



FOREST LAKE AREA SCHOOLS

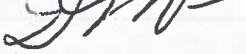
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February 8, 2013

TO: John Beckstrom
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FROM: Donna M. Friedmann 
Director of Administration & Human Resources

SUBJ: POLICY COMMITTEE MEETING

The next meeting of the Policy Committee will be held promptly at 7:00 p.m. on Thursday, February 14, 2013, in the boardroom at the district office. The agenda for this meeting is enclosed. Please contact me at (651) 982-8123 if you are unable to attend this meeting.

DMF/kk

INDEPENDENT SCHOOL DISTRICT NO. 831
Forest Lake, Minnesota 55025

Policy Committee Meeting
February 14, 2013 – 7:00 p.m. – District Office Boardroom

AGENDA

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| <ol style="list-style-type: none">1. Crisis Management Policy 538 (Annual Review)2. Discipline Policy 515 (Annual Review) |
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3. Consideration of Other Policies to be Scheduled for Review
 4. Other Matters
 5. Annual Policy Reviews
 - Harassment and Violence Policy 425 (April 2013)
 - Family & Medical Leave Policy 428 (September 2013)
 - Mandated Reporting of Maltreatment of Vulnerable Adults Policy 414 (September 2013)
 - Mandated Reporting of Child Neglect or Physical or Sexual Abuse Policy 522 (September 2013)
 - Wellness Policy 546 (September 2013)
 - Student Sex Nondiscrimination Policy 421 (October 2013)
 - Student Transportation Safety Policy 531 (November 2013)
 - Technology Acceptable Use and Safety Policy 540 (November 2013)
 - School Board Member Reimbursement Guidelines Policy 103A (December 2013)
 - Out-of-State Travel by School Board Members Policy 103B (December 2013)
 - Anti-Bullying Policy 541 (January 2014)
 - Crisis Management Policy 538 (February 2014)
 - Discipline Policy 515 (February/March 2014)
 6. Future Policy Review
 - Naming of School Buildings or Portions Thereof Such as Naming a Gymnasium
 - Random Drug Testing
 7. Policies at School Board for Action on 2/6/13:
 - School Board Member Reimbursement Guidelines Policy 103A (2nd reading)
 - Out-of-State Travel by School Board Members Policy 103B (2nd reading)
 - Travel Expense Reimbursement Policy 302 (2nd reading)
 - Student Transportation Safety Policy 531 (2nd reading)
 - Class Size Policy 601 (2nd reading)
 - Anti-Bullying Policy 541 (1st reading)

I. PURPOSE

The purpose of this Crisis Management Policy is to recognize the district's responsibility to provide a safe and secure environment for students, staff, parents, volunteers, community members and visitors and to ensure the district's preparedness in coordinating protective actions prior to, during, and after any type of emergency or potential crisis situation in the school district. Please note that, pursuant to this Policy, the Superintendent is directed to assure that a Forest Lake Area Schools Crisis Management Plan will be developed and maintained that includes tailored crisis management plans for each school building in the school district. The Crisis Management Plan, including those sections tailored for each school building, will be structured so that sections or procedures may be added or deleted based on district and/or building needs.

II. GENERAL INFORMATION**The Policy and Plans.**

The school district's Crisis Management Policy has been created and is maintained in consultation with law enforcement agencies, fire departments and emergency medical services providers serving the counties and communities located in the school district and other appropriate individuals and groups likely to be involved in assisting with a school emergency. It is designed so that, each building administrator can tailor a crisis management plan to meet that building's specific situation and needs.

This Policy and the Crisis Management Plan will be maintained and updated as necessary and approved annually by the School Board.

- Legal References:*
- Minn. Stat. Ch. 12 (Emergency Management)
 - Minn. Stat. § 121A.035 (Crisis Management Policy)
 - Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
 - Minn. Stat. § 299F.30 (Fire Drill in School)
 - Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)
 - Minn. Rules Ch. 7511 (Fire Safety)
 - 20 U.S.C. § 1681, *et seq.* (Title IX)
 - 20 U.S.C. § 6301, *et seq.* (No Child Left Behind)
 - 20 U.S.C. § 7912 (Unsafe School Choice Option)
 - 42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References: Employee Right to Know – Exposure to Hazardous Substances Policy 411
Harassment and Violence Policy 425
School Weapons Policy 532
Student Discipline Policy 515
Use of Peace Officers and Crisis Teams to Remove Students with IEPs
from School Grounds Policy 544
School Visitors Policy 704

ADOPTED: 06/05/00
REVISED: 05/05/05
REVISED: 12/07/06
REVISED: 02/07/08
REVISED: 03/25/10
REVIEWED (NO CHANGES): 03/31/11
REVIEWED (NO CHANGES): 03/29/12

Adopted: _____

MSBA/MASA Model Policy 806

Orig. 1999

Revised: _____

Rev. 2011

806 CRISIS MANAGEMENT POLICY

[Note: The Commissioner of Education is required to maintain and make available to school boards and charter schools a Model Crisis Management Policy. See Minn. Stat. § 121A.035. School boards and charter schools must adopt a Crisis Management Policy to address potential crisis situations in their school districts or charter schools. Id. This Model Crisis Management Policy is the result of a collaborative effort between the Minnesota Department of Education, Division of Compliance and Assistance; the Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management; and the Minnesota School Boards Association.]

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. For purposes of this Policy, the term, "school districts," shall include charter schools. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with first responders and other relevant community organizations. The school district will ensure that relevant first responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building

shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Emergency Planning and Procedures Guide for Schools to assist in the development of building-specific crisis management plans. Finally, all general crisis procedures will address specific procedures for children with special needs such as physical, sensory, motor, developmental, and mental health challenges.

[Note: More specific information on planning for children with special needs can be found in the United States Department of Education's document entitled, "Practical Information on Crisis Planning, a Guide for Schools and Communities." A website link is provided in the resource section of this Policy.]

- a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

[Note: State law requires a minimum of five school lock-down drills each school year. See Minn. Stat. § 121A.035.]

- b. **Evacuation Procedures.** Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

- c. **Sheltering Procedures.** Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

[Note: State law requires a minimum of five school fire drills, consistent with Minn. Stat. § 299F.30, and one school tornado drill each school year. See Minn. Stat. § 121A.035.]

[Note: The attached Emergency Planning and Procedures Guide for Schools has sample lock-down procedures, evacuation procedures, and sheltering procedures.]

- 2. **Crisis-Specific Procedures.** The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

[Note: The attached Emergency Planning and Procedures Guide for Schools includes crisis-specific procedures.]

- 3. **School Emergency Response Teams**
 - a. **Composition.** The building administrator in each school building

will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

[Note: The attached Emergency Planning and Procedures Guide for Schools has a sample School Emergency Response Team list.]

- b. Leaders. The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.

2. Students and Parents. Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion.

[Note: Evacuation areas at least 50 feet from school buildings are recommended but not mandated by statute or rule. Evacuation areas should be selected based on safety and the individual school site's proximity to streets, traffic patterns, and other hazards.]

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minn. Stat. § 299F.30. See Minn. Stat. § 121A.035.

[Note: The State Fire Marshal advises schools to defer fire drills during the winter months.]

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.

7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

[Note: The attached Emergency Planning and Procedures Guide for Schools has a sample fire procedure form.]

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be regularly updated and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

[Note: For single building school districts, such as charter schools, a secondary location for the diagrams and site plans will be included in the district's Crisis Management Policy and may include filing documents with a charter school sponsor, or compiling facility diagrams and site plans on a CD-Rom and distributing copies to first responders or sharing the documents with first responders during the crisis planning process.]

[Note: To the extent data contained in facility diagrams and site plans constitute security information pursuant to Minn. Stat. § 13.37, school districts are advised to consult with appropriate officials and/or legal counsel prior to dissemination of the facility diagrams or site plans to anyone other than first responders.]

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts, and updated

annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

[Note: The attached Emergency Planning and Procedures Guide for Schools has a sample Emergency Phone Numbers list.]

E. Warning Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings.

It shall be the responsibility of the building administrator to inform students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians

and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

[Note: The attached Emergency Planning and Procedures Guide for Schools has a sample Media Procedures form.]

H. Grief-Counseling Procedures

Grief-counseling procedures will set forth the procedure for initiating grief-counseling plans. The procedures will utilize available resources including the school psychologist, counselor, community grief counselors, or others in the community. Grief-counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The grief-counseling procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

IV. **SAMPLE PROCEDURES INCLUDED IN THIS POLICY**

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency

- E. Fight/Disturbance
- F. Assault
- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration
- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures
- U. School Emergency Response Team
- V. Emergency Phone Numbers
- W. Highly Contagious Serious Illness or Pandemic Flu

V. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

[Note: School buildings must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that

pertinent staff have access to M.S.D.S. in the event of a chemical accident.]

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

[Note: The No Child Left Behind Act, 20 U.S.C. § 6301, et seq.; Title IX, 20 U.S.C. § 1681, et seq.; and the Unsafe School Choice Option, 20 U.S.C. § 7912, require school districts to establish such transfer procedures.]

D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]

School districts within a ten (10) mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.

Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

Legal References: Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School)
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)
Minn. Rules Ch. 7511 (Fire Safety)
20 U.S.C. § 1681, et seq. (Title IX)
20 U.S.C. § 6301, et seq. (No Child Left Behind)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 et seq. (Disaster Relief and Emergency Assistance)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)

**MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams
to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings
and Sites)**

DISCIPLINE POLICY

I. STATEMENT OF PHILOSOPHY

The School Board firmly believes that learning can best take place in an orderly environment and that students can best learn individual and collective responsibility and gain maturity if they are provided opportunities in which to exercise responsibility within the school setting. This School Discipline Policy is intended to communicate expectations regarding acceptable conduct in school in order to provide a positive learning environment for all students.

It is a responsibility of the School Board, administrators and teachers to safeguard the health and safety of each student. The School Board and district administrators will support district personnel who, in dealing with students on disciplinary matters, act in accordance with State Law, Department of Education Regulations and School District policies.

The School Board recognizes its responsibility to meet the educational needs of students who do not respond well to normal school programs. Such efforts may include utilizing special services personnel and outside referral agencies and/or adjusting normal school procedures. If a student does not respond to these efforts and consistently exerts a disruptive influence on the educational environment of a school, the needs of the other students and staff must become a major factor in planning alternatives.

With due consideration to these obligations, it is the responsibility of the School Board and administrators to make reasonable rules and regulations for the governing of student behavior and conduct. Building principals and appropriate staff will annually review this policy to assess its effectiveness. All rules and regulations regarding student conduct and misconduct will be approved annually by the School Board. Discipline of students with individual education programs will be consistent with state and federal laws.

The District believes that positive, proactive behavior strategies are effective in minimizing disruptive behavior. Programs and practices are in place throughout the district that promote the use of positive behavior supports and interventions, including training on the communicative intent of behavior, relationship building and de-escalation strategies.

Physical holding or seclusion are never used as a method of discipline or punishment. Such procedures may be used in a situation where immediate intervention is needed to protect a child or other individual from physical injury or to prevent serious property damage. The district's policy regarding the use of restrictive procedures will be detailed in a separate district policy.

II. ELEMENTARY SCHOOL CODE OF CONDUCT

A. Elementary Student Code of Conduct

The Elementary School Student Code of Conduct is in effect from the time a student arrives at the bus stop and boards the bus at the beginning of the day until the student

gets off the bus and leaves the bus stop at the end of the day and at all times when students are participating in school sponsored activities.

1. Parental/guardian involvement and cooperation is vital in the discipline process.
2. The elementary discipline procedures will apply and be consistently enforced at all elementary schools. At the same time, the School Board realizes the uniqueness of each building and recognizes that there may be individual building and classroom procedures to implement and supplement these District procedures.
3. All elementary staff and parents/guardians will work together to correct the misbehavior of the student and to maintain a written or electronic record of incidents of serious misbehavior.
4. Measures to correct misbehavior will depend upon the nature of the behavior, the frequency, and the willingness of the student to correct the undesirable behavior. The use of these measures is intended to encourage acceptable behavior. Corrective action will normally begin at a minimal level and proceed to more serious action.

B. Behavior Expectations

1. The following rules will apply at all elementary schools:
 - a. Students will show respect and courtesy to other people at all times.
 - b. Students will show respect for property inside and outside the buildings.
 - c. Students will behave in a manner that does not endanger themselves or others.
2. When unacceptable behavior cannot be readily corrected by the classroom teacher, the child's parents/guardians will be informed of the problem by the teacher or the principal and requested to participate in solving the problem.
3. If it is suspected that a student has a disability, the teacher will make an appropriate referral to begin interventions or to consider or begin a special education evaluation.
4. If the problem is not resolved at the building level, the Principal may refer the student to the Superintendent or designee for further action.

C. Unacceptable Behavior

Disciplinary action may be taken as a result of any behavior which is disruptive or which violates the rights of others. The following acts are examples of unacceptable behavior and subject to disciplinary action in District #831 elementary schools, at

school bus stops, on the school buses and at school sponsored activities. School sponsored activities include, but are not limited to, co-curricular events, field trips, and club activities.

The listing of minimum actions does not imply or require that a “step-by-step” progression of increasing severity be employed by an administrator in dealing with a violation. However, there shall be a relationship between the severity of the offense and the administrative action.

1. **Violation Against Persons**

a. **Fighting**

Mutual combat in which all parties have contributed to the situation by verbal and/or physical action.

Minimum Action: Student conference and parent/guardian contact.

Maximum Action: Expulsion or exclusion.

b. **Harassment**

Participating in, or conspiring for others to engage in acts that injure, degrade, or disgrace other individuals.

Minimum Action: Student conference and parent/guardian contact.

Maximum Action: Expulsion or exclusion.

c. **Sexual, Racial and Religious Harassment and Violence**

Sexual, racial and religious harassment and violence as defined in School Board Policy 425 (available on the district's website: www.forestlake.k12.mn.us).

Minimum Action: Student conference, parent/guardian contact, and referral to the School District's Human Rights Officers.

Maximum Action: Expulsion or exclusion.

d. **Bullying**

“Bullying” means repeated behavior by an individual student, an individual student within a group of students, or group of students that is intended to cause the victim(s) to feel frightened, threatened, intimidated, humiliated, shamed, disgraced, ostracized, or physically abused. Bullying implies an imbalance in power or strength in which the student being bullied has difficulty defending him or herself. Bullying can take many forms, including physical, verbal, social/relational and/or cyberbullying. (Further clarification can be found in School Board Policy 541 which is available on the district's website: www.forestlake.k12.mn.us.)

Minimum Action: Student conference and parent/guardian contact.

Maximum Action: Expulsion or exclusion.

e. **Abusive/Inappropriate Language**

(1) Disrespectful language to others.

(2) Threatening language to others.

Minimum Action: Student conference and parent/guardian contact.

Maximum Action: Expulsion or exclusion.

- f. **Interference/Obstruction**
Any intentional action taken to attempt to prevent a staff member from exercising his/her lawfully assigned duties.
Minimum Action: Student conference and parent/guardian contact.
Maximum Action: Expulsion or exclusion.
- g. **Possession of a Firearm** (See also School Board Policy #532)
Minimum Action: Immediate suspension, notification of law enforcement agency.
Maximum Action: Expulsion or exclusion.
- h. **Possession of a Weapon Other than a Firearm Which Could Cause Harm** (See also School Board Policy #532)
Minimum Action: Student conference, parent/guardian contact and possible notification of police.
Maximum Action: Expulsion or exclusion.
- i. **Possession of a Weapon Facsimile** (See also School Board Policy #532)
Minimum Action: Student conference, parent/guardian contact and possible notification of police.
Maximum Action: Expulsion or exclusion.
- j. **Assault**
"Assault" is doing an act with intent to cause fear in another of immediate bodily harm or death or intentionally inflicting or attempting to inflict bodily harm upon another.
Minimum Action: Student conference, parent/guardian contact, and possible notification of police.
Maximum Action: Expulsion or exclusion.
- k. **Aggravated Assault**
"Aggravated Assault" is committing an assault upon the person of another with a dangerous weapon or an assault which inflicts great bodily harm upon the person of another.
Minimum Action: Student conference, suspension, parent/guardian contact and notification of police.
Maximum Action: Expulsion or exclusion.
- l. **Hazing**
"Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm or embarrassment to a person, in order for the student to be initiated or affiliated with a student organization, or for any other purpose.
(Further clarification can be found in School Board Policy 431 which is available on the district's website: www.forestlake.k12.mn.us.)
Minimum Action: Student conference and parent/guardian contact.
Maximum Action: Expulsion or exclusion.

2. Violation Against Property

- a. **Unauthorized Use of School Property**
The unauthorized/illegal use of school property.
Minimum Action: Student conference, parent/guardian contact and notification of police or juvenile authorities.
Maximum Action: Expulsion or exclusion.
 - b. **Willful Damage of School Property**
Minimum Action: Student conference, parent/guardian contact and recommended restitution.
Maximum Action: Expulsion or exclusion.
 - c. **Willful Damage to Property of Staff Members and Others**
Minimum Action: Student conference, parent/guardian contact and recommended restitution.
Maximum Action: Expulsion or exclusion.
 - d. **Theft**
The unauthorized taking or possession of the property of another.
Minimum Action: Student conference, parent/guardian contact, and possible notification of police or juvenile authorities.
Maximum Action: Expulsion or exclusion.
 - e. **Robbery/Extortion**
The obtaining of property from another where his/her consent was induced by a use of force or a threat of force.
Minimum Action: Student conference, suspension, parent/guardian contact and immediate notification of police.
Maximum Action: Expulsion or exclusion.
 - f. **Tampering with Food or Beverages**
Adding or attempting to add foreign substances to food or beverages, including spitting into food or beverages or spitting on food trays.
Minimum Action: Student conference and parent/guardian contact.
Maximum Action: Expulsion or exclusion.
3. **Violation Against School Administrative Procedures**
- a. **Insubordination**
Refusal to follow school rules and regulations as directed by staff.
Minimum Action: Student conference and parent/guardian contact.
Maximum Action: Expulsion or exclusion.
 - b. **Disruptive Behavior**
Actions which interfere with effective operations of the school.
Minimum Action: Student conference and parent/guardian contact.
Maximum Action: Expulsion or exclusion.
 - c. **Record and Identification Falsification/Forgery**
 - (1) Falsifying signatures or data on official record.
 - (2) Refusal to give correct identification or giving false

identification when requested to do so by a staff member.

Minimum Action: Student conference and parent/guardian contact.

Maximum Action: Expulsion or exclusion.

d. **Unauthorized Distribution**

Unauthorized distribution of literature on or near school property of inflammatory, libelous or slanderous material.

Minimum Action: Student conference and parent/guardian contact.

Maximum Action: Expulsion or exclusion.

e. **Leaving School Building or Grounds**

Leaving school buildings or grounds during school hours without proper clearance.

Minimum Action: Student conference and parent/guardian contact.

Maximum Action: Expulsion or exclusion.

f. **Chronic and Unexcused Absenteeism**

Minimum Action: Student conference.

Maximum Action: Expulsion.

g. **Truancy**

Minimum Action: Student conference and parent/guardian contact.

Maximum Action: Expulsion.

h. **Chronic and Unexcused Tardiness**

Minimum Action: Student conference.

Maximum Action: Expulsion or exclusion.

i. **Student Attire**

Manner of dress or personal grooming which presents a clear danger to the student's health and safety, causes an interference with work, or creates classroom or school disorder.

(1) The wearing of headwear and coats and the wearing or display of confederate flag, swastika and KKK signs or symbols is not permitted on school property or at school sponsored events.

(2) Some school events and/or activities may permit the wearing of appropriate headwear when previously approved by the building principal.

(3) The wearing of any clothing that displays tobacco, alcohol, drug, or drug paraphernalia and offensive words, pictures or symbols is not permitted on school property or at school sponsored events.

(4) Clothing must cover back, shoulders, midriff and cover chest, buttocks and underclothing.

- (5) School property is defined as school buildings and grounds, including the parking lot and school buses.

Minimum Action: Student conference and parent/guardian contact.

Maximum Action: Expulsion or exclusion.

j. **Trespassing**

Physically present on a school campus or at a school activity after being requested to leave by school principal or other person lawfully responsible for the control of said premises.

Minimum Action: Student conference and possible referral to police or juvenile authorities.

Maximum Action: Expulsion or exclusion.

k. **Student Cell Phone Use in School – The term “cell phone” includes all personal communication devices.**

The following rules are intended to outline minimal expectations regarding cell phone use in school. Principals can enforce rules that are more strict.

- (1) Cell phones must be turned off in classrooms and stored in a purse, briefcase, backpack, pocket, etc.
- (2) Cell phones must be turned off in locker rooms and bathrooms and stored in a purse, briefcase, backpack, pocket, etc.
- (3) Cell phones that are stored in lockers must be turned off.
- (4) Failure to follow these directives may result in the loss of all cell phone privileges at school and may result in other disciplinary actions including suspension and/or expulsion.
Minimum Action: Student conference.
Maximum Action: Expulsion or exclusion.

1. **Student Camera Use in School**

The use of cameras (all devices used to record still and/or motion pictures) in school by students is generally prohibited because of the disruption that can occur. However, in some very restricted instances, camera use by students is permitted.

- (1) Cameras cannot be used in locker rooms or bathrooms.
- (2) Failure to follow this directive may result in the loss of all camera privileges at school and may result in other disciplinary actions including suspension and/or expulsion.

- (3) These rules are intended to outline minimal expectations regarding camera use in school. Principals can enforce rules that are more strict.
Minimum Action: Student conference.
Maximum Action: Expulsion or exclusion.

D. Conduct on School Buses and Consequences for Misbehavior (See also School Board Policy #531)

- 1. Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral standards while riding school buses as are expected on school property or at school activities, functions or events. All school rules are in effect while a student is riding the bus or at the bus stop.
- 2. Consequences for school bus/bus stop misconduct will be imposed by the Building Principal or the Principal's designee. In addition, all school bus/bus stop misconduct will be reported to the District's Transportation Safety Director. Serious misconduct may be reported to local law enforcement.

a. School Bus and Bus Stop Rules.

The School District school bus safety rules are to be posted on every bus. If these rules are broken, the School District's discipline procedures are to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the School District's Transportation Office/School Office.

b. Rules at the Bus Stop.

- (1) Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will stop, but not wait for late students.
- (2) Respect the property of others while waiting at your bus stop.
- (3) Keep your arms, legs and belongings to yourself.
- (4) Use appropriate language.
- (5) Stay away from the street, road or highway when waiting for the bus. Wait until the bus stops before approaching the bus.
- (6) After getting off the bus, move away from the bus.
- (7) If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- (8) No fighting, harassment, intimidation or horseplay.
- (9) No use of alcohol, tobacco or drugs.

c. Rules on the Bus.

- (1) Immediately follow the directions of the driver.

- (2) Sit in your seat facing forward.
- (3) Talk quietly and use appropriate language.
- (4) Keep all parts of your body inside the bus.
- (5) Keep your arms, legs and belongings to yourself.
- (6) No fighting, harassment, intimidation or horseplay.
- (7) Do not throw any object.
- (8) Do not eat or drink on the school bus on regular school bus routes to and from school. Exceptions will be made for medical reasons.
- (9) No use of alcohol, tobacco or drugs.
- (10) Do not bring any weapon or dangerous objects on the school bus.
- (11) Do not damage the school bus.

d. Consequences.

- (1) Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extra-curricular events (for example, field trips or competitions) will be in the sole discretion of the School District. Parents/guardians will be notified of any offenses and/or suspension of bus privileges.

- (a) Elementary (K-6) per school year.

- 1st offense – warning

- 2nd offense – warning or 1-3 school day suspension from riding the bus

- 3rd offense – 5 school day suspension from riding the bus

- 4th offense – 10 school day suspension from riding the bus and meeting with parent or guardian

Further offenses – individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

- (b) Other Discipline.

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school may also result from school bus/bus stop misconduct.

On a take home route, a school bus driver shall have the authority to remove a student from the bus for one day for misbehavior considered to be causing an immediate and substantial danger to self or surrounding persons or property, provided the driver follows the administrative regulations addressing these suspensions, as outlined in the Driver's Handbook.

- (c) **Records.**
Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Records may also be maintained in the transportation office.
- (d) **Vandalism/Bus Damage.**
Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid.
- (e) **Notice.**
Students will be given a copy of school bus and bus stop rules during school bus safety training. Rules are to be posted on each bus and both rules and consequences will be periodically reviewed with students by the driver.
- (f) **Criminal Conduct.**
In cases involving criminal conduct the Superintendent, local law enforcement officials and the Department of Public Safety will be informed.

(2) **Parent/Guardian Involvement**

- (a) **Parent/Guardian Responsibilities For Transportation Safety.**
 - (i) Become familiar with District rules and policies, regulations and principles of school bus safety.
 - (ii) Assist students in understanding safety rules and encourage them to abide by them.
 - (iii) Recognize their responsibilities for the actions of their children.
 - (iv) Support safe riding practices and reasonable discipline efforts.
 - (v) When appropriate, assist students in safely crossing local streets before boarding and after leaving the bus.
 - (vi) Support procedures for emergency evacuation, and procedures in emergencies as set up by the School District.
 - (vii) Respect the rights and privileges of others.
 - (viii) Communicate safety concerns to school administrators.
 - (ix) Monitor bus stops, if possible.

(x) Support all efforts to improve school bus safety.

(b) **Parent/Guardian Notification.**

A copy of the School District school bus and bus stop rules will be provided to each family at the beginning of the school year or when a child enrolls, if this occurs during the school year. Parents/guardians are urged to review the rules with their children.

E. Other Violations

1. **Gambling**

The playing of a game of chance for stakes.

Minimum Action: Student conference and parent/guardian contact.

Maximum Action: Expulsion or exclusion.

2. **Disorderly Conduct**

Engaging in offensive, obscene, or abusive language or in boisterous and noisy conduct.

Minimum Action: Student conference and parent/guardian contact.

Maximum Action: Expulsion or exclusion.

3. **Use or Possession of Tobacco and/or Tobacco Products**

Use of and/or possession of any type of tobacco product by any student, regardless of age, will be governed by Minnesota Statute and School District rules.

Minimum Action: Student conference and parent/guardian contact.

Maximum Action: Expulsion or exclusion.

4. **Use, Possession, Distribution or Sale of Illegal Drugs, Alcohol, Narcotics, Drug Paraphernalia, or Simulated Drugs**

Students who violate the rules concerning the use of alcohol and drugs will be subject to one or more of the following procedures:

a. Parent/guardian conference.

b. Notification of local law enforcement agency or other appropriate agencies.

c. Referral to the school's Chemical Dependency Coordinator.

d. Referral via petition to Chisago, Washington, or Anoka County Court Services.

e. In-school restriction.

f. Dismissal from school (Suspension or Expulsion/Exclusion).

5. **Fire Alarms/911**

The sounding of false fire alarms or false 911 calls.

Minimum Action: Student conference, parent/guardian contact, and notification of appropriate Police and Fire Department officials.

Maximum Action: Expulsion or exclusion.

6. **Terroristic Threats (a bomb threat is an example)**
The making of bomb threats or other terroristic threats either verbally, by telephone, by letter or through any other means of communication.
Minimum Action: Immediate suspension, notification of law enforcement agency.
Maximum Action: Expulsion or exclusion.

7. **Inappropriate Use of Technology (See also School Board Policy 540)**
Technology instruction includes computers, televisions, video or audio recorders and players, and other related technological equipment. Students must follow all appropriate use of technology procedures as established by the School District.

Technology misuse includes, but is not limited to:
 - a. Using unauthorized programs, software, videos, CDs or audiotapes.
 - b. Attempting to bypass or alter computer security.
 - c. Unauthorized modification of computer configuration (desktop pattern, sounds, etc.).
 - d. Attempting to access, add, delete or alter information or files of another person or organization without permission.
 - e. Using technology to access, transfer, copy or store inappropriate materials or messages.
 - f. Use technology resources for commercial, personal profit or illegal enterprises.
Minimum Action: Student conference.
Maximum Action: Expulsion or exclusion.

8. **Academic Dishonesty**
It is expected that students pursue their academic studies in an honest manner and with integrity. Work that is turned in for credit needs to result from the student's own efforts. Academic dishonesty includes but is not limited to two major areas: cheating and plagiarism. Cheating is a deceptive act in which a student attempts to show knowledge which is not theirs. Plagiarism is presenting information from someone else, as though the ideas, words, or facts are the student's own.
Minimum Action: Student conference, parent/guardian contact.
Maximum Action: Expulsion or exclusion.

F. Corrective Measures

Discipline should not be confused with punishment. The goal of discipline is a self-regulated individual with mature attitudes and socially-acceptable standards of conduct.

Corrective measures used will depend upon the nature of the behavior, the frequency, and the degree to which the student is willing to try to correct undesirable behavior.

With the exception of serious violations of the Student Conduct Code, corrective measures will normally begin at a minimal level and then proceed to more serious levels. These procedures may include but are not limited to: conferences with teacher, counselor, or principal; detention; loss of school privileges; parent/guardian conference with school staff; modified school program; school transfer; dismissal for one day; suspension; referral to District Administration; expulsion; police referral; court referral and home instruction.

1. **Student Conference**

Conferences will be conducted with students regarding disciplinary matters to insure due process. (Conferences by school administrators are not required for discipline action under Article III G. Removal of Student From Class by the Teacher.) Each student facing the imposition of disciplinary action under this code of conduct must be informed, orally or in writing, of the facts and the nature of the conduct which has been challenged and be given an opportunity to explain his or her version of the facts or conduct which has been challenged prior to the imposition of discipline.

2. **Parent/Guardian Contact**

Depending on the violation and the seriousness of the action, a student's parent/guardian may be contacted by telephone or mail in addition to a student conference. The intent of the contact is to inform the parent/guardian of the violation and the student's attitude during the conference and to elicit parent/guardian support for correcting the unacceptable behavior.

3. **Parent/Guardian Conference**

The principal, assistant principal, counselor, or teacher may request a parent/guardian conference, with or without the student present, to insure parent/guardian understanding of the student's academic and/or behavior problem and to mobilize a cooperative effort to correct the difficulty.

4. **Referral to Community Services Agencies**

Referral to Community Services agencies is to be by school authorities. The parents/guardians will be consulted when appropriate if any community service is to be used for a student or if a student will be referred to a community resource.

5. **Suspension (M.S. 121A.41 Subd. 10)**

"Suspension" means an action taken by the school administration prohibiting a student from attending school for a period of not more than ten consecutive school days. The suspension period may be extended an additional five days

when it is determined that the student will create an immediate and substantial danger to persons or property around him/her. The purpose of suspension is to remove the student from the school environment and to provide time for the professional staff, parent/guardian and student to discuss the matter and bring about an agreement on future conduct.

6. **Alternative Program**

“Alternative Program” means educational opportunities made available within the School District, but which may be at a site different from a student’s originally assigned school or schedule. After a student returns from an alternative program, in-school monitoring may be used to assist the student in his/her adjustment to the school rules and environment.

7. **Expulsion or Exclusion**

“Expulsion” means an action taken by the School Board to prohibit an enrolled student from further attendance for a period that shall not extend beyond an amount of time equal to one school year from the date a student is expelled. (M.S. 121A.41, Subd. 5). “Exclusion” means an action taken by the School Board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year (M.S. 121A.41, Subd. 4).

8. **Referral to Police or Juvenile Authorities**

When a student’s misbehavior is so extreme that it may involve the violation of a law, police or juvenile authorities will be contacted by the Principal or a designated representative. Every reasonable attempt shall be made to notify parents/guardians at the same time juvenile authorities are called. If the officer indicates that he/she is arresting the student, with or without a warrant, that officer shall have complete jurisdiction and responsibility in the matter and the Principal shall not interfere with the student’s removal from the building. It is expected that the contact with the student shall be arranged in a manner to make it as unobtrusive as possible.

9. **In-School Suspension**

In-School Suspension (ISS) may be required of a student for one or more breaches of the Code of Conduct. Students placed in ISS are required to remain in one room for a designated period of time. Students in ISS are under the supervision of school staff and are given ISS and/or homework assignments which must be completed.

10. **Students with Disabilities**

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student’s IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP or 504 team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP or 504 plan. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

G. Removal of Student From Class

1. Rules Governing Student Conduct:

The rules governing student conduct are included in this Elementary School Code of Conduct. Students will be informed of these rules by their classroom teacher during the first week of each school year. Students enrolling after the school year starts will be informed of these rules by a designated staff member.

2. Grounds for Removal From Class:

The grounds for removal are as follows:

- a. Willful conduct which materially and substantially disrupts the rights of others to an education;
- b. Willful conduct which endangers School District employees, the student or other students, or the property of the school;
- c. Willful violation of any rule of conduct established in the discipline policy.

3. Authority to Remove Students:

The teacher or supervisor in immediate charge of the class from which the

student is being removed; or the building Principal or lead teacher; may remove a student from that specific class as specified under M.S. 121A.61. A student may be removed from class when in the judgment of the teacher, supervisor or administrator authorized to remove said student, the student has violated one or more of the grounds listed for removal from class.

4. **The Procedure for Removal:**

- a. The student will be informed of the reason for removal.
- b. The student will be given an opportunity to respond.
- c. The principal/designee will be informed of the removal.
- d. The classroom teacher will be informed.
- e. The student will report to the area designated by the teacher or supervisor. If, in the judgment of the teacher or supervisor, allowing the student to move unescorted may endanger the student, other individuals, or School District property, the teacher or supervisor should escort the student or request assistance from the office in escorting the student.
- f. The student will be provided and expected to complete the assignments missed due to being removed from the class.

5. **Length of Time of Removal:**

Any removal which is longer than the activity being participated in or 45 minutes will come under the jurisdiction of this policy. The removal shall not exceed one hour per day for three consecutive days or three consecutive hours in a day unless by administrative action.

6. **Responsibility For and Custody of a Student Removed From Class:**

The Principal or designee will make the necessary arrangements.

7. **Procedures for Returning the Student to Class:**

The Principal or designee will return the student to the classroom.

8. **Notifying Parents/Guardians:**

The school employee removing the student will communicate with the parent/guardian.

9. **Procedures Determined Appropriate for Encouraging Early Involvement of Parents/Guardians:**

Teachers will attempt to discuss behavior problems with parents/guardians prior to invoking the removal procedures.

10. Students with reoccurring behavior problems will be referred to the school's problem-solving team.

11. In the case of a student with a disability, the student's individual education program team shall meet immediately but not more than ten (10) school days after the date on which the decision to remove the student from the student's current education placement is made. The individual education program team must review all relevant information in the student's file to determine if the conduct in question was (i) caused by, or had a direct and substantial relationship to, the child's disability, or (ii) the direct result of the school's failure to implement the individual education program. This is referred to as a "manifestation determination meeting."

H. **Procedures for Notification of Students and Parents or Guardians of Violation of the Rules of Conduct and of Resulting Disciplinary Actions:**

1. **Violations of Elementary Student Code of Conduct:** Students and parents or guardians will be notified of violations and disciplinary actions taken as listed in the Elementary Code of Conduct.

2. **Annual Report:** The building Principal or his/her designee shall prepare a yearly report consistent with State statute or Minnesota Department of Education rules.

I. **Student Searches**

1. **Locker Searches**

School lockers are the property of the School District. At no time does the School District relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of the law or school rules. As soon as practicable after the search of a student's locker, school authorities must provide notice of the search to students and the student's parents whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

2. Personal Possession Searches

The personal possessions of students whether on their person, in desks, in backpacks or purses, in cell phones or other recording devices, lockers or cars parked in the school parking lot may be subject to a reasonable search when the School District has a reasonable, individualized suspicion that evidence will be produced showing that the student violated the law or school rules.

3. School officials may seek assistance from law enforcement if deemed necessary. As soon as practicable after the search of a student's personal possessions, school authorities must provide notice of the search to students and the student's parents whose personal possessions were searched unless disclosure would impede an ongoing investigation by police or school officials. Students who refuse to comply or impede an investigation will be in violation of policy and subject to further disciplinary action.

III. SECONDARY SCHOOL CODE OF CONDUCT

The Secondary School Student Code of Conduct is in effect from the time a student arrives at the bus stop and boards the bus at the beginning of the day until the student gets off the bus and leaves the bus stop at the end of the day and at all times when students are participating in school-sponsored activities.

A. School Bus Application of the Student Code of Conduct

Bus drivers are responsible for the conduct of pupils while they are on the school bus and may remove any student for up to one day who participated in unacceptable behavior as listed under Section II of this Student Code of Conduct.

Minimum Action: Parent/guardian contact by bus driver.

Alternate Action: Review by a Principal or Assistant Principal to determine whether a suspension of more than one day is appropriate.

Maximum Action: Expulsion or exclusion.

B. Rules Governing Eligibility for Co-Curricular Activities

The Minnesota State High School League controls inter-scholastic competitive teams with regard to eligibility and has promulgated minimum standards. The School District may adopt amendments to the Minnesota State High School League rules if those amendments do not lower the minimum standards.

1. The Minnesota State High School League rules governing Category I activities and any additional amendments approved by the School Board shall apply to all co-curricular activities under the control of the Minnesota State High School League and to all junior high school athletic activities.
2. The Minnesota State High School League rules governing Category I activities and any additional amendments approved by the School Board shall apply to all co-curricular activities not under the control of the Minnesota State High

School League but these rules shall only apply when the students are under the supervision of the School District.

3. Good sportsmanship is the goal for all at Forest Lake Area Schools' events. Promotion of good sportsmanship shall include a demonstration of respect for opponents and officials. Rules of the event shall be understood and skill and performance shall be recognized regardless of the team affiliation. Good sportsmanship is the cornerstone of a quality activities program at Forest Lake Area Schools.
Minimum Action: Student conference and parent contact.
Maximum Action: Exclusion from attending contests up to possible suspension and expulsion.

C. Rules Governing School-Sponsored Activities and Clubs

The use or possession of tobacco products or the use, possession, or being under the influence of any type of mood altering substances during a school-sponsored activity is strictly forbidden. Students using any of the above substances during a school-sponsored activity will be removed from the activity for the remainder of the year. All other rules as specified in the Secondary School Code of Conduct will also apply to school-sponsored activities and clubs.

D. Safety

The School District is concerned about the safety of all students. Accordingly, this Code of Conduct applies to any actions which create an unsafe condition for students and/or staff.

Minimum Action: Student conference.

Maximum Action: Expulsion.

E. Unacceptable Behavior

Disciplinary action may be taken as a result of any behavior which is disruptive of good order or which violates the rights of others. The following acts are examples of unacceptable behavior and subject to disciplinary action in District #831 secondary schools, on the school buses and at school sponsored activities. School sponsored activities include, but are not limited to, co-curricular events, field trips, and club activities.

The listing of minimum actions does not imply or require that a "step-by-step" progression of increasing severity be employed by an administrator in dealing with a violation. However, there shall be a relationship between the severity of the offense and the administrative action.

1. Violation Against Persons

a. Fighting

Mutual combat in which all parties have contributed to the situation by verbal and/or physical action.

Minimum Action: Student conference and parent/guardian contact.
Maximum Action: Expulsion or exclusion.

b. **Harassment**

Participating in, or conspiring for others to engage in acts that injure, degrade, or disgrace other individuals.

Minimum Action: Student conference and parent/guardian contact.
Maximum Action: Expulsion or exclusion.

c. **Sexual, Racial and Religious Harassment and Violence**

Sexual, racial and religious harassment and violence as defined in School Board Policy 425 (available on the district's website:

www.forestlake.k12.mn.us).

Minimum Action: Student conference, parent/guardian contact, and referral to the School District's Human Rights Officers.

Maximum Action: Expulsion or exclusion.

d. **Bullying**

"Bullying" means repeated behavior by an individual student, an individual student within a group of students, or group of students that is intended to cause the victim(s) to feel frightened, threatened, intimidated, humiliated, shamed, disgraced, ostracized, or physically abused. Bullying implies an imbalance in power or strength in which the student being bullied has difficulty defending him or herself. Bullying can take many forms, including physical, verbal, social/relational and/or cyberbullying. (Further clarification can be found in School Board Policy 541 which is available on the district's website: www.forestlake.k12.mn.us.)

Minimum Action: Student conference and parent/guardian contact.

Maximum Action: Expulsion or exclusion.

e. **Abusive/Inappropriate Language**

(1) Disrespectful language to others.

(2) Threatening language to others.

Minimum Action: Student conference and parent/guardian contact.

Maximum Action: Expulsion or exclusion.

f. **Interference/Obstruction**

Any intentional action taken to attempt to prevent a staff member from exercising his/her lawfully assigned duties.

Minimum Action: Student conference and parent/guardian contact.

Maximum Action: Expulsion or exclusion.

g. **Possession of a Firearm** (See also School Board Policy #532)

Minimum Action: Immediate suspension, notification of law enforcement agency.

Maximum Action: Expulsion or exclusion.

h. **Possession of a Weapon Other than a Firearm Which Could Cause Harm** (See also School Board Policy #532)

Minimum Action: Student conference, parent/guardian contact and possible notification of police.

Maximum Action: Expulsion or exclusion.

i. **Possession of a Weapon Facsimile** (See also School Board Policy #532)

Minimum Action: Student conference, parent/guardian contact and possible notification of police.

Maximum Action: Expulsion or exclusion.

j. **Assault**

“Assault” is doing an act with intent to cause fear in another of immediate bodily harm or death or intentionally inflicting or attempting to inflict bodily harm upon another.

Minimum Action: Student conference, parent/guardian contact, and possible notification of police.

Maximum Action: Expulsion or exclusion.

k. **Aggravated Assault**

“Aggravated Assault” is committing an assault upon the person of another with a dangerous weapon or an assault which inflicts great bodily harm upon the person of another.

Minimum Action: Student conference, suspension, parent/guardian contact and notification of police.

Maximum Action: Expulsion or exclusion.

l. **Hazing**

“Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm or embarrassment to a person, in order for the student to be initiated or affiliated with a student organization, or for any other purpose.

(Further clarification can be found in School Board Policy 431 which is available on the district’s website: www.forestlake.k12.mn.us.)

Minimum Action: Student Conference and Parent/Guardian Contact.

Maximum Action: Expulsion or exclusion.

2. **Violation Against Property**

a. **Unauthorized Use of School Property**

The unauthorized/illegal use of school property.

Minimum Action: Student conference, parent/guardian contact and notification of police or juvenile authorities.

Maximum Action: Expulsion or exclusion.

b. **Willful Damage of School Property**

Minimum Action: Student conference, parent/guardian contact and recommended restitution.

Maximum Action: Expulsion or exclusion.

c. **Willful Damage to Property of Staff Members and Others**

Minimum Action: Student conference, parent/guardian contact and

recommended restitution.
Maximum Action: Expulsion or exclusion.

d. **Theft**
The unauthorized taking or possession of the property of another.
Minimum Action: Student conference, parent/guardian contact, and possible notification of police or juvenile authorities.
Maximum Action: Expulsion or exclusion.

e. **Robbery/Extortion**
The obtaining of property from another where his/her consent was induced by a use of force or a threat of force.
Minimum Action: Student conference, suspension, parent/guardian contact and immediate notification of police.
Maximum Action: Expulsion or exclusion.

f. **Tampering with Food or Beverages**
Adding or attempting to add foreign substances to food or beverages, including spitting into food or beverages or spitting on food trays.
Minimum Action: Student conference and parent/guardian contact.
Maximum Action: Expulsion or exclusion.

3. **Violation Against Traffic Regulations**

a. **Parking**
Parking in an unauthorized area of school property.
Minimum Action: Student conference and possible loss of parking privileges.
Maximum Action: Expulsion or exclusion.

b. **Reckless or Careless Driving**
Driving on school property in such a manner as to endanger persons or property.
Minimum Action: Student conference and possible loss of parking privileges.
Maximum Action: Expulsion or exclusion.

c. **Fraudulent Use of a Parking Permit**
Using a stolen, forged, or outdated parking permit.
Minimum Action: Student conference and possible loss of parking privileges.
Maximum Action: Expulsion or exclusion.

d. **Parking Without a Permit**
Minimum Action: Student conference, possible loss of parking privilege.
Maximum Action: Expulsion or exclusion.

4. **Violation Against School Administrative Procedures**

- a. **Insubordination**
Refusal to follow school rules and regulations as directed by staff.
Minimum Action: Student conference and parent/guardian contact.
Maximum Action: Expulsion or exclusion.

- b. **Disruptive Behavior**
Actions which interfere with effective operations of the school.
Minimum Action: Student conference and parent/guardian contact.
Maximum Action: Expulsion or exclusion.

- c. **Record and Identification Falsification/Forgery**
 - (1) Falsifying signatures or data on official record.
 - (2) Refusal to give correct identification or giving false identification when requested to do so by a staff member.Minimum Action: Student conference and parent/guardian contact.
Maximum Action: Expulsion or exclusion.

- d. **Unauthorized Distribution**
Unauthorized distribution of literature on or near school property of inflammatory, libelous or slanderous material.
Minimum Action: Student conference and parent/guardian contact.
Maximum Action: Expulsion or exclusion.

- e. **Leaving School Building or Grounds**
Leaving school buildings or grounds during school hours without proper clearance.
Minimum Action: Student conference and parent/guardian contact.
Maximum Action: Expulsion or exclusion.

- f. **Chronic and Unexcused Absenteeism**
Minimum Action: Student conference.
Maximum Action: Expulsion.

- g. **Truancy**
Minimum Action: Student conference and parent/guardian contact.
Maximum Action: Expulsion.

- h. **Chronic and Unexcused Tardiness**
Minimum Action: Student conference.
Maximum Action: Expulsion or exclusion.

- i. **Student Attire**
Manner of dress or personal grooming which presents a clear danger to the student's health and safety, causes an interference with work, or creates classroom or school disorder.
 - (1) The wearing of headwear and coats and the wearing or display of confederate flag, swastika and KKK signs or symbols is not permitted on school property or at school sponsored events.

- (2) Some school events and/or activities may permit the wearing of appropriate headwear when previously approved by the building principal.
- (3) The wearing of any clothing that displays tobacco, alcohol, drug, or drug paraphernalia and offensive words, pictures or symbols is not permitted on school property or at school sponsored events.
- (4) Clothing must cover back, shoulders, midriff and cover chest, buttocks and underclothing.
- (5) School property is defined as school buildings and grounds, including the parking lot and school buses.

Minimum Action: Student conference and parent/guardian contact.

Maximum Action: Expulsion or exclusion.

j. **Trespassing**

Physically present on a school campus or at a school activity after being requested to leave by school principal or other person lawfully responsible for the control of said premises.

Minimum Action: Student conference and possible referral to police or juvenile authorities.

Maximum Action: Expulsion or exclusion.

k. **Student Cell Phone Use in School – The term “cell phone” includes all personal communication devices.**

The following rules are intended to outline minimal expectations regarding cell phone use in school. Principals can enforce rules that are more strict.

- (1) Cell phones must be turned off in classrooms and stored in a purse, briefcase, backpack, pocket, etc.
- (2) Cell phones must be turned off in locker rooms and bathrooms and stored in a purse, briefcase, backpack, pocket, etc.
- (3) Cell phones that are stored in lockers must be turned off.
- (4) Failure to follow these directives may result in the loss of all cell phone privileges at school and may result in other disciplinary actions including suspension and/or expulsion.

Minimum Action: Student conference.

Maximum Action: Expulsion or exclusion.

l. **Student Camera Use in School**

The use of cameras (all devices used to record still and/or motion pictures) in school by students is generally prohibited because of the

disruption that can occur. However, in some very restricted instances, camera use by students is permitted.

- (1) Cameras cannot be used in locker rooms or bathrooms.
- (2) Failure to follow this directive may result in the loss of all camera privileges at school and may result in other disciplinary actions including suspension and/or expulsion.
- (3) These rules are intended to outline minimal expectations regarding camera use in school. Principals can enforce rules that are more strict.
Minimum Action: Student conference.
Maximum Action: Expulsion or exclusion.

5. **Conduct on School Buses and Consequences for Misbehavior (See also School Board Policy #531)**

- a. Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral standards while riding school buses as are expected on school property or at school activities, functions or events. All school rules are in effect while a student is riding the bus or at the bus stop.
- b. Consequences for school bus/bus stop misconduct will be imposed by the Building Principal or the Principal's designee. In addition, all school bus/bus stop misconduct will be reported to the District's Transportation Safety Director. Serious misconduct will be reported to the Department of Public Safety and may be reported to local law enforcement.

(1) **School Bus and Bus Stop Rules.**

The School District school bus safety rules are to be posted on every bus. If these rules are broken, the School District's discipline procedures are to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the School District's Transportation Office/School Office.

(2) **Rules at the Bus Stop.**

- (a) Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will stop, but not wait for late students.
- (b) Respect the property of others while waiting at your bus stop.
- (c) Keep your arms, legs and belongings to yourself.
- (d) Use appropriate language.

- (e) Stay away from the street, road or highway when waiting for the bus. Wait until the bus stops before approaching the bus.
- (f) After getting off the bus, move away from the bus.
- (g) If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- (h) No fighting, harassment, intimidation or horseplay.
- (i) No use of alcohol, tobacco or drugs.

(3) Rules on the Bus.

- (a) Immediately follow the directions of the driver.
- (b) Sit in your seat facing forward.
- (c) Talk quietly and use appropriate language.
- (d) Keep all parts of your body inside the bus.
- (e) Keep your arms, legs and belongings to yourself.
- (f) No fighting, harassment, intimidation or horseplay.
- (g) Do not throw any object.
- (h) No use of alcohol, tobacco or drugs.
- (i) Do not bring any weapon or dangerous objects on the school bus.
- (j) Do not damage the school bus.
- (k) No eating or drinking on the school bus on regular school bus routes to and from school. Exceptions will be made for medical reasons.

(4) Consequences.

- (a) Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extra-curricular events (for example, field trips or competitions) will be at the sole discretion of the School District. Parents/guardians will be notified of any offenses and/or suspension of bus privileges.
 - (i) Secondary (7-12) per school year.
 - 1st offense -- warning
 - 2nd offense -- 3-5 day suspension from riding the bus
 - 3rd offense -- 10 day suspension from riding the bus
 - 4th offense -- 20 day suspension from riding the bus/meeting with parent/guardian
 - 5th offense -- suspended from riding the bus for the remainder of the school year

- (ii) **Other Discipline.**
Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school may also result from school bus/bus stop misconduct.

On a take home route, a school bus driver shall have the authority to remove a student from the bus for one day for misbehavior considered to be causing an immediate and substantial danger to self or surrounding persons or property, provided the driver follows the administrative regulations addressing these suspensions, as outlined in the Driver's Handbook.
- (iii) **Referrals.**
Referrals of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline referrals. Referrals may also be maintained in the transportation office.
- (iv) **Vandalism/Bus Damage.**
Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid.
- (v) **Notice.**
Students will be given a copy of school bus and bus stop rules during school bus safety training. Rules are to be posted on each bus and both rules and consequences will be periodically reviewed with students by the driver.
- (vi) **Criminal Conduct.**
In cases involving criminal conduct the Superintendent, local law enforcement officials and the Department of Public Safety will be informed.

6. **Parent/Guardian Involvement**

a. **Parent/Guardian Responsibilities For Transportation Safety.**

- (1) Become familiar with District rules and policies, regulations and principles of school bus safety.
- (2) Assist students in understanding safety rules and encourage them to abide by them.
- (3) Recognize their responsibilities for the actions of their students.
- (4) Support safe riding practices and reasonable discipline efforts.
- (5) When appropriate, assist students in safely crossing local streets before boarding and after leaving the bus.
- (6) Support procedures for emergency evacuation, and procedures in emergencies as set up by the School District.
- (7) Respect the rights and privileges of others.
- (8) Communicate safety concerns to school administrators.
- (9) Monitor bus stops, if possible.
- (10) Support all efforts to improve school bus safety.

b. Parent/Guardian Notification.

A copy of the School District school bus and bus stop rules will be provided to each family at the beginning of the school year or when a child enrolls, if this occurs during the school year. Parents/guardians are asked to review the rules with their students.

7. Other Violations

a. Gambling

The playing of a game of chance for stakes.

Minimum Action: Student conference and parent/guardian contact.

Maximum Action: Expulsion or exclusion.

b. Disorderly Conduct

Engaging in offensive, obscene, or abusive language or in boisterous and noisy conduct.

Minimum Action: Student conference and parent/guardian contact.

Maximum Action: Expulsion or exclusion.

c. Use or Possession of Tobacco and/or Tobacco Products

Use of and/or possession of any type of tobacco product by any student, regardless of age, will be governed by Minnesota Statute and School District rules.

Minimum Action: Student conference and parent/guardian contact.

Maximum Action: Expulsion or exclusion.

d. Use, Possession, Distribution or Sale of Illegal Drugs, Alcohol, Narcotics, Drug Paraphernalia, or Simulated Drugs

Students who violate the rules concerning the use of alcohol and drugs will be subject to one or more of the following procedures:

- (1) Parent/guardian conference.

- (2) Notification of local law enforcement agency or other appropriate agencies.
- (3) Referral to the school's Chemical Dependency Coordinator.
- (4) Referral via petition to Chisago, Washington, or Anoka County Court Services.
- (5) In-school restriction.
- (6) Dismissal from school (Suspension or Expulsion/Exclusion).

e. Fire Alarms/911

The sounding of false fire alarms or false 911 calls.

Minimum Action: Student conference, parent/guardian contact, and notification of appropriate Police and Fire Department officials.

Maximum Action: Expulsion or exclusion.

f. Terroristic Threats (a bomb threat is an example)

The making of bomb threats or other terroristic threats either verbally, by telephone, by letter or through any other means of communication.

Minimum Action: Immediate suspension, notification of law enforcement agency.

Maximum Action: Expulsion or exclusion.

g. Inappropriate Use of Technology (See also School Board Policy 540)

Technology instruction includes computers, televisions, video or audio recorders and players, and other related technological equipment.

Students must follow all appropriate use of technology procedures as established by the School District.

Technology misuse includes, but is not limited to:

- (1) Using unauthorized programs, software, videos, CDs or audiotapes.
- (2) Attempting to bypass or alter computer security.
- (3) Unauthorized modification of computer configuration (desktop pattern, sounds, etc.).
- (4) Attempting to access, add, delete or alter information or files of another person or organization without permission.
- (5) Using technology to access, transfer, copy or store inappropriate materials or messages.
- (6) Use technology resources for commercial, personal profit or illegal enterprises.
Minimum Action: Student conference.
Maximum Action: Expulsion or exclusion.

h. Academic Dishonesty

It is expected that students pursue their academic studies in an honest

manner and with integrity. Work that is turned in for credit needs to result from the student's own efforts. Academic dishonesty includes but is not limited to two major areas: cheating and plagiarism. Cheating is a deceptive act in which a student attempts to show knowledge which is not theirs. Plagiarism is presenting information from someone else, as though the ideas, words, or facts are the student's own.

Minimum Action: Student conference, parent/guardian contact.

Maximum Action: Expulsion or exclusion.

F. Corrective Measures

Discipline should not be confused with punishment. The goal of discipline is a self-regulated individual with mature attitudes and socially-acceptable standards of conduct.

Corrective measures used will depend upon the nature of the behavior, the frequency, and the degree to which the student is willing to try to correct undesirable behavior.

With the exception of serious violations of the Student Conduct Code, corrective measures will normally begin at a minimal level and then proceed to more serious levels. These procedures may include but are not limited to: conferences with teacher, counselor, or principal; detention; loss of school privileges; parent/guardian conference with school staff; modified school program; school transfer; dismissal for one day; suspension; referral to Superintendent or designee; expulsion; police referral; court referral and home instruction.

1. Student Conference

Conferences will be conducted with students regarding disciplinary matters to insure due process. (Conferences by school administrators are not required for discipline action under Article III G. Removal of Student From Class by the Teacher.) Each student facing the imposition of disciplinary action under this code of conduct must be informed, orally or in writing, of the facts and the nature of the conduct which has been challenged and be given an opportunity to explain his or her version of the facts or conduct which has been challenged prior to the imposition of discipline.

2. Parent/Guardian Contact

Depending on the violation and the seriousness of the action, a student's parent/guardian may be contacted by telephone or mail in addition to a student conference. The intent of the contact is to inform the parent/guardian of the violation and the student's attitude during the conference and to elicit parent/guardian support for correcting the unacceptable behavior.

3. Parent/Guardian Conference

The principal, assistant principal, counselor, or teacher may request a

parent/guardian conference, with or without the student present, to insure parent/guardian understanding of the student's academic and/or behavior problem and to mobilize a cooperative effort to correct the difficulty.

4. **Detention**

Detention may be required of a student for one or more breaches of the code of conduct. Student failure to serve detention on the assigned date(s) will result in either an increased term of detention, assignment to an alternative program, in-school restriction or suspension. Every effort will be made to insure that students will be doing school work during this time.

a. **Teacher's Detention**

A teacher may detain a student after school to correct a student's unacceptable behavior. Parents/Guardians are to be informed of a student detention and teachers will document notice to parents/guardians that detention has been scheduled.

b. **Administrative Detention**

Students may be detained by the Administration for the following reasons:

- (1) Excessive tardiness to school or class.
- (2) Unexcused absence from school or class.
- (3) Deliberate disrespect and/or insubordination.
- (4) Disciplinary reasons in the school or classroom.

Parents/Guardians are to be informed of a student detention and principals will document notice to parents/guardians that detention has been scheduled.

5. **In-School Monitoring**

Students may be required to have an hourly report signed by their teachers verifying their movement in the building during the day. The report will be picked up daily from a designated person and returned to a designated person at the end of the day for verification of the student's movements. Parents/Guardians are often notified of this arrangement.

6. **Referral to Community Services Agencies**

When necessary school authorities will refer students to Community Services agencies including mental health agencies consistent with Minnesota statutes. The parents/guardians will be consulted when appropriate if any community service is to be used for a student or if a student will be referred to a community resource.

7. Suspension (M.S. 121A.41 Subd. 10)

“Suspension” means an action taken by the school administration prohibiting a student from attending school for a period of not more than ten consecutive school days. The suspension period may be extended an additional five days when it is determined that the student will create an immediate and substantial danger to persons or property around him/her. The purpose of suspension is to remove the student from the school environment and to provide time for the professional staff, parent/guardian and student to discuss the matter and bring about an agreement on future conduct.

8. Alternative Program

“Alternative Program” means educational opportunities made available within the School District, but which may be at a site different from a student’s originally assigned school or schedule. In-school restriction is an example of an alternative program. After a student returns from an alternative program, in-school monitoring may be used as a sincere attempt to assist the student in his/her adjustment to the school rules and environment.

9. Administrative Transfer

A principal may recommend an administrative transfer of a student to another Forest Lake Public School by a direct request to the Superintendent.

10. Expulsion or Exclusion

“Expulsion” means an action taken by the School Board to prohibit an enrolled student from further attendance for a period that shall not extend beyond an amount of time equal to one school year from the date a student is expelled. (M.S. 121A.41, Subd. 5). “Exclusion” means an action taken by the School Board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year (M.S. 121A.41, Subd. 4).

11. Referral to Police or Juvenile Authorities

When a student’s misbehavior is so extreme that it may involve the violation of a law, police or juvenile authorities will be contacted by the Principal or a designated representative. Every reasonable attempt shall be made to notify parents/guardians at the same time juvenile authorities are called. If the officer indicates that he/she is arresting the student, with or without a warrant, that officer shall have complete jurisdiction and responsibility in the matter and the Principal shall not interfere with the student’s removal from the building. It is expected that the contact with the student shall be arranged in a manner to make it as unobtrusive as possible.

12. In-School Restriction

In-School Restriction (ISR) may be required of a student for one or more

breaches of the Code of Conduct. Students placed in ISR are required to remain in one room for a designated period of time. Students in ISR are under the supervision of school staff and are given ISR and/or homework assignments which must be completed.

13. **Students with Disabilities**

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP or 504 team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP or 504 plan. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

G. **Removal of Student from Class**

1. **Definitions:**

- a. **Removal from Class:** "Removal from class" and "removal" means any actions taken by a teacher, principal, or other School District employee to prohibit a student from attending class for a period of time not to exceed three class or activity periods, pursuant to procedures established in the School District Discipline Policy adopted by the School Board pursuant to M.S. 121A.61.
- b. **Class Period:** "Class period" or "activity period" means in secondary grades, instruction for a given course of study.

2. **Rules Governing Student Conduct:**
 - a. **Student Code of Conduct:** The rules governing student conduct are contained in the Secondary School Code of Conduct as adopted by the School Board.
 - b. **Notice to Student:** Copies of the Secondary Student Code of Conduct are distributed to all students each school year.
3. **Grounds for Removal from Class:**
 - a. **Disrupting the Rights of Others:** A student may be removed from class for willful conduct which materially and substantially disrupts the rights of others to an education.
 - b. **Dangerous Conduct:** A student may be removed from class for willful conduct which endangers School District employees, the student or other students, or the property of the school.
 - c. **Violation of Secondary School Code of Conduct:** A student may be removed from class for willful violation of any rule of conduct specified in the discipline policy (Secondary School Code of Conduct) as adopted by the School Board.
4. **Authority to Remove Students:**
 - a. **Who May Remove a Student:** The teacher or supervisor in immediate charge of the class from which the student is to be removed, or the building Principal, Assistant Principal, or administrative designee may remove a student from that specific class as specified under M.S. 121A.61.
 - b. **When May a Student Be Removed:** A student may be removed from class when in the judgment of the teacher, supervisor, or administrator authorized to remove said student, the student has violated one or more of the grounds listed for removal from class.
5. **Procedures for Removing Students, Parent/Guardian Notification, Responsibility for Students Removed and Period of Time of Removal:**
 - a. **Procedure for Removal from Class:** When a teacher or supervisor authorized to remove a student from a class determines that a student has violated one of the grounds for removal from class, that individual will advise the student of the reason for removal from class, give the student an opportunity to respond, and give the student a removal from class notice. The student will be instructed to report directly to the Principal's/Assistant Principal's/Dean's office with that notice. If, in the judgment of the teacher or supervisor, allowing the student to report to the office unescorted may endanger the student, other individuals, or School District property, the teacher or supervisor should escort the

student to the office or request assistance from the office in escorting the student to the office.

- b. **Parent/Guardian Notification:** Teachers or supervisors removing students from class are strongly encouraged to notify parents/guardians by telephone of the removal.
- c. **Responsibility for Students Removed:** Once a student arrives in the Principal's/Assistant Principal's/Dean's office, the custody of and responsibility for that student during the time of removal from class will rest with the building Principal/Assistant Principal/Dean. The building Principal/Assistant Principal/Dean will designate a supervised area to which the student is to report and remain during each period of removal from class. If the length of removal from class is for more than one class period, the classroom teacher or supervisor will submit assignments for the student. The assignments are to be submitted to the Principal/Assistant Principal/Dean or his/her designee, prior to the start of the second consecutive class period of removal from class.
- d. **Length of Time of Removal:** A student's regular classroom teacher, supervisor, or the building Principal or Assistant Principal, may remove a student from class for up to three consecutive class periods for a single violation of the "Grounds for Removal From Class" as found in Section III of this policy. The actual number of class periods of removal up to the maximum of three, shall be at the discretion of the teacher or supervisor removing the student.

A substitute teacher or supervisor may remove a student from a class in which he or she is in charge for up to three consecutive class periods, or during the consecutive class periods when he or she is the substitute in charge of that class if less than three.

- e. In the case of a student with a disability, the student's individual education program team shall meet immediately but not more than ten (10) school days after the date on which the decision to remove the student from the student's current education placement is made. The individual education program team must review all relevant information in the student's file to determine if the conduct in question was (i) caused by, or had a direct and substantial relationship to, the child's disability, or (ii) the direct result of the school's failure to implement the individual education program. This is referred to as a "manifestation determination meeting."
6. **Procedures for Return of Students to Class:**
 - a. **Removal for One Class Period or Less:** The minimum procedure for return to class after a removal of one class period or less shall be an informal conference between the student removed and the teacher, supervisor, or building Principal or Assistant Principal who removed the student.

- b. **Removal for More Than One Class Period:** The minimum procedure for return to class after a removal of more than one class period shall be a conference between the student removed, the teacher or supervisor who removed the student, and the building Principal or Assistant Principal.

Additional procedures may be established by the teacher or supervisor removing the student after consultation with the Principal or Assistant Principal.

H. **Student Searches**

1. **Locker Searches**

School lockers are the property of the School District. At no time does the School District relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of the law or school rules. As soon as practicable after the search of a student's locker, school authorities must provide notice of the search to students and the student's parents whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

2. **Personal Possession Searches**

The personal possessions of students whether on their person, in desks, in backpacks or purses, in cell phones or other recording devices, lockers or cars parked in the school parking lot may be subject to a reasonable search when the School District has a reasonable, individualized suspicion that evidence will be produced showing that the student violated the law or school rules.

3. School officials may seek assistance from law enforcement if deemed necessary. As soon as practicable after the search of a student's personal possessions, school authorities must provide notice of the search to students and the student's parents whose personal possessions were searched unless disclosure would impede an ongoing investigation by police or school officials. Students who refuse to comply or impede an investigation will be in violation of policy and subject to further disciplinary action.

It is the policy of the School Board of School District #831 to comply with Federal and State Law (and all requirements imposed by or pursuant to regulations issued in support of such laws) prohibiting discrimination against any person on the grounds of race, color, national origin, creed, religion, sex, marital status, sexual orientation, status with regard to public assistance, age or disability.

Legal References:

- Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
- Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
- Minn. Stat. § 120B.232 (Character Development Education)
- Minn. Stat. § 121A.26 (School Preassessment Teams)
- Minn. Stat. § 121A.27 (School and Community Advisory Team)
- Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
- Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
- Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
- Minn. Stat. § 121A.582 (Reasonable Force)
- Minn. Stat. §§ 121A.60-121A.61 (Removal From Class)
- Minn. Stat. § 123A.05 (Area Learning Center Organization)
- Minn. Stat. § 124D.03 (Enrollment Options Program)
- Minn. Stat. § 124D.08 (Enrollment in Nonresident District)
- Minn. Stat. Ch.125A (Students With Disabilities)
- Minn. Stat. Ch. 260A (Truancy)
- Minn. Stat. Ch. 260C (Juvenile Court Act)
- 20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)
- 29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
- 34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References:

- Harassment and Violence Policy 425
- School Weapons Policy 532
- Search of Student Lockers, Desks, Personal Possessions and Student's Person Policy 514
- Student Attendance Policy 519
- Anti-Bullying Policy 541
- Technology Acceptable Use and Safety Policy 540
- Hazing Prohibition Policy 431
- Student Transportation Safety Policy 531

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