

2026-27

CODE OF CONDUCT

**Rights &
Responsibilities
for Students,
Families & Staff**

St. Cloud Area
School District 

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Code of Conduct:

Rights and Responsibilities for Students, Families, and Staff

Foreword

This handbook is a guide to student behavior. The District 742 Board of Education creates and adopts policies to guide the actions of everyone in the district. The Superintendent develops procedures to show how these policies will be implemented in District 742, and principals and program administrators can then add specific school guidelines and expectations. Teachers and other staff then work with students to set and follow the expectations for how they will work together in each classroom. Adult staff members are held to high standards of behavior and are subject to all applicable laws, Board of Education policies, and Human Resources' rules and practices.

The rules and regulations regarding student behavior and discipline in this handbook fulfill the Board of Education's policies as stated in District 742 Board Policies [413](#), [503](#), [504](#), [506](#), [514](#), [524](#) and [Minn. Stat. § 121A.55\(a\)](#).

This handbook applies to incidents and situations that occur on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists. This handbook may also apply to incidents that occur off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

Special thanks to St. Paul Public Schools and Minneapolis Public Schools for their assistance in the format of the Rights and Responsibilities Handbook.

Laurie Putnam, Ed.D.
Superintendent

September 2026

Dear School Communities:

As we enter the 2026-27 school year, we are preparing to support students, families, staff, and community in ways that reflect our core values. We will continue our mission to create a safe and caring climate and culture in which we engage, inspire, educate, prepare, and empower all learners in partnership with their surrounding community to be successful in today's and tomorrow's society.

The Code of Conduct: Rights and Responsibilities handbook guides our work in creating and maintaining healthy learning environments where all students, staff, and community members feel welcome, respected, and safe. Using the Code of Conduct: Rights and Responsibilities handbook ensures we maintain consistent expectations throughout the district.

Every person in our district, whether a student, family member, teacher, administrator, staff member or community partner, has a very important role to play in providing a positive environment for all students. The Code of Conduct: Rights and Responsibilities handbook clearly defines the expectations that we, as a community, value and observe.

Please review this Code of Conduct: Rights and Responsibilities handbook with your student(s). You can find a video of the Code of Conduct: Rights and Responsibilities handbook on our website: www.isd742.org under the Families tab.

742 Together!

Sincerely,



Laurie Putnam, Ed.D.
Superintendent



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Our Mission

is to create a safe and caring climate and culture in which we engage, inspire, educate, prepare and empower all learners in partnership with their surrounding community to be successful in today's and tomorrow's society.

Our Core Values

We believe that...

- Everyone deserves equitable access to the highest quality of learning to maximize individual potential.
- Multiple and differing perspectives contribute to informed decision-making and learning.
- We all benefit when communities work together toward common goals.
- Life-long learning is essential for individuals to shape and thrive in our global society.
- The greatest level of individual success is achieved through shared ownership by the individual, families, schools, and our communities.

2026-2029 Strategic Plan

Based on our district's Strategic Plan and Core Values, all members of the school community play an integral role in ensuring we have a positive and safe learning environment.

Students

- Believe in your unlimited possibilities for greatness
- Build and maintain positive, trusting relationships with school staff
- Create and support an environment that celebrates the unique diversity of our community
- Plan and organize your daily routines in order to be successful throughout your day
- Strive toward accepting responsibility and learning to be accountable
- Show respect to other students, their families and all staff
- Learn and demonstrate school-wide behavioral expectations
- Go to school every day, arrive at each class on time ready to learn and give your best effort
- Intervene on behalf of any individual who is a target of bullying and report any acts of bullying immediately
- Tell an adult when you need help or support

Families

- Believe your children have unlimited possibilities for greatness and help them achieve
- Establish a positive relationship with school staff
- Create and support an environment that celebrates the unique diversity of our community
- Work with staff in a mutually respectful process focusing on the success of your child
- Seek help if you do not agree with a decision or understand the reasons behind it
- Attend family-teacher conferences, or if unable to attend, contact your child's teacher or counselor to make special arrangements
- Respect and support the learning environment and emphasize the importance of being prepared for school
- Foster your child's academic success and behavior in school by stressing the importance of following school-wide behavioral expectations
- Make sure your children arrive to school on time each day
- Ensure home and family contact information is provided and kept up to date
- Partner with the district to prevent acts of bullying

District 742 Staff and School Community

- Believe that all students have unlimited possibilities for greatness and help them achieve
- Create a warm, welcoming, safe and secure learning environment
- Create and support an environment that celebrates the unique diversity of our community
- Build and maintain positive, respectful relationships with students and their families
- Communicate regularly with families
- Develop a community and learning environment that provides for social, emotional and academic success
- Set and maintain consistently high academic and behavioral expectations for all students
- Model professional behavior in handling difficult situations and use de-escalation strategies when necessary
- Use culturally relevant materials to provide engaging and academically appropriate instruction
- Teach, model and encourage the use of school-wide behavioral expectations
- Treat all students equitably and consistently when responding to violations of school-wide behavioral expectations
- Promote a learning environment that does not permit, condone or tolerate bullying

Student Rights, Responsibilities and Opportunities

Students who attend District 742 have various rights and opportunities. Students also have responsibilities to staff, fellow students, and the school community. Students have other rights guaranteed by the Constitution and by state and local laws. The rights and responsibilities in this handbook are not all inclusive and do not cover every situation that may arise. The table below describes student rights, opportunities, and responsibilities in District 742.

Access to Records	
Rights	Responsibilities
Students' parents/guardians and adult students generally have the right to view and challenge their school records according to state and federal laws. Students have the right to privacy regarding their school records. Any disclosure of information from student records will be consistent with legal requirements and policy established by the school district. For more detail, click this link: Board Policy 515.	Students are responsible for following established building and district procedures regarding access to their school records.

Attendance	
Rights	Responsibilities
Eligible resident students have the right to a free public education according to state and federal law. Absence or tardiness due to religious holidays and observances shall be recorded as an excused absence or tardy at the written request of the parent/guardian. For more detail, click this link: Board Policy 503.	Students and families are responsible for following the school's attendance rules and procedures. Students and families are responsible for notifying the school (e.g., written note, phone call, email) before an absence or upon returning to school after an absence. Students are responsible for obtaining a pass from a staff person when late for class or if there is a need to leave class. Students and families are responsible for notifying the school if the student must leave during the school day.

Bullying Prohibition	
Rights	Responsibilities
Students have the right to a learning environment that does not permit, condone, or tolerate bullying or cyberbullying by either an individual or group. Students have the right to be free from retaliation when making good faith reports of bullying or cyberbullying. For more detail, click this link: Board Policy 514.	Students who believe they have been the target or victim of bullying or have knowledge or belief of conduct that may constitute bullying shall report the alleged act immediately to school staff. Students have the responsibility to intervene on behalf of any individual who is a target of bullying and report any acts of bullying immediately.

Equal Opportunity	
Rights	Responsibilities
Students have the right to equal opportunity, as allowed by law, to participate in all school activities and school education programs for which they are eligible.	Students are responsible for following the rules and procedures of the school-sponsored activity in which they participate. Students may not discourage the participation of other students.

Fair Treatment	
Rights	Responsibilities
Students have the right to due process as defined in the Minnesota Pupil Fair Dismissal Act when involved in a violation of district rules. Included is the opportunity to hear the nature of the violation and to give their account of the situation.	Students are responsible for responding to all directives or inquiries from staff, for following all laws, policies, rules and expectations that apply to them.
Students have the right to expect privacy regarding actions taken.	Students are responsible for knowing and following all applicable classroom rules, expectations and procedures.
Students have the right to be informed of all applicable classroom and school rules, expectations and procedures.	Students are responsible for treating all persons respectfully.
Students have the right to be treated respectfully by district employees and other students.	Students are responsible for respecting the space and freedom of those around them.
Students have the right to be free from unreasonable physical contact from teachers and other students. Immediate intervention by staff to protect a student or other individual from physical injury, however, is allowable.	Students are expected to treat the property of others and the district responsibly.
	Students are responsible for engaging in conduct that does not threaten to injure themselves, other persons or property.

Free Speech and Expression	
Rights	Responsibilities
Students have the right to free speech so long as such speech does not violate the rights of others.	Students are responsible for expressing opinions, publishing written materials, and distributing literature in such a manner that: • is not libelous, obscene, discriminatory or sexually explicit, • does not contain references to alcohol, chemicals, tobacco or other products that are illegal for use by minors, • does not interfere with the rights of others, • does not disrupt the atmosphere of learning in the school, and • follows school rules and procedures regarding time, place and manner. Permission of the school administrator is required for distribution or posting of written materials.

Learning and Academic Work	
Rights	Responsibilities
Students have the right to attend school and gain an education as provided by law. Attendance at a particular school is a privilege, not a right. Students have the right to attend school in a safe environment that is free from disruptive behavior. Students have the right to complete assignments missed during an absence. Students who are unable to attend at the school site due to illness, injury or placement have the right to home/hospital instruction as regulated by state guidelines. For more detail, click this link: Minn. Stat. § 120A.36.	Students are responsible for daily attendance, completing class assignments on time and bringing appropriate materials needed for class use. Students are responsible for behaving in such a manner that supports learning for all, does not pose a potential or actual danger to themselves or others and is not disruptive to the learning process for others. Students are responsible for obtaining and completing make-up work assigned for periods of absence. Students are responsible for completing work assigned as part of the home/hospital instructional process.

Medications	
Rights	Responsibilities
Students have the right to receive medications and medical procedures that must be administered during the school day in order for a student to attend school.	Students are responsible for following established Board Policy regarding medications. Students and families are responsible for providing written notification to the school nurse when any medication must be administered to a student during the school day. All medications brought to school must be in the original labeled container. For more detail, click this link: Board Policy 516

Non-Discrimination/Harassment-Free Environment	
Rights	Responsibilities
Students have the right to a learning environment that is free from discrimination, harassment and violence based on an individual's race, color, creed, religion, national origin, sex/gender, age, marital status, familial status, status with respect to public assistance, sexual orientation or disability. Students have the right to be free from retaliation when making good faith reports of discrimination, harassment or violence.	Students are responsible for treating other students and district employees in a manner that does not discriminate against or harass. Students are responsible for reporting to staff (e.g., teacher or administrator) incidents of discrimination, harassment, violence or retaliation that they have experienced or of which they are aware.

Personal Property and Privacy	
Rights	Responsibilities
Students generally have a right of privacy for themselves and their personal property while on school district property and at school-sponsored or associated events. According to Minnesota law, students have the right to utilize school-owned property (i.e., lockers, desks) for storing appropriate items of personal property with the understanding that all school-owned property is within the exclusive control of the school district and may be searched by school authorities for any reason, at any time, without permission, consent or requirement of a search warrant.	Students must not bring any item or material that violates school district policy, school rules or state or federal law, or that would cause, or tend to cause, a disruption or endanger the health or safety of students or other people onto school district property or to school-sponsored or associated events. Items prohibited include, but are not limited to, stolen goods, weapons and look-alike weapons and other illegal items. When reasonable suspicion exists to believe a student possesses prohibited items or that a search will uncover evidence of a violation of a school rule or of the law, school administrators or designees may conduct a reasonable search of a student's person or property. Students are responsible for keeping their lockers/desks in good condition and free of any items that are illegal or prohibited. Students are responsible for keeping their phones off and away during the school day where prohibited. The personal possessions of students within a school locker may be searched only when school administrators or designees have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules.

Pledge of Allegiance	
Rights	Responsibilities
Minnesota law requires all public schools to provide students the opportunity to recite the Pledge of Allegiance at least once a week and allows for students to decline to participate.	Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so but must not interfere with another person's right to make that choice. For more detail, click this link: Board Policy 531

Student Dress	
Rights	Responsibilities
Students have the right to choose their manner of dress and personal grooming unless it presents a clear danger to the student's health or safety or causes a substantial disruption to student learning or the school environment.	Students are responsible for wearing clothes that are appropriate for school. To maintain a safe learning environment, student dress cannot be a health and/or safety hazard, obscene, sexually explicit or discriminatory. Clothing that displays references to alcohol, chemicals, tobacco or other products that are illegal for use by minors is not permitted. Please see your school's Student Handbook for specific school guidelines. Students are responsible for abiding by the school's mandated minimum standards of cleanliness and neatness. This applies to virtual classes as well.

Student Government	
Opportunities	Responsibilities
Students have the opportunity to form and participate in student government that is open to all members of the student body being represented. The purpose of the existence of student government is to represent and respond to the needs of all students.	When forming a student government, students are responsible for establishing purposeful governing rules. The student government is responsible for communicating with the student body, faculty, and administration and being aware of and complying with any school district policies affecting the student government procedures.

Technology Usage and Safety	
Rights and Opportunities	Responsibilities
Students have the opportunity to access a variety of district technology resources. Students with disabilities who receive special education services have the right to be provided with the assistive technology devices or services needed to ensure a free appropriate public education (FAPE). Students with disabilities on a Section 504 Plan have the right to be furnished with appropriate, identified auxiliary aids (e.g., technology) and services to afford an equal opportunity to participate in and enjoy the benefits of services, programs or activities conducted by the district.	Students are responsible for using the district technology resources properly and following all district and school rules and procedures. Students are responsible for respecting the privacy of other users, and not intentionally seeking information on, obtaining copies of, or modifying files, other data or passwords belonging to other users without permission. Students are responsible for maintaining the security of the district technology resources and recognizing and honoring the intellectual property rights of others. Students are responsible for immediately disclosing inadvertent access of unacceptable materials or an unacceptable internet site to an appropriate school district administrator. Students are responsible for thinking before posting, respecting other people online, being careful when meeting online friends in person and protecting themselves online. Elementary: Elementary students should leave Personal Electronic Devices (PEDs) at home. PEDs may not be used while school is in session unless directed by a school staff member. Middle School: Middle school students may use PEDs before and after the instructional day. Cell phones must remain away (in a student locker) and off during school hours. High School: High school students may use their cell phones in the hallways during passing time or in the cafeteria. When walking in the hallways and using earbuds, please exercise caution (1 earbud in - 1 out) and awareness of others. For more detail, click these links: Board Policy 524 and Board Policy 514.

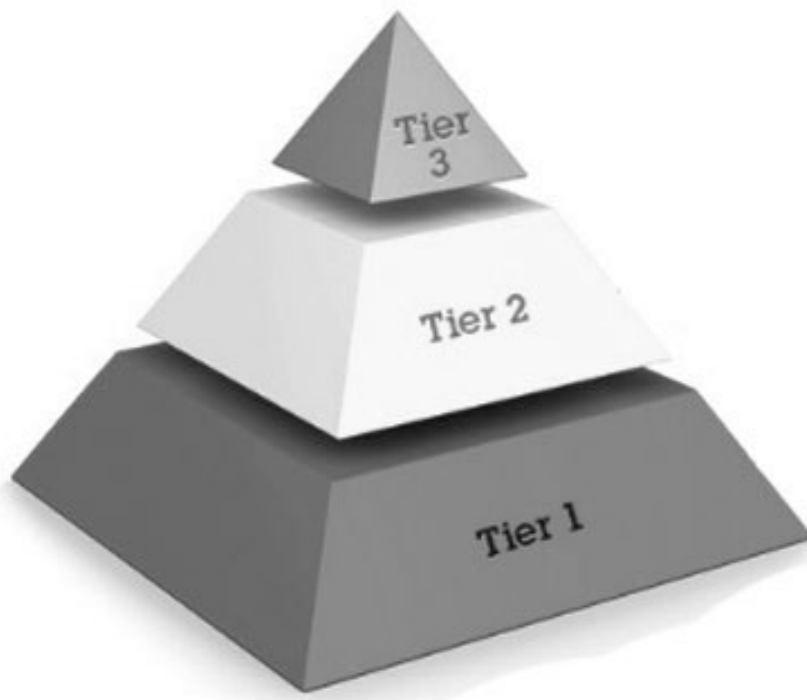
District 742's Systems of Support

The St. Cloud Area School District School Climate Framework, which is centered on a mission to create a safe and caring climate and culture in which we engage, inspire, educate, prepare and empower all learners in partnership with their surrounding community to be successful in today's and tomorrow's society.

The St. Cloud Area School District School Climate Framework uses evidence-based strategies to support positive student development. Some of these strategies include Positive Behavior Interventions and Supports (PBIS), Social Emotional Learning Competencies (SEL), Conscious Discipline, and Restorative Practices.

St. Cloud Area Schools uses a 3-tiered system of academic and behavioral supports called Multi-Tiered Systems of Support (MTSS). Tier 1 Behavioral MTSS focuses on prevention of problem behaviors by teaching expected behaviors, acknowledging the use of expected behaviors, and using data to drive decision making and improve student outcomes. Tier 2 and Tier 3 add additional evidence-based interventions and resources to support students by proactively teaching skills and supporting the transfer of these skills into identified challenge areas for students.

Staff will create a calming environment and establish proactive break plans for identified students with parent permission, as well as providing push-in classroom support. Administrators can assign any student who has been removed from class to an alternative learning space.



Tier 3—Intensive Individualized

Approximately 0-5% of Students

Tier 3 is effective if there is progress (i.e., gap is closing, decrease in frequency, intensity, duration of behaviors that interfere with learning)

Tier 2—Supplemental/Target

Approximately 15-20% of Students

Tier 2 is effective if at least 70-80% of students receiving intervention improve performance (i.e., gap is closing towards benchmark, decrease in frequency of behaviors that interfere with learning)

Tier 1—Core Instruction/Core Prevention

All Students

Tier 1 is effective if 80-85% of students respond to core instruction (i.e., meet benchmark assessments with only access to the core and demonstrate school wide behavioral expectations)

Standards of Student Behavior

This section of the handbook identifies the five levels of behavior infractions with examples of supports, interventions and responses. These guidelines describe the various actions that may be taken when a behavior infraction occurs.

Interventions and responses will be used within the general guidelines of the five levels of the behavior matrix. Level one is the least severe and level five is the most severe. The format of this section includes the behavior infractions, and the level. The dots in the matrix denote the level of behavior infractions but do not indicate which response will be taken at the administrative level. There shall be a direct relationship between the severity and frequency of the behavior. School administrators will inform the parent/guardian of any student whose behavior is in serious conflict with established expectations. School staff, students and their families are responsible for working collaboratively to support the expectations outlined in this Code of Conduct.

Unless otherwise noted, these policies apply to student behavior occurring on any property owned or controlled by District 742, occurring in connection with any activity sponsored by or associated with District 742 or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

Levels of Behavior, Intervention and Response

Level One

Behavior Definition

A level one behavior is generally managed by the adult in the setting of the infraction. The staff's response teaches correct alternative behavior so students can learn and demonstrate safe and expected behaviors. Staff members are expected to employ a variety of teaching and developmentally appropriate management strategies.

Level One Behavior Interventions and Responses

1. Review and consider a student's IEP or 504 Plan prior to implementing interventions and responses.
2. Select and implement interventions and responses that maintain the continuity of instruction or are least disruptive.
3. Consider use of interventions from multiple categories, resources, and perspectives as appropriate.
4. Communicate with student and parents/guardians about reoccurring behaviors and interventions.
5. Document behavior.

Intervention and Response Categories

Skills-Based (teach)

- Re-teach expectations, routines, and procedures
- Increase positive feedback for demonstration of expected behavior
- Pre-correction and prompting
- Self-regulation coaching
- Problem-solving instruction
- Reminder/redirection
- Teacher-student conference

Restorative (repair)

- Review Respect agreements
- Classroom safe space
- Classroom Community Circle
- Simple restitution
- Restorative questions
- Problem-solving conference

Staff/Administrative Actions (support)

- Seat change, assigned seating
- Environmental adjustment
- Temporary loss of related privileges
- Parent/guardian connection
- Increase active supervision
- Confiscating items
- Fidelity check of school-wide systems, structures, and supports
- Review the classroom management plan including social skills teaching and reinforcement

Optional Administrative Actions that may result in removal from instruction

Note: A reoccurring behavior infraction may be treated as an infraction at a higher level

Level One Alphabetical Listing	1	2	3	4	5
ACADEMIC DISHONESTY – AD					
Submitting work that is not your own, or allowing another individual to use your work, including cheating on a school assignment, plagiarism or the use of prohibited technology.	●	●	●		
ATTENDANCE ISSUES					
Being absent from attendance at school without a lawful excuse					
Skipping Class– SC0/SC1 Being truant to class	●	●	●		
CELL PHONE & PED MISUSE – CP					
Inappropriate use of cell phone or personal electronic devices (PEDs).	●	●	●		

Level One Alphabetical Listing	1	2	3	4	5
DRESS CODE VIOLATION – DC					
Wearing clothing that does not fit within the dress code guidelines practiced by the school/district. For more detail, click this link: Board Policy 504	●	●	●		
GAMBLING – GA					
Playing a game for a chance for stakes	●	●			
NON-COMPLIANCE – NC					
Engaging in brief or low-intensity failure to follow directions	●	●	●		
Engaging in sustained or high intensity refusal to follow directions			●		
PHYSICAL CONTACT -- PC					
Engaging in non-serious but inappropriate physical contact	●	●	●		
PROPERTY MISUSE – PM					
Using an item or piece of equipment in a manner for which it was not intended. This includes any item determined to be disruptive to the educational environment.	●	●	●		
TEASING					
An occurrence of teasing or name calling with or without the intent to injure, degrade, disgrace or intimidate other individuals	●	●			
TECHNOLOGY MISUSE – TV					
Engaging in inappropriate use of school or personal device, camera, computer, or other electronic device using the school district system, Internet resources or accounts. (Board Policy 524)	●	●	●		
THEFT—TH					
Taking the property of another individual or the school without permission, with the intent of not returning the property to the owner. No force is involved in the taking of property.	●	●	●	●	●
VERBAL ABUSE – VB2					
Inappropriately using words directed toward another person, including but not limited to name-calling, profanity, or other types of inappropriate terms	●	●	●		

Level Two

Behavior Definition

A level two behavior is a repeated behavior infraction that is generally managed with a brief intervention by an adult in that setting. These actions aim to correct behavior by stressing the seriousness of the behavior while keeping the student in class. A level two behavior may include contact with support staff or an administrator and may result in a documented Student Support Request.

Level Two Behavior Interventions and Responses

1. Review and consider a student's IEP or 504 Plan prior to implementing interventions and responses.
2. Select and implement interventions and responses that maintain the continuity of instruction or are least disruptive.
3. Consider use of interventions from prior levels and multiple categories.
4. Communicate with parents/guardians about the behaviors and interventions.
5. Document behavior.

Intervention and Response Categories

Skills-Based (teach)	Restorative (repair)	Staff/Administrative Actions (support)
• Skill practice/role play • Self-monitoring/self-charting • Goal setting • Individual skill coaching • Student success agreement	• Structured restorative conversation • Problem-solving circle • Reflective conversation • Peer mediation • Accountability task connected to harm	• Student support team consultation • Structured check-in with an adult from the support team • Increased supervision plan • Time out of class (<10 minutes) • Referral to mental health supports (if ongoing & pervasive)

Optional Administrative Actions that may result in removal from instruction

Note: A reoccurring behavior infraction may be treated as an infraction at a higher level

Level Two Alphabetical Listing

1 2 3 4 5

TRESPASSING / ON SCHOOL PROPERTY WITHOUT PERMISSION – TP

Being on school district property without permission or after being directed to leave, including, but not limited to, being on district property during a suspension or expulsion

	●	●		
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PARKING VIOLATION – PV

Parking in an unauthorized area on school property

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Level Three

Behavior Definition

A level three behavior is a behavior infraction that disrupts the educational setting, targets others, and/or impacts the safety of others. A level three behavior will result in an Office Discipline Referral (ODR) and may result in removal from instruction for part of a day or an entire school day.

Level Three Behavior Interventions and Responses

1. Review and consider a student's IEP or 504 Plan prior to implementing interventions and responses.
2. Select and implement interventions and responses that maintain the continuity of instruction or are least disruptive.
3. Consider the use of interventions from prior levels and multiple categories.
4. Communicate with parents/guardians about the behaviors and interventions.
5. Document behavior in Skyward.

Intervention and Response Categories

Skills-Based (teach)	Restorative (repair)	Staff/Administrative Actions (support)
• Small-group skill instruction • Targeted behavioral intervention • Individual coaching by support staff • Behavior goal monitoring	• Facilitated restorative conference/Staff led mediation • Restorative circle • Restorative back-to-class plan • Restitution for harm or property damage • Structured Day • Accountability Project • CAAP alternative to suspension program	• Formal ODR • MTSS referral/review • Student support team intervention plan • Lunch Detention • Loss of privilege (Bus/School) • Temporary alternative instruction location • Change in schedule • Re-entry plan • Safety planning as needed • Check in check Out • SRO consult • Chem Health referral

Optional Administrative Actions that may result in removal from instruction

- In-school removal from instruction 1 day or less.
- Out-of-school dismissal from instruction less than 1 day. Consider student's age and understanding.

Level Three Alphabetical Listing	1	2	3	4	5
ARSON – AR					
The intentional burning of property			●	●	●
BOMB THREAT – BO					
Threatening to detonate an incendiary or explosive device to cause property damage or injuries, whether or not such a device actually exists			●	●	●
BULLYING – BL					
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, written, verbal or nonverbal threats or intimidating or threatening gestures. Any incidents that materially and substantially interferes with a student's educational opportunities or			●	●	●

Level Three Alphabetical Listing	1	2	3	4	5
performance or ability to participate in school functions, activities or receive school benefits, services, or privileges or significant disruption to the school community will be investigated pursuant to Board Policy 514 .					
CYBER-BULLYING – CB					
Bullying using technology or other electronic communication, including, but not limited to, transferring a sign, signal, writing, image, sound, or data, including posting on a social network Internet website or forum, transmitted through a computer, cell phone or other electronic device. Any incidents that materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges will be investigated pursuant to Board Policy 514 .			•	•	•
DRUGS, ILLEGAL/MOOD ALTERING – DI					
Using, possessing, or distributing drugs (addition of tobacco/nicotine & cannabis) or alcohol or paraphernalia including look-alike drugs and synthetics					
Use/Possession/Paraphernalia – DR/DR1: Possessing, using, or being under the influence of drugs or alcohol including prescription medications (except as prescribed by a physician and approved by a school nurse).			•	•	•
Distribution – DR/DR1: Providing, selling, exchanging, or sharing drugs or alcohol to any member of the school community.			•	•	•
EXTORTION – EX					
Obtaining money, property, or services another person against their will through coercion, intimidation, or threat of physical harm.			•	•	•
FIGHTING – FG					
Two or more students mutually participating in the use of force or physical violence that may require intervention to end the altercation, physical restraint, or results in injury. Fighting does not include conduct rising to the level of physical assault.			•	•	•
GANG ACTIVITY – GN					
Only use this category when certain that gang membership contributed to the event.					
Conduct that is gang-motivated or related to gang membership. Examples include, but are not limited to: displaying gang symbols, gang paraphernalia, participating in the recruitment/initiation of a student into a gang.					
NOTE: A gang is an organized group characterized by turf concerns, special dress or colors, and engagement in delinquent or illegal activity. Gang activity is documented in conjunction with a primary behavior infraction.					
HARASSMENT					
Exhibiting unwelcome discriminatory behavior that has the purpose or effect of creating an environment that is intimidating, hostile or offensive with respect to that individual					
Disability Harassment – HD: Unwelcome discriminatory behavior based upon disability			•	•	•

Level Three Alphabetical Listing	1	2	3	4	5
Ethnicity/National Origin Harassment – HE: Unwelcome discriminatory behavior based upon ethnicity			●	●	●
Gender – HG: Unwelcome discriminatory behavior based upon gender			●	●	●
Harassment Other – HO1: Unwelcome discriminatory behavior based upon familial status, public assistance status and/or age			●	●	●
Racial Harassment – RH: Unwelcome discriminatory behavior based upon race or color			●	●	●
Religious Harassment – HO1: Unwelcome discriminatory behavior based upon religion or creed			●	●	●
Sexual Harassment – SH: Unwelcome discriminatory behavior based upon unwanted sexual touch or comments.			●	●	●
Sexual Orientation Harassment – HS: Unwelcome discriminatory behavior based upon sexual orientation			●	●	●
HAZING – HZ					
Committing a potentially harmful act against a student or coercing a student into committing such an act, for the student to be initiated into, or affiliated with, an organization or for any other purpose			●	●	●
INAPPROPRIATE RECORDING/SHARING/CREATING -					
Creating, altering, recording, sharing, posting, livestreaming, or distributing images, videos, audio recordings, or other digital media that violate privacy, disrupt school operations, harm others, or promote misconduct.			●	●	●
LEFT GROUNDS – LG					
Leaving building/grounds without permission and returning during the day, including, but not limited to, student leaving closed campus to eat lunch and returning			●	●	
PYROTECHNICS – PY					
Pyrotechnics refers to firecrackers, fireworks, smoke bombs, etc. that contain flash powder, gunpowder, black powder, or any other explosive compound constructed to produce detonation or deflagration			●		
RECKLESS DRIVING – RD					
Driving on district property in such a manner to endanger persons or property			●	●	
SCHOOL THREAT - ST					
Conveying an intent to cause harm or violence through an oral, written or physical threat, sign or act to the school or school community, regardless of the intent or ability to carry it out.			●	●	●
SEXUAL PHYSICAL CONTACT -					
Explicit sexual behavior or activity that is consensual in nature			●	●	
SUBSTANTIAL DISRUPTION –					
Engaging in, encouraging, organizing, or facilitating conduct that materially disrupts the educational environment, school operations, or the safety of students and staff.			●	●	

Level Three Alphabetical Listing	1	2	3	4	5
THREAT/INTIMIDATION – TI					
Conveying an intent to cause harm or violence through an oral, written, or physical threat, sign or act			●	●	●
VANDALISM - V					
Willful or malicious destruction or damage of school or personal property on school grounds without consent of the owner.			●	●	●
WEAPON – WE					
Any firearm, whether loaded or unloaded, any device or instrument designed as a weapon or through its use capable of threatening or producing great bodily harm or death, or any device or instrument that is used to threaten or cause bodily harm or death and combustible or flammable liquids.					
For more detail, click this link: Board Policy 501					
Other Weapon or Object, Not a Firearm: Possessing or using any device or instrument—including any non-conventional weapon—that, in the manner it is used or intended to be used, is calculated or likely to produce bodily harm or substantial bodily harm, or fear of any degree of bodily harm. (Other weapons include knives with blades under 2.5 inches, ammunition, etc.) 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.			●	●	
Dangerous Weapon Other Than a Firearm: Possessing or using any device or instrument designed as a weapon and capable of producing death or great bodily harm, any device modified so that it may be used as a weapon and capable of producing death or great bodily harm, any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm, any fire that is used to produce death or great bodily harm, any knife with a blade equal to or greater than 2.5 inches in length or any replica firearm, BB gun, or pellet gun. 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.				●	●
Firearm: Possessing or using a device designed to be used as a weapon, from which is expelled a projectile by the force of explosion or force of combustion.					●
Level Four					
Behavior Definition					

A level four behavior is a behavior infraction that significantly disrupts the educational setting, targets others, and/or impacts the safety of others and is distinguishable by its repetitiveness and/or severity. A level four behavior results in an Office Discipline Referral (ODR), may result in dismissal from school for one or more days, and may result in notification to law enforcement.

Level Four Behavior Interventions and Responses

1. Review and consider a student's IEP or 504 Plan prior to implementing interventions and responses.
2. Select and implement interventions and responses that maintain the continuity of instruction or are least disruptive.
3. Consider use of interventions from prior levels and multiple categories.
4. Communicate with parents/guardians about the behaviors and interventions.
5. Document behavior.

Intervention and Response Categories

Skills-Based (teach)	Restorative (repair)	Staff/Administrative Actions (support)
- Individualized skill instruction - Individualized behavior goals - Behavior Support Plan	- Formal restorative conference - Family group conference - Restorative transition plan - Restitution agreement - Restorative Re-entry conference - Neutral party mediation	- Brief FBA - Wraparound consultation/referral with outside agencies or partnerships - Formal Threat assessment - Consideration of alternative educational placement (blue section) - Administrative transfer (blue section) - Triage referral

Optional Administrative Actions that may result in removal from instruction

- Out-of-school dismissal from instruction not to exceed 4 days. Consider student's age and understanding.

Level Four Alphabetical Listing	1	2	3	4	5
ASSAULT-SEXUAL – AX					
Exhibiting conduct of a sexual or indecent nature toward another person that is accompanied by actual or threatened physical force or that induces fear, shame or mental suffering. For more detail, click this link: Board Policy 522				●	●
ASSAULT-PHYSICAL— AS					
Touching or striking of another individual intended to inflict bodily harm to an individual.				●	●
ROBBERY – RO					
Taking or attempting to take anything of value personal property that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. Robberies involving a weapon(s) should be reported as "Weapon" because the severity ranking for "Weapon" is higher.				●	●

Level Five

Behavior Definition

A level five behavior is a behavior infraction that involves removal of the student from the school environment because of the severity of the behavior. Interventions focus on maintaining the safety of the school community and ending self-destructive and/or dangerous behavior. Level five behaviors are identified as expellable offenses.

Level Five Behavior Interventions and Responses

1. Review and consider a student's IEP or 504 Plan prior to implementing interventions and responses.
2. Select and implement interventions and responses that maintain the continuity of instruction or are least disruptive.
3. Consider use of interventions from prior levels and multiple categories.
4. Communicate with parents/guardians about the behaviors and interventions.
5. Document behavior.

Intervention and Response Categories

Skills-Based (teach)	Restorative (repair)	Staff/Administrative Actions (support)
- Intensive reintegration planning - Transition supports - Wraparound planning	- Family group conference (may be as part of a move to a new setting) - Development of a re-entry plan	Consultation with Assistant Superintendents and Equity Director
Optional Administrative Actions that may result in removal from instruction - Out-of-school dismissal from instruction five or more days (ten days if there is a recommendation for expulsion). Consider student's age and understanding. - Recommendation for expulsion - Consult with/refer to local law enforcement		

Additional Information K-21

Early Childhood – Third Grade

- Recess Removal: Withholding or excessively delaying recess or other scheduled breaks due to misbehavior or incomplete work is prohibited unless a student causes or is likely to cause serious physical harm to students or staff, parents/guardians consent to recess removal, or an IEP team determines it is in the child's best interest
- Suspensions: Suspensions for 1 or more full days are prohibited. Dismissals (less than one day) may be used if necessary. In-school suspension is considered a day of out-of-school suspension for a student with a disability as they do not receive regular and special education services in their least restrictive environment.
- Expulsions: Students may not be expelled or excluded unless all resources and alternative options have been exhausted.

Discipline Processes

All disciplinary actions will be processed pursuant to District 742's discipline policies, the requirements of the [Minnesota Pupil Fair Dismissal Act](#) and other applicable law.

- School staff will use support, responses and interventions in the Code of Conduct to respond to behavior infractions.
- Juvenile or criminal proceedings or consequences against the student do not preclude the school district from disciplining the student for violations of the Rights and Responsibilities Handbook or for other misconduct.
- Any student who violates a policy that has a potential consequence of suspension from school for more than one school day shall have an informal conference with a school administrator.
- If a student's total days of removal from school exceeds ten cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school.
- All students who violate a policy or rule that has the potential consequence of expulsion or exclusion will be given the opportunity to have a hearing in accordance with Minnesota law.
- See the [Minnesota State High School League Official Handbook](#) to determine the impact of administrative actions on student eligibility and participation in Minnesota State High School League activities.

Alternative Educational Services Procedures

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

Length of Suspension	Services Provided	School Administrator or Designee Responsibility	Parent/Guardian Responsibility
Up to five school days	All suspended students must have access to schoolwork and receive credit if completed satisfactorily.	Ensure homework is picked up or sent electronically	Pick up classroom homework from school, ensure student received it electronically, or arrange to have it mailed to home Return/submit completed work upon student's return to school
Six to 10 school days*	Alternative educational services must be provided if a student is suspended for more than 5 consecutive school days.	Ensure homework is picked up or sent electronically	Pick up classroom homework from school, ensure student received it electronically, or arrange to have it mailed to home Make sure student returns/submits completed work to school
Up to 15 school days (only pending expulsion, consideration of administrative transfer, or when student constitutes a substantial and immediate danger)*	Alternative education services must be arranged to begin no later than the 6th school day.	Arrange for alternative education services as soon as a determination has been made to refer student for expulsion or transfer. For students withdrawn, expelled or excluded must receive alternative educational services with progress reviewed quarterly, parents must be updated regularly on progress, and mental health services previously received must be continued until enrolled elsewhere.	Assist school administrator in establishing a schedule for the delivery of alternative education services

If a student is suspended, the suspending administrator must notify the level assistant superintendent and the assistant superintendent of educational services. If a student is suspended for more than five school days, the student is entitled to alternative educational services that will allow the student to progress toward meeting graduation requirements and the suspending administrator must provide the superintendent with a reason for the longer suspension.

Each suspension action may include a readmission plan. The readmission plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission and may not be used to extend the current suspension.

The school administrator is responsible for ensuring that the school attempts to provide required alternative educational services. Families also have the responsibilities set forth above. Parents who have concerns about the school's compliance with these procedures should contact the school administrator or assistant superintendent promptly.

Additional information related to special education students: District 742 may have additional obligations to special education students that are not explained here. For more information about the rights of special education students, see the [Notice of Procedural Safeguards – Parent Rights for Special Education](#) or contact the school administrator, your student's case manager, or the assistant superintendent of education services.

Students with a Section 504 Plan

For students covered by Section 504 of the Rehabilitation Act of 1973, a Manifestation Determination by the 504 team is required prior to any change of placement or cumulative removal exceeding 10 school days. If the behavior is not a manifestation of the disability, students on 504 Plans may be disciplined or expelled without alternative services, consistent with general education policies.

Students with an Individualized Education Program (IEP)

When a student with a disability is dismissed (denial of the current educational program to any student, including exclusion, expulsion and suspension) for more than ten (10) days in a school year, is being considered for a 45-day unilateral placement, or before initiating any expulsion or exclusion, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination meeting. The manifestation determination meeting must be held within ten (10) school days of the dismissal. The team will determine if the behavior is related to the student's disability. The team will review or complete a Functional Behavior Assessment and write a behavior intervention plan to support the student at school.

A dismissal for one school day or less is a suspension if the student with a disability does not receive regular or special education instruction during that dismissal period. A student with a disability shall be provided alternative educational services to the extent a suspension exceeds five consecutive school days.

Consistent with federal law, before initiating an expulsion or exclusion, the district, relevant members of the student's IEP team, and the student's parent shall determine whether the student's behavior was caused by or had a direct and substantial relationship to the student's disability and whether the student's conduct was a direct result of a failure to implement the student's IEP. When a student with a disability who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the district shall continue to provide special education and related services during the exclusion or expulsion. [Minn. Stat. § 121A.43](#)

	IEP Team Meeting Required	Manifestation Determination Required	Functional Behavioral Assessment Plan Required	Alternative Education Services Required
Student removed for one school day or less	No*	No*	No*	No*
Student suspended for less than five consecutive school days	No*	No*	No*	No*
Student suspended for 5 consecutive days	Yes	No	No*	No*
Student suspended for six OR MORE consecutive school days	Yes	No	No*	Yes

	IEP Team Meeting Required	Manifestation Determination Required	Functional Behavioral Assessment Plan Required	Alternative Education Services Required
Student removed for 10 cumulative school days or less in one school year	No	No	No	No
Student removed for 11 cumulative days in a school year or more	Yes	Yes	Yes	Yes, access to FAPE required
Student placed on in-school suspension	No **	No **	No **	No **
Student suspended from the bus	IEP specific ***	IEP specific ***	IEP specific ***	IEP specific ***
Parent requests a manifestation determination following any removal for disciplinary reasons.	Yes	Yes	No*	No*

* Unless the student has been removed 11 or more cumulative days in a school year. [Minn. Stat. § 121A.43\(a\)](#)

** In-school suspension is considered a day of out-of-school suspension for a student with a disability as they do not receive regular and special education services in their least restrictive environment.

*** If bus transportation is a part of the student's IEP, a bus suspension would be treated as a removal unless the school provides transportation in some other way, because that transportation is necessary for the student to obtain access to the location where all other services will be delivered. If bus transportation is not a part of the student's IEP, a bus suspension typically would not be a removal.

Glossary of Terms

Academic Dishonesty

Submitting another person's work as your own, including but not limited to cheating on a school assignment, plagiarism or using electronic devices or other technology to accomplish this end.

Active Supervision

A proactive approach for monitoring students in a given area by scanning, moving and interacting with students while providing positive feedback and effective error correction.

Alcohol

Any liquid containing any amount of alcohol, including but not limited to non-alcoholic beer, wine, or spirits.

- Possessing, distributing or selling alcohol
- Being under the influence of alcohol

Arson

The intentional burning of property.

Assault—Physical

Touching or striking of another individual intended to inflict bodily harm to the individual. Does not include minor physical contact.

Assault-Sexual

Exhibiting conduct of a sexual or indecent nature toward another person that is accompanied by actual or threatened physical force or that induces fear, shame, or mental suffering.

Attendance Issues

Being absent from attendance at school without a lawful excuse

- Skipping Class—Being truant to class
- Unexcused Absence—Being absent from school without authorization
- Tardiness—Arriving late to school or to class
- Chronic Truancy—Continuing unauthorized absences to school or to class

NOTE: Incidents of chronic truancy may be referred to the County Truancy Intervention Specialist and/or may necessitate the filing of a truancy petition/educational neglect with the county attorney.

Bomb Threat

Threatening to detonate an incendiary or explosive device to cause property damage or injuries, whether or not such a device actually exists.

Bullying

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, written, verbal or nonverbal threats or intimidating or threatening gestures. Any incidents that materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions, activities or receive school benefits, services, or privileges or significant disruption to the school community will be investigated pursuant to [Board Policy 514](#).

Community Service

Unpaid service for the benefit of the public that is performed by a student or students in lieu of, or in addition to, formal discipline.

Cyber-Bullying

Bullying using technology or other electronic communication, including, but not limited to, transferring a sign, signal, writing, image, sound, or data, including posting on a social network Internet website or forum, transmitted through a computer, cell phone or other electronic device. However, any incidents that impact the school environment will be addressed. Any incidents that materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges will be investigated pursuant to [Board Policy 514](#).

Dress Code Violation

Wearing clothing that does not fit within the dress code guidelines practiced by the school/district.

Drugs, Illegal/Mood Altering

Using, possessing, or intending to sell a narcotic, drug, or controlled substance, including, but not limited to, inhalants, marijuana and cocaine, drug paraphernalia and look-alike drugs and synthetics

- Paraphernalia: Possessing any substance use related devices
- Prescription: Possessing distributing, or abusing prescription medications (except as prescribed by a physician and approved by a school nurse, or distribution of prescription drugs)
- Use/Possession: Possessing, using, distributing, or being under the influence of any mood altering or look-like mood-altering substances.

Extortion

Obtaining money, property, or services another person against their will through coercion, intimidation, or threat of physical harm.

Fighting

Two or more students mutually participating in the use of force or physical violence that may require intervention to end the altercation, physical restraint, or results in injury. Fighting does

not include conduct rising to the level of physical assault, nor does it include roughhousing or play fighting.

Free Appropriate Public Education (FAPE)

The educational rights of children with disabilities guaranteed by federal law.

Functional Behavioral Assessment

A process for gathering information to understand the structure and function of a student's behavior(s) in order to develop an effective and efficient behavioral support plan that teaches and encourages alternative behaviors.

Gambling

Playing a game of chance for stakes.

Gang Activity

Only use this category when certain that gang membership contributed to the event.

Conduct that is gang-motivated or related to gang membership. Examples include, but are not limited to: displaying gang symbols, gang paraphernalia, participating in the recruitment/initiation of a student into a gang.

NOTE: A gang is an organized group characterized by turf concerns, special dress or colors, and engagement in delinquent or illegal activity. Gang activity is documented in conjunction with a primary behavior infraction.

Harassment

Exhibiting unwelcome discriminatory behavior that has the purpose or effect of creating an environment that is intimidating, hostile or offensive with respect to that individual

- Disability Harassment: Unwelcome discriminatory behavior based upon disability
- Ethnicity/National Origin Harassment: Unwelcome discriminatory behavior based upon ethnicity
- Gender/Sexual Harassment: Unwelcome discriminatory behavior based upon gender
- Harassment Other: Unwelcome discriminatory behavior based upon familial status, public assistance status, and/or age
- Racial Harassment: Unwelcome discriminatory behavior based upon race or color
- Religious Harassment: Unwelcome discriminatory behavior based upon religion or creed
- Sexual Harassment: Unwelcome discriminatory behavior based upon unwanted sexual touch or comments.
- Sexual Orientation Harassment: Unwelcome discriminatory behavior based upon sexual orientation.

Hazing

Committing a potentially harmful act against a student or coercing a student into committing such an act, in order for the

student to be initiated into or affiliated with an organization or for any other purpose.

Left Grounds

Leaving building/grounds without permission and returning during the day, including but not limited to student leaving closed campus to eat lunch and returning.

Manifestation Determination

A process to determine if a student's behavior infraction was or was not a manifestation of the student's disability.

Mood-Altering or Psychoactive Substances

Mood-altering or psychoactive substances are used for their mood and perception altering effects, including those with accepted uses in medicine and psychiatry. Examples of psychoactive substances include caffeine, alcohol, cocaine, LSD, nicotine, and cannabis.

Multi-Tiered System of Supports (MTSS)

A three-tiered framework that uses increasing levels of intense, evidence-based instruction and interventions to support students' academic and behavioral needs.

Notice of Procedural Safeguards

A document describing the rights of a parent of a child with a disability and the procedures that safeguard those rights under state and federal special education law.

Non-Compliance

- Engaging in brief or low-intensity failure to follow directions or talking back.
- Engaging in sustained or high intensity refusal to follow directions.

On School Property Without Permission

Being on school property without permission, including while suspended or expelled; includes breaking and entering.

Over-the-Counter Medications

Except as excluded by policy, possessing non-prescription medications while on school property:

- Possessing or using over-the-counter medications without permission
- Selling or distributing over-the-counter medications.

Parking Violation

Parking in an unauthorized area on school property.

Peer Mediation

A process that empowers students to learn to resolve disputes with one another.

Physical Contact

Engaging in non-serious but inappropriate physical contact.

Property Misuse

Using an item or piece of equipment in a manner for which it was not intended. This includes any item determined to be disruptive to the educational environment.

Pyrotechnics

Pyrotechnics refers to firecrackers, fireworks, smoke bombs, etc. that contain flash powder, gunpowder, black powder, or any other explosive compound constructed to produce detonation or deflagration.

Reckless Driving

Driving on district property in such a manner to endanger person or property.

Restorative Circle

A community process for supporting those in conflict through a structured meeting that holds individuals accountable for their actions and addresses the needs of those who have been harmed.

Restorative Practices

Interventions to hold students accountable for harm and teach them the skills of pro-social behaviors in the context of community and relationships.

Robbery

Taking or attempting to take anything of value personal property that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. Robberies involving a weapon(s) should be reported as “Weapon” because the severity ranking for “Weapon” is higher.

School Resource Officers (SROs)

Sworn officers of our local police departments who work in partnership with school administrators to provide the safest learning environment possible. The SRO’s primary function is law enforcement.

School Vandalism

Conveying an intent to cause harm or violence through an oral, written or physical threat, sign or act to the school or school community, regardless of the intent or ability to carry it out.

Teasing

An occurrence of teasing or name calling with or without the intent to injure, degrade, disgrace, or intimidate other individuals.

Technology Misuse

Engaging in inappropriate use of school or personal device, camera, computer, or other electronic device using the school district system, Internet resources or accounts.

Theft

Taking the property of another individual or the school without permission, with the intent of not returning the property to the owner. No force is involved in the taking of property.

Threat/Intimidation

Conveying an intent to cause harm or violence through an oral, written, or physical threat, sign, or act.

Tobacco / Nicotine & Related Devices

Possessing or using a tobacco-related device including electronic cigarettes, vape devices, e-juices, etc.

Vandalism

Willful or malicious destruction or damage of school or personal property on school grounds without consent of the owner.

Verbal Abuse

Inappropriately using words directed toward another person, including but not limited to name-calling, profanity, or other types of inappropriate use of words.

Weapon

Any firearm, whether loaded or unloaded, any device or instrument designed as a weapon or through its use capable of threatening or producing great bodily harm or death, or any device or instrument that is used to threaten or cause bodily harm or death and combustible or flammable liquids.

- Firearm: Possessing or using a device designed to be used as a weapon, from which is expelled a projectile by the force of explosion or force of combustion.
- Dangerous Weapon Other Than a Firearm: Possessing or using any device or instrument designed as a weapon and capable of producing death or great bodily harm, any device modified so that it may be used as a weapon and capable of producing death or great bodily harm, any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm, any fire that is used to produce death or great bodily harm, any knife with a blade equal to or greater than 2.5 inches in length or any replica firearm, BB gun, or pellet gun. 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.
- Other Weapon or Object, Not a Firearm: Possessing or using any device or instrument—including any non-conventional weapon—that, in the manner it is used or

intended to be used, is calculated or likely to produce bodily harm or substantial bodily harm, or fear of any degree of bodily harm. (Other weapons include knives with blades under 2.5 inches, ammunition, etc.) 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.

Resources and Assistance to Resolve Issues

District 742 does not discriminate on the basis of race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with regard to public assistance, sexual or affectional orientation, familial status or disability. Inquiries regarding our not-discrimination policies should be directed as follows:

To report discrimination, harassment, or other violations:

- Of employees- contact Human Resources at 320-370-8042
- Of students- first contact the building administrator of the school/program to report discrimination, including Title IX (sex discrimination) violations or violations of student's human rights

Students with Disabilities St. Cloud Area School District Resources:

- Executive Director of Special Education 320-370-8075

Non-St. Cloud Public School Resources:

- MDE (MN Department of Education): 651-582-8200
- PACER (Parent Advocacy Coalition for Education Rights): 952-838-9000

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