

LIFE Prep, District #4035

Student Discipline Policy (replacing 506.02 & 506.03)

Adopted: 10/26/2015

Beliefs

- We believe that positive, respectful, and caring relationships are the key to student success at school.
- We believe that people should be accountable for their actions.
- We believe that teaching students appropriate behaviors is the most effective way to prevent and/or change negative behaviors.
- We believe that building a strong and caring classroom culture prevents negative behaviors.
- We believe that in some situations, punishment can be one effective tool for preventing or changing negative behaviors; however, in some situations it is not an effective tool for preventing or changing behaviors.
- We believe that all students are unique and that the methods used for accountability will depend on the student.
- We believe that students are capable of repairing the harm they have done or making negative situations better in the future.

Levels of Infractions

Levels of infractions and examples of each type of infraction are described herein. The levels of behavior are not absolute, but are meant to guide the judgment of professionals executing the process of dealing with student behavioral infractions.

Level 1

Level 1 infractions are acute and minor, but must be addressed by an adult. These behaviors should be handled in the classroom or in the setting in which the behavior occurred. Examples include...

- Refusal to comply with reasonable requests
- Disruptive behavior
- Name calling or inappropriate language
- Disrespectful behavior
- Out of acceptable area behaviors
- Unsafe behavior
- Walk-outs *

*Referral forms are generally not required for **Level 1** infractions since they are typically dealt with in the classroom.* *Walk-outs are an exception; a referral form is required for this infraction

Level 2

Level 2 infractions are disordered behaviors directed toward another person. **Level 2** infractions may also be repeated or significant incidents of **Level 1** infractions. ***Level 2** infractions may be either dealt with in the classroom or referred to an administrator.* Examples of **Level 2** infractions include...

- Swearing at another person, bullying, or hazing
- Cyberbullying & social media threats
- Improper use of technology
- Cheating & plagiarism
- Possession of controlled substances (over the counter drugs or tobacco)

*Referral forms may or may not be required for **Level 2** infractions.* Staff should use their professional judgment to determine whether the issue will be handled in the classroom or whether a referral should be made.

Level 3

Level 3 infractions are targeted at or targeting others. **Level 3** infractions also compromise the safety of the physical environment. Finally, **Level 3** infractions may be repeated or significant incidents of **Level 2** infractions. Examples of **Level 3** infractions include...

- Fighting, threats, or intimidation
- Extortion, theft, or vandalism
- Tampering with safety equipment
- Possession of stolen items
- Opening the bus emergency door without legitimate reason

*Referral forms are required for **Level 3** infractions.*

Level 4

Level 4 infractions present immediate and significant health and safety issues. **Level 4** infractions may also be repeated or significant incidents of **Level 3** infractions. Examples of **Level 4** infractions include...

- Possession or use of illegal drugs and alcohol
- Assault
- Theft or vandalism greater than \$500
- Terroristic threats
- Incitement of a riot

*Referral forms are required for **Level 4** infractions.*

Level 5

Level 5 infractions are extreme behaviors. Examples of **Level 5** infractions include...

- Weapons possession or use
- Arson or pyrotechnics
- Sale of drugs or alcohol
- Severe assault
- Sexual assault
- Robbery

*Referral forms are required for **Level 5** infractions.*

Responses to Behavioral Infractions

Level of Infraction	Skill-Based Supports	Restorative Practices	Staff or Administrative Actions	Optional Administrative Removals
LEVEL I	Reminder & Redirection	Quick Skill Coaching	Review of 4 Behavior Pillars	
			Review of expectations in the space in which the infraction occurred	
			Classroom or non-classroom supports	
			Seating change	
			Loss of privilege	
			Time out of class is less than 15 minutes	

Level of Infraction	Skill-Based Supports	Restorative Practices	Staff or Administrative Actions	Optional Administrative Removals
LEVEL 2	Reteaching	Guided Restorative Conversation	Buddy room	In-school removal from instruction (one day or less)
	Buddy Room	Reflective Essay (student writes about the background and the feelings associated with the infraction and what they will do differently)	Contact parents and/or ask for a conference	
	Take-a-Break Pass	Circle of Power and Respect (CPR) /Peacemaking Circle	Develop a student skill plan (teacher directed w/ ongoing check-ins)	
	Skill Coaching	Restorative Plan	Develop a classroom intervention plan (teacher directed w/ data collected and discussed daily)	
	Self-Charting Behaviors		Formalize “check-in/check-out” plan with a trusted adult	
			Loss of privilege	
			Refer to Student Assistance Team (SAT)	

Level of Infraction	Skill-Based Supports	Restorative Practices	Staff or Administrative Actions	Optional Administrative Removals
LEVEL 3	Conflict Resolution	Restorative Plan	Refer to Student Assistance Team (SAT)	In-school removal from instruction (one day or less)
	Skill Coaching	Restitution	Loss of privilege	Out-of-school removal from instruction (one day or less)
		Mediation	Conference with student student, parent, teacher, and assistant director or principal	
			Loss of transportation for no more than one day (for infractions on the bus)	

Level of Infraction	Skill-Based Supports	Restorative Practices	Staff or Administrative Actions	Optional Administrative Removals
LEVEL 4	Skill Coaching	Restorative Plan	Conference with student, parent, teacher, assistant director, <u>and</u> principal	Out-of-school removal from instruction (not to exceed 5 days)
		Restitution		
		Mediation		
		Family Group Conference	Loss of transportation for up to 5 days (for infractions on the bus)	

Level of Infraction	Skill-Based Supports	Restorative Practices	Staff or Administrative Actions	Optional Administrative Removals
LEVEL 5	x	x	Conference with student, parent, teacher, assistant director, <u>and</u> principal	Out-of-school removal from instruction (5 days or more)
				Recommend for expulsion
			Loss of transportation for up to the entire school year	Consult with or refer to local law enforcement

Responses to Behavioral Infractions

Staff members who respond to a behavioral infraction that is elevated to the level of removing the student from the regular setting and moving the student to see an administrator regarding the behavior shall complete a behavioral referral form. This form must be delivered to the administrator at the moment when the administrator accepts the student into his or her supervision. If this is not immediately possible, the staff member responding to the infraction shall complete a referral form and deliver it to the administrator in an expedient manner.

STUDENT DISCIPLINE: EXPULSION AND EXCLUSION

1. The administration and the Board shall follow the Minnesota Pupil Fair Dismissal Act when considering the expulsion or exclusion of a student.
2. Only the Board shall have the authority to expel or exclude a student from school. The Director shall, however, develop procedures to initiate, on the Board's behalf, the expulsion or exclusion of a student.
3. When a student has been proposed for expulsion, the school administrator must arrange for the provision of homebound or other appropriate alternative educational services for the student until a decision on the proposed expulsion has been finalized by the Board.

LEGAL REFERENCES: Minn. Stat. §§ 121A.40 to 121A.56

CROSS REFERENCES:

506.03

STUDENT DISCIPLINE: SUSPENSION

1. A school administrator shall follow the Minnesota Pupil Fair Dismissal Act when suspending a student.
2. Administration shall provide a semi-annual Suspensions Tracking Report, disaggregated by race/ethnicity, gender, income status, special education and English language learner designation.