

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42

RICHFIELD PUBLIC SCHOOLS

STUDENT BEHAVIOR

I. PURPOSE

A. Richfield Public Schools recognizes that appropriate school behavior is critical to academic success and a safe and vibrant learning community. Teaching and learning appropriate school behavior is the task of all staff, students, and parents/guardians. Working together to establish and maintain high standards of behavior and a school culture that respects and accepts differences is a shared responsibility.

B. Effective discipline:

1. Is meant to be educational. Behavior expectations should be proactively taught to students and continuously reinforced.
2. Considers the age and development of the student in framing the instruction in appropriate behavior and the consequences for misbehavior.
3. Includes building relationships, repair of harm and restoring relationships, teaching skills and accountability, and restorative practices to re-engage students in their learning community.
4. Maximizes the amount of student and staff time and attention spent on teaching and learning.
5. Seeks to minimize the amount of student instruction time lost as a result of removal from classes due to misbehavior.

C. Richfield Public Schools is responsible to ensure a safe and orderly learning and working environment for all students and staff. The District asks parents/guardians and families to partner in teaching and supporting appropriate school behavior to maximize the academic success of their students.

II. GENERAL STATEMENT OF POLICY

A. Responses to student behavior will be reflective of Richfield Public Schools' stated beliefs, including the following:

1. Quality education requires cooperation and partnership among students, home, school, and community.
2. A safe, supportive, and engaging environment promotes learning.
3. Expectations and effort influence performance.
4. Learning about and respecting individual differences fosters unity and strengthens community.

- 43 5. Each person can learn and deserves to learn, and learning is everyone's
- 44 responsibility.
- 45 6. Core values such as caring, honesty, respect and responsibility must be developed.
- 46 7. There is strength in cooperation, collaboration and healthy competition.
- 47 8. Adults are capable of controlling their own behavior and can model expectations
- 48 for students through self-regulation.
- 49

50 **III. RESPONSIBILITIES**

51

52 A. The superintendent, in collaboration with the school board and district administration,

53 is responsible for:

- 54
- 55 1. providing directives to enforce this policy;
- 56 2. establishing high standards of behavior for students;
- 57 3. analyzing behavior data overall as well as disaggregated by student group (race,
- 58 gender, disability, etc.) to identify disproportionalities and respond appropriately;
- 59 4. identifying adequate means for the documentation of behavior responses and the
- 60 analysis of behavior data;
- 61 5. engaging appropriate community resources and identifying appropriate training
- 62 for staff, student, parents and community partners;
- 63 6. leading the District to maintain a culture that respects and accepts differences.
- 64

65 B. The principal or administrative designee is responsible for:

- 66
- 67 1. leading the collaborative development of the school's behavior and restorative
- 68 practices plan;
- 69 2. ensuring that annual notices are given to students, parents/guardians and staff;
- 70 3. communicating the school behavior expectations to students and parent/guardians
- 71 at the beginning of the school year;
- 72 4. communicating with teachers after responding to a student being removed from
- 73 the classroom;
- 74 5. communicating with parent/guardians when responding to student behavior
- 75 concerns when the student is removed from class;
- 76 6. ensuring that teachers are appropriately implementing the school behavior plan
- 77 and following individualized behavior plans for specific students;
- 78 7. developing and sustaining partnerships with identified community resources;
- 79 8. leading the review of school behavior data to identify training needs with a view
- 80 toward improving student outcomes;
- 81 9. reporting behavior data at least annually to their school community;
- 82 10. reviewing behavior data with the superintendent or other District leadership no
- 83 less than annually;
- 84 11. leading the school to maintain a culture that respects and accepts differences.
- 85

86 C. Teachers are responsible for:

- 87
- 88
- 89
- 90
- 91
- 92
- 93
- 94
- 95
- 96
- 97
- 98
- 99
- 100
- 101
- 102
1. leading the development of the classroom behavior and restorative practices standards and procedures aligned to the District and building expectations;
 2. ensuring that all students are taught the expected school behavior in their classroom and throughout the school;
 3. participating in identifying students using data-driven methods 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;
 6. communicating with students when behavior interferes with learning;
 7. communicating with parent/guardians when there is a pattern of student behavior;
 8. working together with other staff and students to maintain a school culture that respects and accepts differences.

103 D. Non-classroom school staff members are responsible for:

- 104
- 105
- 106
- 107
- 108
- 109
- 110
- 111
- 112
1. implementing with consistency the District behavior standards and school behavior standards;
 2. supporting and celebrating positive student behaviors and addressing negative behaviors when observed;
 3. participating in training and analysis of behavior data to improve student outcomes as directed by the principal or site administrator;
 4. working together with other staff and students to maintain a school culture that respects and accepts differences.

113

114 E. Parents/guardians are responsible for:

- 115
- 116
- 117
- 118
- 119
- 120
- 121
1. partnering with their student's schools to know and implement with consistency the District behavior standards and school and classroom rules to improve their student's outcomes;
 2. helping their student learn the behavior standards of their schools and classrooms;
 3. working collaboratively with school staff and their student to respond to and resolve behavior issues.

122

123 F. Students are responsible for:

- 124
- 125
- 126
- 127
- 128
1. learning the behavior expectations of the District, their school and their classrooms;
 2. taking personal responsibility and accountability for their behavior as they are able;

- 129 3. working to improve the relationships they have with their peers, their teachers
130 and with other school staff;
131 4. working together with their peers, their teachers and with other school staff to
132 maintain a school culture that respects and accepts differences.
133

134 **IV. DEVELOPMENT AND COMMUNICATION OF BEHAVIOR STANDARDS**
135

136 The District is committed to teaching all students and to ensuring that students' learning
137 is not disrupted by the behavior of others. The District is committed to taking actions to
138 provide a safe learning environment for all students, and a safe working environment for
139 all staff.

- 140
- 141 A. The superintendent shall report behavior data to the schoolboard no less than
142 annually.
143
- 144 B. Building principals shall review behavior data with the superintendent no less than
145 annually.
146
- 147 C. Every school shall establish and teach behavior expectations and responses to student
148 inappropriate behavior that are consistent with this policy and accompanying
149 administrative guidelines, and directives from the superintendent. All school staff
150 shall receive training on the school's plan.
151
- 152 D. Every classroom shall establish behavior standards and norms within the District's
153 policy, the superintendent's directives and the school's behavior plan with
154 participation from the students in the classroom. All students shall be taught the
155 behavior standards established.
156
- 157 E. Every school employee shall demonstrate high standards of behavior that model
158 appropriate school behavior, including communicating with staff and students in a
159 respectful manner, and shall monitor and respond to student behavior.
160
- 161 F. Every school shall examine discipline data to ensure that responses to student
162 behavior do not show evidence of bias or discriminatory behavior. Schools shall also
163 use behavior data to identify and provide additional training to staff and students; and
164 to provide effective interventions for students to improve student outcomes.
165
- 166 G. Student age, developmental stage and individual needs based on culture, language or
167 disability, or other relevant factors, shall be considered in determining the appropriate
168 response to behavior.
169
- 170 H. Behavior standards for students with an Individualized Education Program ("IEP"),
171 Individual Accommodation Plan ("IAP/504 Plan") shall be supported by the terms of

172 the accommodations of their written program or plan to the extent they differ from
173 the district policy, regulations and school plan.
174

175 I. The District will make this policy and accompanying administrative guidelines
176 available on the District’s website and they also shall be available upon request in
177 each principal's office. The school board encourages use of a variety of media to
178 increase awareness.

179
180 J. Students and parents/guardians shall receive notice of classroom rules established by
181 their classrooms.

182
183 K. The District will report to the Minnesota Department of Education all measures of
184 disciplinary data that are required by statute.

185
186 **V. DISCIPLINE COMPLAINT PROCEDURE**

187
188 Students, parents/guardians and District staff members may file a complaint and seek
189 corrective action with this policy is not being implemented appropriately or is being
190 discriminately applied.

191
192 A. The District must provide parents/guardians with instructions for filing a complaint.

193
194 B. All parties involved must be allowed to submit additional information related to the
195 complaint.

196
197 C. An investigation into the complaint must begin within three (3) days of receiving the
198 complaint. The principal or designee of the school where the discipline occurred will
199 manage the investigation and keep a record of the relevant information.

200
201 D. The principal or designee will issue a written determination to the complainant that
202 addresses each allegation and contains findings and conclusions.

203
204 E. If the investigation finds that this policy was not implemented appropriately, a
205 corrective action plan to correct a student’s record and provide relevant staff with
206 training, coaching, or other accountability practices to ensure appropriate compliance
207 in the future will be put into place.

208
209 F. Reprisals or retaliation against any person who asserts, alleges, or reports a complaint
210 is prohibited. The District will apply appropriate consequences for any person who
211 engages in reprisal or retaliation.

212
213
214 ***Legal References:***

215 Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

216 Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota
217 Students)

218 Minn. Stat. § 120B.232 (Character Development Education)

219 Minn. Stat. § 121A.26 (School Preassessment Teams)

220 Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)

221 Minn. Stat. § 121A.40 *et seq.* (Pupil Fair Dismissal Act)

222 Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)

223 Minn. Stat. § 121A.58 *et seq.* (Discipline, All Students)

224 Minn. Stat. §§ 121A.60 (Definitions)

225 Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)

226 Minn. Stat. § 122A.42 (General Control of Schools)

227 Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)

228 Minn. Stat. § 124D.03 (Enrollment Options Program)

229 Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)

230 Minn. Stat. Ch. 125A (Special Education and Special Programs)

231 Minn. Stat. § 152.22, Subd. 6 (Definitions)

232 Minn. Stat. § 152.23 (Limitations)

233 Minn. Stat. Ch. 260A (Truancy)

234 Minn. Stat. Ch. 260C (Juvenile Safety and Placement)

235 20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)

236 29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)

237 34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

238

239 RATIFIED BY THE BOARD OF EDUCATION: July 15, 1963

240

241 REVISED BY THE BOARD OF EDUCATION: September 18, 1978; November 15, 1982; June

242 18, 1984; June 6, 1994; November 20, 1995; February 7, 2000; February 20, 2001; April 21,

243 2003; March 15, 2004; June 17, 2008; July 15, 2019; May 6, 2024

244

245 REVIEWED AND REAFFIRMED BY THE BOARD OF EDUCATION: August 17, 2020;

246 August 16, 2021; September 6, 2022; September 16, 2024

247