



I. PURPOSE

Minneapolis Public Schools recognizes that appropriate school behavior is critical to academic success and sustaining a rich and effective learning community. It is the intention of this policy to establish that student instruction time lost due to removal from classes due to misbehavior must be minimized.

Effective teaching of school appropriate behavior is a responsibility of the adults in every school. Effective school discipline includes establishment of high standards of behavior, school cultures of respect and acceptance, instruction in appropriate behavior, time for students to learn appropriate behavior, and fair and proportionate consequences for failure to meet behavior standards. Students share in the responsibility to uphold and respect the high standards of school behavior that contribute to the ability of all to learn.

Effective discipline maximizes the amount of student and staff time and attention spent on teaching and learning and minimizes the amount of student and staff time and attention directed toward behavior that disrupts the learning process.

Effective discipline considers the age and development of the student in framing the instruction in appropriate behavior and the consequences for misbehavior. Effective discipline is educational, not punitive. Effective discipline includes building relationships, repair of harm and restoring relationships and restorative practices to reengage students in their learning community.

It is also the responsibility of Minneapolis Public Schools to assure a safe and orderly learning and working environment for all students and staff. The District looks to parents and families to partner in the teaching and supporting of appropriate school behavior to maximize the academic success of their students.

II. GENERAL STATEMENT OF POLICY

- A. The District is committed to teaching all students and to assuring that students' learning is not disturbed by the disruptive or dangerous behavior of others.
- B. The District is committed to taking actions to provide a safe learning environment for all students, and a safe working environment for all staff.
- C. The District is committed to establish and engage in relationships with other public agencies and community resources to ensure support for the social and emotional needs of all students.
- D. The adult response to behavior that interferes with the educational environment shall include restoring relationships, restoring a productive learning environment and teaching behavior expectations.
- E. If behavior warrants a removal from instruction it must be coupled with a restorative re-entry plan that addresses student relationships with their peers and with the adults involved.
- F. Every school shall establish a School-Wide Behavior Plan identifying and teaching behavior expectations, identified and adopted restorative practices, and responses within the requirements of this policy and directives from the Superintendent. All school staff shall receive training on the school's plan.
- G. Every classroom shall establish behavior standards and norms within the district's policy, the Superintendent's directives and the school's behavior plan with participation from the students in the classroom. All students shall be taught the behavior standards established.
- H. Every school employee shall demonstrate high standards of behavior that model appropriate school, monitoring and response behaviors to students.
- I. Every school shall examine its discipline data to assure that responses to student behavior do not show evidence of bias or discriminatory behavior. Schools shall also use behavior data to identify and provide additional training to staff and students; and to provide effective interventions for students to improve student outcomes.



- J. Student age, developmental stage and individual needs based on culture, language, or disability or other relevant factors shall be considered in determining the appropriate response to behavior that does not meet school standards.
- K. Discipline for students with an Individualized Education Program (IEP), Individual Accommodation Plan (IAP/504 Plan) shall be controlled by the terms of the accommodations of their written program or plan to the extent they differ from the district policy, regulations and school plan.
- L. Students, Staff and Parents shall receive annual notice of the District's Discipline Policy and Superintendent's Regulations supporting it.
- M. Students, Staff and Parents shall receive annual notice of the school rules established by individual schools.
- N. Students and Parents shall receive annual notice of classroom rules established by their classrooms.

III. RESPONSIBILITIES

- A. The Superintendent is authorized to promulgate regulations to implement this policy.
- B. The Superintendent shall establish minimum standards of behavior for students. Superintendent shall establish annually categories of students for which behavior data will be disaggregated in reports to the board and other reports required under this policy.
- C. The Superintendent is responsible to identify adequate facilities for the documentation of behavior responses, the analysis of behavior data, engaging appropriate community resources and for identifying appropriate training for staff, student, parents and community partners.
- D. Principals are responsible for:
 - 1. leading the collaborative development of the school's behavior and restorative practices plan;
 - 2. assuring that annual notices are given to students, parents and staff;
 - 3. developing and sustaining partnerships with identified community resources;
 - 4. leading the review of school behavior data to identify training needs with a view toward improving student outcomes;
 - 5. reporting behavior data no less than quarterly to their school community.
 - 6. Reviewing behavior data with the appropriate Associate Superintendent or other District leadership no less than quarterly.
- E. Teachers are responsible for:
 - 1. leading the development of the classroom behavior and restorative practices standards and procedures;
 - 2. assuring that all students are taught the expected school behavior in their classroom and school;
 - 3. participating in identifying students that would benefit from additional support from school and community resources;
 - 4. Participating in implementation of the school behavior plan and restorative practices;
 - 5. participating in data review, necessary training, and analysis of behavior data to improve student outcomes.
- F. Non-classroom school staff is responsible for implementing with fidelity the district behavior standards and school behavior standards, participating in data review as directed by the principal or site administrator, necessary training and analysis of behavior data to improve student outcomes.
- G. Parents are responsible to partner with their student's schools to implement with fidelity the school behavior standards and school and classroom rules to improve their student's outcomes. Parents shall help their students learn the behavior standards of their schools and classrooms.
- H. Students are responsible to learn the standards of behavior of this district, their school and their classrooms; to take personal responsibility for their behavior as they are able, and to work to improve the relationships they have with their peers, their teachers and with other school staff.



REGULATION 5200 A - Classification of Behaviors and Responses

- I. The purpose of this regulation is to establish the system of classification of student behaviors and administrative responses to those behaviors not otherwise addressed in district policies.
- II. **GENERAL STATEMENT OF REGULATION**
 - A. All responses to student inappropriate behavior shall include elements of teaching or reteaching appropriate school behavior and restoration of relationships affected by the student behavior.
 - B. Alternatives to removal from instruction shall be used unless the behavior of the student places the student or others in danger, or the disruption to the educational environment can only be remedied by a referral out of the classroom, or the referral out of the classroom is required by law. These alternatives to remove may include, but are not limited to:
 1. reminders of school or classroom rules and behavior expectations
 2. redirection of behaviors
 3. modification of instruction
 4. teaching and practicing replacement skills
 5. re-teaching expectations and skills
 6. student-teacher conferences
 7. self-charting of behaviors
 8. role play
 9. small group instruction or lessons on anger management, conflict resolution, bus safety, etc.
 10. parent contacts
 11. detention
 12. consultation with school subject matter experts;
 13. creation of an individual behavior intervention plan (BIP).
 - C. Opportunities for students to repair relationships affected or harmed by their behavior shall be offered as part of the response to behaviors that do not result in a removal from the classroom.
 - D. Opportunities for students to repair relationships affected or harmed by their behavior shall be included in the return to classroom for any student removed. These opportunities may include, but are not limited to:
 1. Guided conversations with restorative questions
 2. peace-keeping circles
 3. community service
 4. peer mediation, however this is not to be used in bullying, hazing or harassment situations.
 5. reflective essays
 6. neutral party mediations
 7. family group conferences
 8. restitution for property incidents.
 - E. Levels of student behavior are established as indicated in the chart following this narrative, and are organized as follows:
 1. Level One behaviors are behaviors disruptive to the school environment of the acting student and/or others, and includes refusal to comply with reasonable requests of adults. No out of classroom referral is permissible for this level of behaviors, and response shall be limited to in classroom actions.
 2. Level Two behaviors are disordered behaviors toward another student or staff, volunteer, or visitor, or repeated, chronic, or significant incidents of Level One type behaviors. This level of behavior may result in a removal from the classroom to an in-school setting where instruction for the student continues.
 3. Level Three behaviors are behaviors targeted at or targeting others, interference with safety equipment, or repeated, chronic, or significant incidents of Level Two behaviors. In-school removals are the preferred response to such behaviors if removal is necessary; any out of school removals shall be limited to one day or less.
 4. Level Four behaviors create safety concerns for the student or others, or repeated, chronic or significant incidents of Level Three behaviors. When in-school removals are not safe for the student or others, out of school removals may be used, up to four days of school depending on the student's age and understanding of their behavior.



- 5. Level Five behaviors are extreme behaviors that create safety concerns for the student or others. Out of school removals from instruction may be up to five (5) days, depending on the student age and understanding. Level Five behaviors may result in a recommendation for an transfer from the school, recommendation for expulsion, and/or referral to local law enforcement.
- F. Appropriate documentation is required to support any removal from instruction for any period of time.