# ROCORI

ISD 750 EST. 1967



*Making a Difference Today for a Better Tomorrow*

## STUDENT CODE OF CONDUCT

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# Code of Conduct: Rights and Responsibilities for Students, Families, and Staff

**Foreword**

This Code of Conduct is a guide to student behavior. The ROCORI Public Schools, ISD 750, School Board creates and adopts policies to guide the actions of everyone in the district. The district administrative team develops procedures for how these policies will be implemented in ROCORI Public Schools. Staff work with students to set and follow the expectations for how they will work together in classrooms. 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, intervention, and discipline in this document fulfill the Board of Education's policies as stated in ROCORI Public Schools Board Policies.

This Code of Conduct applies to incidents and situations that occur in school, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists. This document 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.

# ROCORI PUBLIC SCHOOLS
## STRATEGIC PLAN
## 2026-2031

## CORE VALUES

**Academic Excellence ● Positive Relationships ● Integrity**

## BELIEF STATEMENTS

- **We believe honesty, transparency and collaboration build the trust that strengthens our school community.**
- **We believe each student deserves a safe and supportive learning environment where they are valued, challenged and inspired to succeed.**
- **We believe compassionate and curious minds are developed through meaningful and engaged learning.**

## MISSION STATEMENT

**Supporting each student to learn, grow and reach their full potential.**

## VISION STATEMENT

**Student First ● Community Strong ● Shaping the Future**

## PORTRAIT OF A GRADUATE TRAITS

**Resilient ● Resourceful ● Responsible ● Respectful**

## STRATEGIC PLAN FOCUS AREAS

| | | | |
|---|---|---|---|
| **An Excellent Education for Students** | **Communication and Community Connections** | **Well-Being and Safety** | **Effective Resource Management** |

Adopted 1-5-26

# Student Rights, Responsibilities and Opportunities

Students who attend ROCORI Public Schools have various rights and opportunities. Students also have responsibilities to teachers, other staff, and fellow students. Students have other rights guaranteed by the Constitution and by state and local laws. The rights and responsibilities in this Code of Conduct are not all inclusive and do not cover every situation that may arise. The table below describes student rights, opportunities, and responsibilities in ROCORI Public Schools.

| **Attendance** | |
|---|---|
| **Rights** | **Responsibilities** |
| Eligible resident students have the right to a free public education according to state and federal law.<br><br>Minnesota Statutes 120A.22 A parent, guardian, or other person having control of a child may apply to a school district to have the child excused from attendance for the whole or any part of the time school is in session. The following are reasons for an excused absence: dental, medical, or mental health appointments; family emergency; death, serious illness, or funeral of an immediate family member; ongoing treatment for mental health diagnosis; other exemptions included by the school district; religious instruction not to exceed three hours in any week.<br><br>**For more detail, click this link:** Minnesota Statutes 120A.22 | Students and families are responsible for following the school's attendance and tardiness rules and procedures.<br><br>Students and families are responsible for notifying the school office(e.g., written note, phone call, email) before an absence or upon returning to school after an absence.<br><br>Students are responsible for obtaining a pass from a staff person when late for class or if there is a need to leave class.<br><br>Students and families are responsible for notifying the school office 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.<br><br>Students have the right to be free from retaliation when making good faith reports of bullying or cyberbullying.<br><br>**For more detail, click this link to find:** Bullying Prohibition Policy | 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 or call the ROCORI TIP Line: (320)-685-4965 or use the Anonymous Form HERE<br><br>Students have the responsibility to intervene on behalf of any individual who is a target of bullying and report any acts of bullying immediately. We expect ROCORI students to be upstanders and not bystanders in the presence of bullying. |

| **Equal Opportunity** | |
|---|---|
| **Rights** | **Responsibilities** |
| Students have the right of equal opportunity, as allowed by law, to participate in all school activities and school education programs for which they are eligible.<br><br>**For more detail, click this link to find:** ROCORI Education Equal Opportunity Policy | 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.<br><br>Students have the right to expect privacy regarding actions taken.<br><br>Students have the right to be informed of all applicable classroom and school rules, expectations and procedures.<br><br>Students have the right to be treated respectfully by district employees and other students.<br><br>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 responsible for responding to all directives or inquiries from staff, for following all laws, policies, rules and expectations that apply to them.<br><br>Students are responsible for knowing and following all applicable classroom rules, expectations and procedures.<br><br>Students are responsible for treating all persons respectfully.<br><br>Students are responsible for respecting the space and freedom of those around them.<br><br>Students are expected to treat the property of others and the district responsibly.<br><br>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 or safety of others. | Students are responsible for expressing opinions, publishing written materials, and distributing literature in such a manner that:<br>• is not libelous, obscene, discriminatory or sexually explicit,<br>• does not contain references to alcohol, chemicals, tobacco or other products that are illegal for use by minors,<br>• does not interfere with the rights of others,<br>• does not disrupt the atmosphere of learning in the school, and<br>• follows school rules and procedures regarding time, place and manner.<br><br>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.<br><br>Students have the right to attend school in a safe environment that is free from disruptive behavior.<br><br>Students have the right to complete assignments missed during an excused absence.<br><br>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.<br><br>**For more detail, click this link:** Minnesota Statute 120A.22 | Students are responsible for daily attendance, completing class assignments on time and bringing appropriate materials needed for class.<br><br>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.<br><br>Students are responsible for obtaining and completing make-up work assigned for periods of absence.<br><br>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 School Board Policy regarding medications.<br><br>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.<br><br>**For more detail, click this link to find:** Administration of Medication at School Policy |

| 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, disability, or any other protected class.<br><br>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.<br><br>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.<br><br>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.<br><br>**For more detail, click this link:** Minnesota Statute 121A.72, subdivision 1 | Students must not bring any item or material that violates school district policy, school rules, 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.<br><br>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.<br><br>Students are responsible for keeping their lockers/desks in good condition and free of any items that are illegal or prohibited.<br><br>The personal possessions of students within a school locker may be searched 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 and Opportunities** | **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. | Students who do not wish to participate in reciting the Pledge of Allegiance may elect not to, but must not interfere with another person's right to make that choice.<br><br>**For more detail, click this link to find:** Pledge of Allegiance Policy |

| 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 the ROCORI Student Handbook for specific guidelines. |

| Student Government | |
|---|---|
| **Rights** | **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. |

| Student Records | |
|---|---|
| **Rights** | **Responsibilities** |
| Parents/guardians and adult students generally have the right to view and challenge their school records according to state and federal laws.<br><br>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.<br><br>**For more detail, click this link to find:** Protection and Privacy of Student Records Policy | Students are responsible for following established building and district procedures regarding access to their school records. |

| Technology Usage and Safety | |
|---|---|
| **Rights** | **Responsibilities** |
| Students have the opportunity to have equitable access a variety of district technology resources. | Students are responsible for using the district technology resources properly and following all district and school rules and procedures.<br><br>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.<br><br>Students are responsible for maintaining the security of the district technology resources, and recognizing and honoring the intellectual property rights of others.<br><br>Students are responsible for immediately disclosing inadvertent access of unacceptable materials or an unacceptable internet site to an appropriate school district administrator.<br><br>Students are responsible for thinking before posting, respecting other people online, being careful when meeting online friends in person, and protecting themselves online.<br><br>**For more detail, click this link to find:** District Internet Acceptable Use and Safety Policy and Bullying Prohibition Policy |

# Standards of Student Behavior

ROCORI Public Schools believe in effective partnerships between students, staff, families and community members to create a climate that is inclusive, safe, caring and stimulating, and promotes shared responsibility for performance and innovation.

In order to support our school climate initiatives, ROCORI Public Schools use evidence-based strategies to support positive student development. Some of these strategies include restorative practices, Positive Behavior Interventions and Supports (PBIS), and Social Emotional Learning Competencies (SEL).

A safe and positive learning environment is essential. Knowing and complying with the district's expectations and procedures will support students in making positive choices. Students will be held accountable for their actions when they are disruptive or act inappropriately. When students do not follow the rules, school staff members are expected to respond appropriately and consistently.

Refer to the ROCORI Student Handbook for information beyond this ROCORI Code of Conduct:

This section of the Code of Conduct identifies the five levels of behavior infractions with examples of what supports, interventions, and responses could include. 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, their definitions and the levels of each behavior. The level of the behavior infraction is identified, but does not indicate which specific response will be taken at the administrative level. There shall be a logical relationship between the severity and frequency of the behavior infraction, the age of the student, and the administrative action. School administrators will inform the parent of any student whose behavior is in serious conflict with established rules and procedures. Students and their families are responsible for working collaboratively with school staff to support the rules and procedures outlined in this Code of Conduct.

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

# Levels of Behavior and Response

## Level One (Setting Managed)

**Behavior Definition**
A level one behavior is a minor behavior infraction that 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 management strategies.

**Level One Behavior and Responses**

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

## Response Categories

| Skills-Based Supports | Staff Actions |
|---|---|
| • Re-teaching of expectations, procedures and routines<br>• Increase positive feedback for demonstration of expected behavior<br>• Reminder/Redirection on ways to ask for help or solve problems<br>• Reminder/Redirection on ways to manage emotions<br>• Reminder/Redirection of appropriate language<br>• Teacher/Student conference | • Fidelity check of school-wide systems, structures and supports<br>• Review (classroom/non-classroom) behavior management plan including social skills teaching and reinforcement<br>• Classroom/Non-classroom supports<br>• Seat change, assigned seating<br>• Loss of related privileges<br>• Parent notification<br>• Increase active supervision<br>• Confiscating items |

**Optional administrative actions that may result in removal from class or school**
*Note: Reoccurring behavior infractions may be treated as an infraction at a higher level*

# Level Two (Setting Managed)

**Behavior Definition**
A level two behavior is a repeated minor 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 office referral.

**Level Two Behavior and Responses**

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

## Response Categories

**Skills-Based Supports**

- Re-teaching routines, expectations, and procedures
- Increase positive feedback for demonstration of expected behavior
- Re-teaching ways to ask for help, solve problems, manage emotions
- Self-charting of behaviors
- Skill practice/role play
- Individual skill coaching
- Student contract
- School community service

**Staff/Administrative Actions**

- Review student data to make an informed decision
- Develop a student skill plan
- Initiate behavior support plan
- Formalize check-in/out plan with adult
- Detention
- Community service
- Loss of related privileges
- Assigned seating
- Time out of classroom: less than 15 minutes
- Consultation with colleagues
- Consider referral to MTSS team
- Parent conference
- Increase active supervision

**Optional administrative actions that may result in removal from class or school**
*Note: Reoccurring behavior infractions may be treated as an infraction at a higher level*

# Level Three (Office Managed)

**Behavior Definition**

A level three behavior is a major 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 referral and may result in removal from instruction for part of a day or a full day of school.

**Level Three Behavior and Responses**

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

## Response Categories

**Skills-Based Supports**

- Individual or small group skill instruction
- Targeted instruction focused on the area of need
- Increase positive feedback for demonstration of targeted behaviors

**Staff/Administrative Actions**

- Consider referral to MTSS team
- Loss of related privileges
- Alternative instruction
- Student/staff conference
- Change in classroom assignment/schedule
- Consult with School Resource Officer
- Loss of transportation (bus) privileges
- Development of a re-entry plan
- Parent conference
- Community service
- Detention
- Suspension

**Optional administrative actions that may result in removal from school**

- In-school removal from class one (1) day or less
- Out-of-school dismissal from school one (1) day or less.

*Note: Reoccurring behavior infractions may be treated as an infraction at a higher level*

# Level Four (Office Managed)

**Behavior Definition**
A level four behavior is a major 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 will result in an office referral, 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. Select and implement interventions and responses that maintain the continuity of instruction or are least disruptive.
2. Consider use of interventions from prior levels and multiple categories.
3. Review and consider a student's IEP or 504 Plan prior to implementing interventions and responses.
4. Communicate with parents about the behaviors and interventions.
5. Document behavior in Skyward.

## Intervention and Response Categories

| **Skills-Based Supports** | **Staff/Administrative Actions** |
|---|---|
| • Increase positive feedback for demonstration of individualized behavior plan/goal<br>• Individualized skill instruction by licensed support staff<br>• Individual behavior support plan<br>• IEP/504 Plan Team consultation for potential changes | • Consultation with the School Resource Officer<br>• Refer to or review with MTSS team<br>• Referral to alcohol or drug counselor<br>• Loss of transportation (bus) privileges<br>• Consideration of alternative interim educational placement<br>• Development of a re-entry plan<br>• Detention<br>• Suspension |

**Administrative actions that result in removal from school**
- Out-of-school dismissal from school according to state statute.

*Note: Reoccurring behavior infractions may be treated as an infraction at a higher level*

# Level Five (Office Managed)

**Behavior Definition**

A level five behavior is a behavior infraction that involves removal of the student from the school environment for multiple days due to 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 possible expellable offenses.

**Level Five Behavior Interventions and Responses**

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

## Intervention and Response Categories

| Skills-Based Supports | Staff/Administrative Actions |
|---|---|
| • Individual coaching by licensed staff<br>• Individual behavior support plan<br>• Increase positive feedback for demonstration of individualized behavior plan/goal | • Consultation with student support team and superintendent<br>• Suspension<br>• Expulsion<br>• Development of a re-entry plan |

**Administrative actions that result in removal from school**

- Out-of-school dismissal from school for multiple days (ten (10) days if there is a recommendation for expulsion/withdrawal).
- Possible recommendation for expulsion/withdrawal
- Consult with/refer to local law enforcement

# Alphabetical Listing of Behaviors and Behavior Level

**Academic Dishonesty – AD 1, 2, 3**
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.

**Alcohol – AL 3, 4, 5**
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 – AR 4, 5**
Planning or participation in the intentional setting of a fire that results in, or could have potentially resulted in, the destruction or damage to school property or other property or that endangers or potentially endangers others by means of fire.

**Assault, Physical – AP 4, 5**
An act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another.

**Assault, Sexual – AS 4, 5**
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 1, 2, 3**
Being absent from attendance at school without a lawful excuse.
- **Skipping Class – SK 1, 2, 3** – Being absent from class without authorization.
- **Unexcused Absence – UX 1, 2, 3** – Being absent from school without authorization or exceeding the number of allowed absences in a school year.
- **Tardy – TD 1, 2, 3** – Arriving late to school or class.

*NOTE:* Incidents of chronic absences will be referred to the county for truancy/educational neglect with the county attorney.

**Bomb Threat/False Alarm/Terroristic Threat – BT 4, 5**
Intentionally making, publishing or conveying in any manner a message of possible incendiary or explosive materials being on-campus, near campus, and/or pending explosion, creating or reporting a false alarm, or any type of terroristic threat pertaining to a school location or event.

**Bullying – BL 3, 4, 5**
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.

**Bullying, Cyber – BC 3, 4, 5**
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.

**Cell Phone – CP 1, 2, 3, 4**
Having a cell phone out without permission.

**Defiance – DF 1, 2**
Engaging in low-intensity failure to follow directions or talking back.

**Defiance/Insubordination – DI 2, 3, 4**
Repeated failure to follow directions, or significant disruption of the learning environment, or failure to identify one's self when requested.

**Disrespect – DS 1, 2**
Language or behavior that is rude or inappropriate.

**Disruption – DP 1, 2**
Engaging in low-intensity disruption where the learning environment is not interrupted.

**Disruption, Major – DM 2, 3, 4**
Substantial non-compliance and interruption of learning of others.

**Dress Code Violation – DC 1, 2**
Wearing clothing that does not fit within the dress code guidelines defined by the school/district.

**Drugs – DR 3, 4, 5**
Using, possessing, or intending to sell a narcotic, drug or controlled substance, including, but not limited to inhalants, marijuana, gummies or any edible cannabinoid products, drug paraphernalia, and look-alike drugs and synthetics.

- Paraphernalia: Possessing any device used to consume drugs, including but not limited to pipes, needles, clips, papers, pods, vapes, and any other containers or materials related to drugs.
- Prescription: Possessing (except as prescribed by a physician and approved by a school nurse) or distribution of prescription drugs.
- Use/Possession: Possessing, using, distributing, under the influence of narcotics, drugs or other controlled substances or look alike substances.

**Fighting – FI 3, 4, 5**
Student is involved in participation in an incident involving physical violence or fighting where strikes are intended to be delivered.

**Forgery – FO 1, 2**
Signing someone else's name without their permission or knowledge.

**Gambling – GM 1, 2**
Playing of a game of chance for stakes.

**Gang Activity – GA 3, 4, 5**
Student misconduct that meets all of the following criteria:
Belonging to or associating with a group of three or more people who band together under a common identifying symbol, sign, name, gesture, dress, paraphernalia, or speech while under the supervision of ROCORI School District. Participating in a violation listed in this handbook to further an implicit or explicit goal of the gang/group. This will result in higher level consequences.
NOTE: Gang activity is an additional consequence and is documented in conjunction with a primary behavior infraction.

**Harassment 3, 4, 5**
Exhibiting unwelcome discriminatory behavior that has the purpose or effect of creating an environment that is intimidating, hostile, or offensive with respect to the following:

- **Disability Harassment – HD**: Unwelcome discriminatory behavior based upon disability.
- **Ethnicity/National Origin Harassment – HE**: Unwelcome discriminatory behavior based upon ethnicity.
- **Gender/Sexual Harassment – HG**: Unwelcome discriminatory behavior based upon gender or gender identity and/or sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature.
- **Harassment Other – HO**: Unwelcome discriminatory behavior based upon familial status, public assistance status, and/or age.
- **Racial Harassment – HC**: Unwelcome discriminatory behavior based upon race or color.
- **Religious Harassment – HR**: Unwelcome discriminatory behavior based upon religion or creed.
- **Sexual Orientation Harassment – HS**: Unwelcome discriminatory behavior based upon sexual orientation.

**Hazing – HZ 3, 4, 5**
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, affiliated with an organization, or for any other purpose.

**Inappropriate Language – IL 1, 2, 3**
Use of language that is offensive to others, including but not limited to, profanity, obscenities, or any language that is disruptive to the learning environment.

**Intimidation – IN 2, 3, 4**
Behavior that causes another person to fear injury or harm. It is not necessary to prove that the behavior was so violent as to cause fear in the victim.

**Left School Grounds – LG 2, 3, 4**
Leaving building/grounds without permission. Leaving without permission and returning during the day, including but not limited to students leaving during lunch without permission.

**Over the Counter Medication – OM 2, 3, 4, 5**
Except as excluded from policy, possessing or using non-prescription medication without permission during the school day. Selling or distributing over the counter medication.

**Parking Violation – PV 2**
Parking in an unauthorized area on school property or parking without a permit or permission.

**Physical Aggression – PA 3, 4, 5**
Student engages in actions involving physical contact where injury may not have been intended but may occur (i.e. hitting, punching, poking, kicking, hair pulling, scratching, etc.).

**Physical Attack – PT 3, 4, 5**
**Physical Attack with Weapon – PTW 4, 5**
**Physical Attack with Firearm – PT 5**
An actual and intentional striking of another person against his or her will, or the intentional causing of bodily harm to an individual.

**Physical Contact – PC 2, 3, 4, 5**
An act of physical contact toward students including rough housing, horseplay, and public displays of affection.

**Privacy – PR 2, 3, 4, 5**
It is prohibited to take, distribute, or receive pictures or videos of students, teachers, and any staff member anywhere and anytime without their direct permission and that violates their personal privacy. Violation of this will result in disciplinary action from detention, to suspension, to expulsion based on the severity and nature of the act. Law enforcement may also be contacted. Images or videos containing nudity may result in the immediate initiation of the expulsion process.

**Property Damage/Vandalism – PD 2, 3, 4, 5**
Using an item or piece of equipment in a manner for which it was not intended, including but not limited to, damaging, disfiguring, or destruction of school property or the property of others.

**Property Misuse – PM 1, 2, 3**
Student uses or is in possession of school property or equipment without permission – i.e. elevator.

**Reckless Driving – RD 3, 4**
Driving on district property in such a manner to endanger person or property.

**Reprisal – RP 2, 3, 4**
An intentional retaliatory act.

**Robbery – RO 3, 4, 5**
**Robbery with Weapon – ROW 4, 5**
**Robbery with Firearm – ROF 5**
The action of taking property unlawfully from a person or place by force or threat of force.

**Sexual Battery – SB 4, 5**
Nonconsensual sexual contact or touching of another's intimate parts (clothed or unclothed) without consent or against the other person's will.

**Teasing – TE 1, 2**
A single occurrence of teasing or name calling with or without the intent to injure, degrade, disgrace, or intimidate others.

**Technology Misuse – TM 1, 2, 3, 4**
Engaging in inappropriate use of a personal or school device, camera, computer, or other electronic device.

**Theft – TH 1, 2, 3, 4**
The unauthorized taking, using, transferring, hiding, or possession of property of another person without the consent of the owner. Restitution, when possible, will be expected.

**Threat – TR 2, 3, 4, 5**
**Threat, Weapon – TRW 4, 5**
**Threat, Firearm – TRF 5**
Student engages in actions (verbal, written, physical) that are threatening to another student.

**Tobacco and Tobacco-Related Devices – TB 3, 4**
Possessing or using a tobacco-based, look-alike product, or tobacco-related device, including, but not limited to electronic cigarettes or possession of a tobacco-related product such as a lighter, matches, packaging, storage, juice, pods, or containers.

**Trespassing – TP 1, 2, 3, 4**
Being on school district property without permission during or after school hours or after being directed to leave, including but not limited to being on district property during a suspension or expulsion.

**Verbal Abuse – VB 1, 2, 3**
The act of criticizing, insulting, or denouncing another person. It is a destructive form of communication intended to harm the self-concept of the other person and produce negative emotions. It is not necessary to prove that the behavior was so egregious to cause harm.

**Verbal Aggression – VA 1, 2, 3, 4**
Inappropriately using words directed toward another person, including but not limited to name-calling, profanity or other types of inappropriate use of words to provoke conflict or harm.

**Weapon – WE 3, 4, 5**
Student is in possession 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, fake knives, look alike weapons, ammunition, etc.)

**Weapon, Firearm – WEF 5**
Student is in possession of a gun (real or look alike) or using a device designed to be used as a weapon from which is expelled a projectile.

# Additional Information

**Intervention Processes**
All intervention actions will be processed pursuant to ROCORI Public Schools 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 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 (10) cumulative days in a school year, the school district shall make an attempt to convene a meeting with the student and the student's parent 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.

If a student is suspended for more than five (5) consecutive school days, the student is entitled to alternative educational services that will allow the student to progress toward academic progress and meeting graduation requirements. Generally, ROCORI Public Schools provides alternative educational services according to the following schedule:

| Length of Suspension | Services Provided | School Administrator or Designee Responsibility | Parent/Guardian Responsibility |
|---|---|---|---|
| Up to five (5) school days | Current classroom work and homework will be made available, if possible | Arrange for classroom work and homework to be made available to the student from teachers | Pick up classroom work and homework from school that is not available online.<br>Assist student with returning completed work upon student's return to school |
| Six (6) to ten (10 )school days* | Current classroom work and homework will be made available no later than the sixth school day of suspension | Arrange for classroom work and homework to be made available to the student from teachers | Pick up classroom work and homework from school that is not available online.<br>Assist student with returning completed work upon student's return 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 11th school day | Arrange for alternative education services as soon as a determination has been made to refer student for expulsion or transfer | Assist school administrator in establishing a schedule for the delivery of alternative education services |

This schedule does not preclude school administrators from providing different alternative educational services that allow the student to progress toward academic progress and meeting graduation

requirements. 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 superintendent promptly.

**Students with an Individualized Education Program (IEP)**
When a student with a disability is dismissed 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. That meeting must occur as soon as possible, but no more than ten days after the sixth consecutive day of suspension or when the tenth cumulative day of suspension has elapsed. The team will determine if the behavior is related to the student's disability. The team may need to conduct a Functional Behavior Assessment and write a behavior intervention plan to support the student at school.

A dismissal for one (1) school day or less is a day of suspension if the student with a disability does not receive special education services as outlined in the IEP during that dismissal period. A student with a disability shall be provided alternative educational services to the extent a suspension exceeds five (5) 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. Minnesota Statute 121A.43