖	❖			
Tardies – TA1 (Board Policy #506) Referral to administration for persistent or excessive tardiness to class or school after teacher interventions.	❖	❖			
Teasing – TE1 (Board Policy #506) To irritate or provoke with persistent petty distractions and other annoyances.	❖	❖			
Theft – TH1 (Board Policy #506) Taking or obtaining the property of another person or institution without permission or knowledge of the owner, with the intent to deprive the owner of its use.	❖	❖	❖	❖	❖
Threat/Intimidation – TI1 (Board Policy #506) A declaration of an intention or determination to inflict punishment, injury, etc.	❖	❖	❖	❖	❖
Tobacco – TB1 (Board Policy #506) Possession or use of cigarettes, cigars, and such other kinds and forms of tobacco prepared for chewing or smoking. For the purpose of these rules, tobacco will not be considered a drug.		❖	❖	❖	❖
Trespassing – TP1 (Board Policy #506) Being on school property without permission including while suspended or expelled including upon breaking and entry.					❖
Truant All Day – TR1 (Board Policy #503) Referral to administration for truancy all day.	❖	❖			❖
Truant To Class – TC1 (Board Policy #503) Referral to administration for truancy to class after teacher interventions.	❖	❖			❖
Truant – Habitual – TU1 (Board Policy #503) Habitual Truancy (e.g. unlawfully absent from school for a number of days within the school year.)					❖
Vehicle Violation – VE1 (Board Policy #506) Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property.			❖	❖	❖
Violations Against Property – VP1 (Board Policy #506) Violations against, including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism.	❖	❖	❖	❖	❖

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Inappropriate or Disruptive Behavior	Tier I	Tier II-A	Tier II-B	Tier III	Referred to Law Enforcement
<p>Weapons – Firearm – WF1 (Board Policy #501)</p> <p>Weapon Firearm: any "weapon" (including a "starter pistol") which is designed to, or can be converted to expel a projectile by the action of an explosive. (Definitions of other firearms and related explosive devices can be found in section 921 of Title 18 of the United States Code, chapter 44 "Firearms").</p>				❖	❖
<p>Weapons – Other – WE1 (Board Policy #501)</p> <p><i>Weapon</i> means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; air guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon - No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non- functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.) to inflict bodily harm and/or intimidate, and such use will be treated as the possession and use of a weapon.</p>			❖	❖	❖

GLOSSARY OF TERMS

The Glossary of Terms listed below are items not described in the Inappropriate and Disruptive Behavior and Tier of Response tables on the previous pages.

Cell Phone Misuse

Inappropriate use, activation or display of cell phones, camera phones, video phones or other communication devices during the school day or on school buses.

Conference

A communication that takes place face-to-face or by telephone.

Consequence

A result that follows from an action or condition.

Cyberbullying

The use of information and communication technologies — email, cell phones, pagers, text messages, instant messages, defamatory personal web sites, personal polling sites or a combination of these — to support deliberate, repeated and hostile behavior by an individual or group with the intention of physically or psychologically intimidating others.

Positive Behavioral Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports is a school-wide behavior management framework that has a three-tier model of prevention and intervention (Tier 1/universal, Tier 2/targeted, Tier 3/intensive). This initiative has been sponsored statewide by the Minnesota Department of Education. Some St. Cloud Area School District 742 schools have been implementing the framework since 2005.

Positive Behavior Interventions and Supports are developed at the school level by school staff and students to create a positive culture and climate with consistent high expectations for behavior, incentives, and consequences. By creating a school-wide system for these structures, PBIS help adults and children have a common understanding of the behavioral expectations for all individuals. Additionally, through the use of data and regular meetings, the PBIS team within the school can tailor systems to better meet the needs of students. Families are encouraged to serve on their school's PBIS team.

Referral to Law Enforcement

Certain offenses require police reports while others depend on whether the activity is considered criminal behavior. Police reports are required when an offense is illegal or causes injury to persons.

Restitution

Replacing item(s) that were stolen or damaged or providing fair market value by way of compensation or service.

Student Searches

Under Minnesota law, a principal, assistant principal or school resource officer may make a reasonable search of a student on school premises, or on a school-sponsored trip. The searcher must have a reasonable belief that the student has in his or her possession an item of which the holding is a criminal offense under state law, or a rule or regulation of the St. Cloud Area School District 742 Board of Education. The search shall be made in the presence of a third party.

GLOSSARY OF TERMS

The Board of Education may authorize a teacher to make a reasonable search of a student on a school-sponsored trip if the teacher has a reasonable belief that the student has in his or her possession an item, the possession of which is a criminal offense under the laws of this state or a violation of any other state law, or a rule or regulation of the Board of Education. The search shall be made in the presence of a third party. To qualify to conduct this search, the teacher shall be designated, in writing, by the principal and receive training to conduct a search commensurate with the training received by a principal.

The principal, assistant principal or school security officer may also search the physical plant of a school and its furnishings and equipment, including the lockers of students. There is no need for probable cause. The right of the school official to search lockers shall be previously announced in, or published by, the school.

Weapon (including look-alikes and ammunition)

A weapon is, by way of illustration and without limitation, one of the following:

- ❖ **Firearm:** A firearm as defined in 18 U.S.C. 921 of the federal code. Examples include handguns, rifles, shotguns and bombs. Refer to the federal code for the complete definition.
- ❖ **Other Guns:** Any gun of any kind, loaded or unloaded, operable or inoperable, including any object other than a firearm that looks like a gun. This shall include, but is not limited, to a pellet gun, paintball gun, stun gun, taser, BB gun, flare gun, nail gun and airsoft gun.
- ❖ **Other Weapons:** Any implement that could cause or is intended to cause bodily harm, other than a firearm or other gun. This shall include, but is not limited to, switchblade knife, hunting knife, star knife, razor (including straight or retractable razor), brass knuckles, box cutter, numchuck, spiked glove, spiked wristband, any mace derivative, tear gas device or pepper spray product.
- ❖ **Weapon Used to Cause Bodily Harm or Injury:** Use of a weapon to injure any person on school property or while involved in a school-sponsored activity.

APPENDIX A BEHAVIOR EXPECTATION MATRIX

Apollo Eagles Dare To Soar

The Apollo Community will promote caring relationships, mutual respect, and ownership of behaviors by providing a foundation for academic success within a safe, caring learning environment.

	Classrooms	Hallways	Commons	Extra-Curricular		
E A G L E S	S A F E T Y	<ul style="list-style-type: none"> Follow instructions Use all materials and equipment correctly Keep hands and feet to self Keep your area clean Use electronic devices appropriately 	<ul style="list-style-type: none"> Use hallways to get to or from class Walk at a good pace Stay to the right Use a quiet voice Report concerns to an adult 	<ul style="list-style-type: none"> Keep it clear and clean Keep hands and feet to self Follow directions Promote a harassment free environment Report concerns to an adult 	<ul style="list-style-type: none"> Allow free access to all walkways, exits and entrances Follow instructions Follow all sports and event safety procedures 	S O A R
	O P T I M I S M	<ul style="list-style-type: none"> Help others Use positive words Achieve your academic goals 	<ul style="list-style-type: none"> Be cheerful Use polite greetings Have quiet conversations Smile 	<ul style="list-style-type: none"> Smile at others Be polite to others in line and at the tables Use your time wisely Make healthy choices 	<ul style="list-style-type: none"> Practice good sportsmanship Participate Cheer appropriately Show pride/attend events Show enthusiasm 	
	A C C E P T A N C E	<ul style="list-style-type: none"> Be willing to work with everyone Listen when others are talking Be kind Be open to other ideas 	<ul style="list-style-type: none"> Smile and greet others Be polite to everyone Allow others to pass Practice kindness 	<ul style="list-style-type: none"> Welcome new people to your table Keep conversations positive Recognize different uses of our commons 	<ul style="list-style-type: none"> Include others Be friendly to fans from other schools Accept the officials' decisions 	
	R E S P E C T	<ul style="list-style-type: none"> Attend your classes Be on time Come prepared Complete assignments Use a quiet voice 	<ul style="list-style-type: none"> Use appropriate tone and language Keep free of food and drinks Use trash cans Maintain personal space Follow school dress code 	<ul style="list-style-type: none"> Keep your area clean Promote a harassment free environment Thank a cook! Use appropriate tone and language 	<ul style="list-style-type: none"> Be aware and considerate of those around you Use appropriate language Follow event etiquette Applaud 	

All expectations are enforced school wide. Students need to be aware that all expectations carry over to all parts of the Apollo Campus and all school related events.

APPENDIX B PARENT NOTIFICATIONS

TECHNOLOGY ACCEPTABLE USE POLICY

St. Cloud Area School District 742 provides students access to Internet resources, wireless access systems, computers, networked printers and other peripheral devices widely available in all District locations. Staff blend thoughtful use of these resources with the curriculum. Guidance and instruction is provided to students in the appropriate uses of these technologies.

St. Cloud Area School District 742 is in compliance with the Federal Children's Internet Protection Act (CIPA) which restricts possible access to inappropriate material. All school computers with Internet access and availability are filtered to restrict material that is obscene, pornographic or harmful to minors. St. Cloud Area School District 742 reserves the right to monitor the use of these technologies so as to maintain the integrity of these resources. Complete policy details can be found in Board Policy 106 (<http://isd742.org/schoolboard/Policies/ap106a.pdf>)

Responsibility

Students are responsible for their behavior while using District technology. All school rules apply for behavior and communication as per District policy and student handbooks. St. Cloud Area School District 742 is neither responsible nor liable for student actions while using these resources. The privilege to use District technology will be provided to those students who act in an ethical, responsible and considerate manner. Willful or intentional misuse will lead to further disciplinary actions and/or criminal penalties under appropriate local, state and federal laws.

Student Terms and Conditions

Students are responsible for their own actions and behavior at school. St. Cloud Area School District 742 is not liable for student's actions when connecting to the Internet through the school's computers. Students assume full liability, legal, financial, or otherwise for their actions. Using the Internet is a privilege, not a right. Access to the Internet may be removed if abused. Information obtained from the Internet should be examined for reliability, authority and relevance.

General Guidelines for Students

- You are expected to use the Internet as an educational resource. Games and other activities, unless assigned by a teacher, are prohibited.
- You are responsible for your exploration on the Internet. Abuse of the Internet may lead to removal of access privileges and/or a failing grade for the project on which you were working.

Student Expectations

- You will assume that all the information on the Internet is private property.
- You may use only legal material and follow all copyright laws.
- You will not vandalize the network or Internet resources.
- You may find material that is inappropriate; it is your responsibility to leave that site and report it to your teacher.
- You will not attempt to buy anything using the school network.
- You will not share your password with others.
- You will not attempt to access another user's account.

Student Online Safety Rules

- You will not give out personal information such as telephone number, address, and family information.
- You will not give out the name and location of the school.
- You will tell your teacher right away if you come across inappropriate information.
- You will tell your teacher immediately if someone online attempts to meet with you.
- You will follow the District social media guidelines.

NOTICE OF PARTICIPATION IN SCHOOL CLIMATE SURVEY

St. Cloud Area School District 742 is always striving to improve the learning environment for all students. During the course of the school year, we will be conducting a school climate survey with students in grades 3-11. The survey will be taken during the school day either in the computer lab or during homeroom. The answers from the survey will help provide their school with information about student perceptions and provide valuable input to the school improvement process.

Your child's participation is completely voluntary. In addition, the answers to all surveys will remain confidential. Each student puts his/her student ID on the survey but **not** their name. The responses from the survey will be collected and reported only in aggregate (group) form. Your child's privacy will be protected to the maximum extent allowable by law. A copy of the survey is available at the District Administrative Office, 1000 N. 44th Ave., Suite 100, if you wish to review the questions.

We appreciate your participation with this project. If you have any questions, please contact the Office of Grants/Research at 320-202-6821. If you ***do not want your child to participate***, please fill out the Parent/Guardian Permission (found at the end of this document).

PHOTO IMAGE RELEASE

Throughout the school year, various media representatives, i.e. newspaper, television, and District 742 Media Services, will cover newsworthy school events. Many times pictures or video will be taken and students may be identified. The District may use student images for cable Channel 6, the educational access channel and various communication publications.

If you **DO NOT** want your child(ren) to be photographed in an identifiable manner please complete the 2011-12 Parent Guardian Notification Permission (found at the end of this document).

ACKNOWLEDGEMENT OF RECEIPT CODE OF CONDUCT

The following page is the 2011-12 St. Cloud Area School District 742 Parent/Guardian Permission. Please sign one form for each St. Cloud Area School District 742 student in your household and return it to your child's school.

(Note: Failure to sign and return this form to the school does not relieve the student from the responsibility of conforming to the St. Cloud Area School District 742's Code of Conduct and with complying with the Acceptable Use of Technology policy.)

*If you have questions or need additional information on these items,
please contact the school office.*

Notes

**2011-2012 St. Cloud Area School District 742
Parent/Guardian Permission**

Please sign one form for each St. Cloud Area School District 742 student in your household and return it to your child's school.

Student Name (PLEASE PRINT)

School (PLEASE PRINT)

Grade

Teacher/Planning Room

Participation in School Climate Survey:

I **DO NOT** want my child to participate in the school climate survey.

Photo Image Release:

I **DO NOT** want my child to be photographed in an identifiable manner.

Acknowledgement of Receipt Code of Conduct:

(Note: Failure to sign and return this form to the school does not relieve the student from the responsibility of conforming to the St. Cloud Area School District 742's Code of Conduct and with complying with the Acceptable Use of Technology policy.)

I have received a copy of Creating a Positive School Community Partnership: St. Cloud Area School District 742's Code of Conduct.

Name of Parent or Guardian (PLEASE PRINT)

Signature of Parent or Guardian

Date

