



**CAMBRIDGE-ISANTI SCHOOLS**

*EVERY STUDENT. EVERY DAY.*

**2026-2027**

# CODE OF CONDUCT

**RIGHTS AND RESPONSIBILITIES**

For Students, Families, and Staff



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# Welcome

**Dear Students, Families, and Staff,**  
Welcome to Cambridge-Isanti Schools.

Our Code of Conduct reflects our shared commitment to creating the conditions for learning that are safe, supportive, and engaging where every student can succeed.

This document aligns with our district mission to educate, empower, and inspire every student, every day. It also reflects the priorities in our strategic plan, including student success, strong relationships, and meaningful partnerships. These priorities guide how we support learning, respond to behavior, and build positive school experiences.

At the center of this work is *The Bluejacket Way*. Across all schools, we teach and model five core values: honesty, respect, responsibility, self-discipline, and compassion. These values shape our expectations and guide how we treat one another each day.

From early childhood through high school, students build skills in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These skills support success in school, relationships, and life beyond graduation.

This Code of Conduct reflects input from students, families, staff, and community members. Together, we create schools where students feel connected, supported, and ready to learn.

Thank you for your partnership and your commitment to every student, every day.

Sincerely,  
Dr. Nate Rudolph  
Superintendent

## Using this Document

This Code of Conduct is organized to help students, families, staff, and community members quickly find the information they need. Each section reflects our core values, the Bluejacket Way, and our commitment to safe and supportive learning environments across all schools.

Use the table of contents and section headings to navigate the document. Because this document is available electronically, families will always have access to the most current version. The interactive table of contents allows readers to quickly move to sections they want to review.

If you need help finding information or understanding any part of this document, school staff are available to support you.

# Key Contacts & Supports: Who to Turn to and When

Cambridge-Isanti Schools provides a strong network of professionals in every building to support students academically, socially, emotionally, and behaviorally. Because every student's needs are different, staff members work together to ensure students receive the support they need to learn and thrive.

If you are unsure where to start, use the guide below to help identify the best point of contact.

## Daily Classroom, Learning, & Academic Supports

*For questions about classroom learning, academic progress, assignments, or daily school experiences.*

- **Classroom Teacher:** Your first point of contact for anything related to your child's daily school experience, classroom behavior, assignments, or peer interactions.

*Also, if your child receives specialized support:*

- **Special Education Teacher:** Specialized staff who work with students who have an Individual Education Plan (IEP).
- **English Learner (EL) Staff:** Specialized staff who provide language development instruction and support for students and families whose primary language is not English, ensuring clear communication and connection to the school.

## Social, Emotional, & Mental Health Supports

*For navigating life transitions, emotional well-being, behavioral challenges, or finding community-based resources.*

- **School Counselor:** Your go-to professional for academic planning, study skills, navigating middle or high school schedules, and general guidance or goal-setting.
- **School Social Worker:** Turns to for deeper mental health support, family coping resources, crisis intervention, or connecting your family with critical community-based health and wellness services.
- **Behavior Interventionist:** Specialists who work proactively with students to teach positive behavior expectations, self-regulation, and coping strategies to minimize learning disruptions and maximize classroom success.

## Building Leadership & Whole-School Operations

*For school-wide policies, elevated behavioral concerns, safety, or systemic feedback.*

- **Assistant Principal:** Leads our schools in developing the positive conditions for learning and typically handles school climate, building-wide discipline support, safety logistics, and coordinates student interventions when a student needs additional behavioral guidance outside the classroom.

- **Building Principal:** Oversees the overall instructional leadership and operations of the building. Turn to the principal if you have broader building-wide questions or if a lower-level concern requires elevated administrative attention.

## Accessing Information and Support

The Code of Conduct and additional resources are available on the district website. Families can access updated information, staff directories, and district resources at any time. Printed copies, translations, and accessibility supports are available upon request at each school and the district office. If you need assistance, please contact your child's school or the district office. We are committed to strong communication and partnership with every family.

## Code of Conduct Development and Revision Process

Cambridge-Isanti Schools uses a collaborative process to review and revise the Code of Conduct. This process helps ensure the document reflects district values, current best practices, and the evolving needs of students, families, and schools.

The school board reviews and approves the Code of Conduct annually. District leaders also monitor implementation throughout the year and identify areas for improvement. More comprehensive reviews take place periodically or when changes in law, policy, or district priorities require updates.

The most recent revision included input from district leaders, school staff, teachers, and student support professionals. This collaborative approach strengthens the clarity, consistency, and fairness of expectations and procedures across the district.

## Goals for the Code of Conduct

The Cambridge-Isanti Schools Code of Conduct is designed to:

- Establish shared expectations for positive behavior in schools, on school transportation, at school-sponsored events, and within school technology systems.
- Support the social, emotional, behavioral, and academic growth of every student while encouraging responsibility and ownership for personal choices.
- Provide clear, consistent, and timely responses when student behavior does not meet expectations connected to the Bluejacket Way.
- Use supportive practices that help students take responsibility, repair relationships, and build the skills needed for future success.
- Build staff capacity to proactively support students and respond early when additional behavioral, emotional, or academic support is needed.

- Foster safe, inclusive, and welcoming environments free from harassment, bullying, discrimination, and intimidation.

This Code of Conduct applies to students, staff, families, caregivers, and visitors while on school property, using school transportation, participating in school-sponsored activities, or accessing school technology systems.

## Guiding Principles

### Our Mission

The mission of Cambridge-Isanti Schools, in partnership with our community,  
is to EDUCATE, EMPOWER and INSPIRE  
EVERY STUDENT, EVERY DAY to achieve their full potential.

### We Believe That...

- Every person deserves to be valued, feel safe, supported and included with compassion and respect.
- Every individual has skills and talents that make them uniquely equipped to contribute as a responsible citizen.
- Education provides enhanced access to opportunities.
- Engagement in lifelong learning begins at birth.
- Communication, critical thinking, collaboration, creativity, and adaptability are necessary to thrive in a changing world.
- Multiple and differing perspectives contribute to informed decision making and learning.
- Honesty and integrity are essential to all positive relationships.
- Success can come from working through adversity.
- Learning occurs best when social, emotional, physical and mental health needs are met.
- Hiring, retaining and supporting a highly effective staff will lead to a successful educational environment.
- Collaboration with families and caregivers is crucial to a learner's development.
- Involvement in meaningful activities enriches life.
- Strong communities and schools support each other.

### Bluejacket Character Traits

In Cambridge-Isanti Schools, we teach and model five core values: honesty, respect, responsibility, self-discipline, and compassion. These character traits are the foundation of our Code of Conduct, social-emotional learning, anti-bullying efforts, and positive behavior supports.

Beginning in early childhood and continuing through high school, students develop skills in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

These traits can be demonstrated in many ways at school, at home, and in the community.

### Compassion

- Showing kindness and support to others
- Helping others feel safe, welcomed, and included
- Trying to understand how others may feel

### **Honesty**

- Telling the truth
- Taking responsibility for actions and choices
- Doing the right thing, even when it is difficult

### **Respect**

- Listening and speaking with kindness
- Valuing the ideas, experiences, and perspectives of others
- Treating people, property, and learning spaces with care

### **Responsibility**

- Making choices that support learning and well-being
- Completing tasks and following through on commitments
- Asking for help and helping others when needed

### **Self-Discipline**

- Making thoughtful and safe choices
- Staying focused and working through challenges
- Learning from mistakes and continuing to grow

### **Minnesota Multi-tiered System of Supports (MnMTSS)**

MnMTSS is a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental and academic outcomes for every student. MnMTSS provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. The elements of the framework are grouped into five main components:

**1. Infrastructure for Continuous Improvement** - An infrastructure that provides a system in which people can work effectively and efficiently.

**2. Family and Community Engagement** - Family and community engagement that promotes authentic collaboration to support common values and equitable outcomes.

**3. Multi-Layered Practices and Supports** - Multi-layered practices and supports that match intensity of services to level of student need.

**4. Assessment** - Assessment tools with which to accurately and reliably collect information that aids decision making.

**5. Data-based Decision-Making** - Practices that consider the unique experiences of every population and drive continual improvement.



### Positive Behavior Interventions and Supports (PBIS)

Cambridge-Isanti Schools has implemented positive behavioral interventions and supports (PBIS) district-wide and has been recognized as a leader in Minnesota. PBIS is an evidence-based framework for preventing problem behavior, providing instruction, supporting positive and prosocial behaviors, and supporting social, emotional, and behavioral needs for all students. Schoolwide implementation of PBIS requires training, coaching, and evaluation for school staff to consistently implement the key components that make PBIS effective for all students. All schools teach expected behaviors through the Bluejacket Character Traits.

Each building across the district has established its own tailored PBIS matrix, which serves as a foundational blueprint for behavioral expectations. Within these matrices, every distinct environment—including classrooms, hallways, cafeterias, playgrounds, and digital spaces—clearly defines what positive, respectful, and responsible behavior looks like in practice. By explicitly teaching and reinforcing these context-specific behaviors, our schools cultivate predictable, safe, and positive learning environments where every student can thrive. Examples of these school-specific matrices can be found in each schools' handbook.

### The Catalyst Approach

Cambridge-Isanti Schools uses The Catalyst Approach as part of our Tier 1 universal supports to strengthen positive mindsets, relationships, and learning environments across all classrooms. Grounded in applied research from more than 50,000 classrooms, The Catalyst Approach focuses on practical, evidence-based strategies that help students feel safe, connected, and supported by the adults in their school community. These foundational skills help staff intentionally build and maintain strong adult–student connections, reinforce shared expectations for learning and behavior, and prevent concerns before they escalate. Within our Multi-Tiered System of Supports (MTSS) framework, Catalyst strategies serve as proactive, schoolwide practices that benefit all students while also complementing additional Tier 2 and Tier 3 supports for students who may need more targeted intervention.



# Student Rights, Responsibilities, and Opportunities

Students who attend Cambridge-Isanti Schools have various rights and opportunities. Students also have responsibilities to teachers, other staff, and fellow students. Students have other rights guaranteed by the Constitution and by federal, state, and local laws. The rights and responsibilities in this Code of Conduct are not all-inclusive and do not cover every situation that may arise. The table below describes student rights, opportunities, and responsibilities in Cambridge-Isanti Schools. Each policy listed may also have cross-referenced policies that apply to the student's rights, responsibilities, and opportunities.

| Attendance                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rights                                                                                                                                                              | Responsibilities                                                                                                                                                                                                                                                                                                                          |
| <p>Eligible students have the right to a free public education according to state and federal law.</p> <p><a href="#">Board Policy 503, Student Attendance.</a></p> | <p>It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.</p> |

| Bullying Prohibition                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Rights                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>Students have the right to a safe and civil environment.</p> <p>Students have the right to a learning environment that does not permit, condone, or tolerate bullying or cyberbullying by either an individual or group.</p> <p>Students have the right to be free from retaliation when making good faith reports of bullying or cyberbullying as a victim, good faith reporter, or witness.</p> <p><a href="#">School Board Policy 514, Bullying Prohibition</a></p> | <p>Students who believe they have been the target or victim of bullying or have knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged act immediately to school staff.</p> <p>Students have the responsibility to intervene on behalf of any individual who is a target of bullying and report any acts of bullying immediately.</p> <p><a href="#">Bullying Reporting Form</a></p> |

| Equal Educational Opportunity                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rights                                                                                                                                                                                                                                                                                              | Responsibilities                                                                                                                                                                                                                 |
| <p>Students have the right of equal opportunity, as allowed by law, to participate in all school activities, school education programs, and other rights or privileges of enrollment for which they are eligible.</p> <p><a href="#">School Board Policy 102, Equal Educational Opportunity</a></p> | <p>Students are responsible for following the rules and procedures of the school-sponsored activity in which they participate.</p> <p>Students may not harass any individual for any of the categories listed in the policy.</p> |

| Fair Treatment |
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|----------------|

| Rights                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p>Students have the right to due process as defined in the <a href="#">Minnesota Pupil Fair Dismissal Act</a> when involved in a violation of district rules. Included is the opportunity to hear the nature of the violation and to give their account of the situation.</p> <p>Students have the right to expect privacy regarding actions taken.</p> <p>Students have the right to be informed of all applicable classroom and school rules, expectations, and procedures.</p> <p>Students have the right to be treated respectfully by district employees and other students.</p> <p>Students have the right to be free from unreasonable physical contact from teachers and other students. Immediate intervention by staff to protect a student or other individual from physical injury, however, is allowable.</p> <p>Students and families have the right to file a complaint if discipline procedures are not followed correctly.</p> <p><a href="#">School Policy 506- Student Discipline</a></p> | <p>Students are responsible for responding to all directives or inquiries from staff, and for following all laws, policies, rules, and expectations that apply to them.</p> <p>Students are responsible for knowing and following all applicable classroom rules, expectations, and procedures.</p> <p>Students are responsible for treating all persons respectfully.</p> <p>Students are responsible for respecting the space and freedom of those around them.</p> <p>Students are expected to treat the property of others and the district responsibly.</p> <p>Students are responsible for engaging in conduct that does not threaten to injure themselves, other persons or property.</p> |

| Free Speech and Expression                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Rights                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>Students and employees have the right to express themselves on school property. Students have the right to free speech so long as such speech does not violate the rights of others.</p> <p>Students and employees of the school district have the right to request distribution of nonschool-sponsored material.</p> <p>Students and employees have the right to participate in political campaigns and political issues, elections, and public service and the right of students to pursue an education conducted in a suitable academic environment free from disruption.</p> <p><a href="#">School Board Policy 505 - Distribution of Nonschool Sponsored Materials on School Premises by Students and Employees</a></p> <p><a href="#">School Board Policy 505.1 - Distribution of Information for Political and Activities</a></p> | <p>Students are responsible for expressing opinions, publishing written materials, and distributing literature in such a manner that does not conflict with the following beliefs:</p> <ul style="list-style-type: none"> <li>• every person needs to feel valued, respected, and safe;</li> <li>• strong individuals and communities depend on giving to, caring for, and serving each other;</li> <li>• communication, critical thinking, collaboration, and creativity are necessary to thrive in a changing world;</li> <li>• honesty and integrity are essential to all positive relationships;</li> <li>• every person learns uniquely;</li> <li>• success can come from the ability to learn from and work through adversity;</li> <li>• every person has value with skills and talents that make them unique;</li> <li>• involvement in meaningful activities enriches lives</li> </ul> <p>Students must follow procedures as outlined in policy understanding that nonschool-sponsored materials on school district property are subject to reasonable time, place, and manner restrictions set forth below. The administration will determine the most appropriate method of distribution.</p> |

| Learning and Academic Work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Rights                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Students have the right to attend school and gain an education as provided by law. However, attendance at a particular school is a privilege, not a right.</p> <p>Students have the right to attend school in a safe environment that is free from disruptive behavior.</p> <p>Students have the right to complete assignments missed during an absence.</p> <p>Students who are unable to attend at the school site due to illness, injury, or placement have the right to home/hospital instruction as regulated by state guidelines.</p> <p><a href="#">Minnesota Statute § 120A.366</a></p>                                                                                                                                                                                                                   | <p>Students are responsible for daily attendance, completing class assignments on time, and bringing appropriate materials needed for class use.</p> <p>Students are responsible for behaving in such a manner that supports learning for all, does not pose a potential or actual danger to themselves or others, and is not disruptive to the learning process for others.</p> <p>Students are responsible for obtaining and completing make-up work assigned for periods of absence.</p> <p>Students are responsible for completing work assigned as part of the home/hospital instructional process.</p> |
| Medications                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Rights                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Students have the right to receive medications and medical procedures that must be administered during the school day in order for a student to attend school.</p> <p><a href="#">School Board Policy 516, Student Medication</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Students are responsible for following established School Board Policy regarding medications.</p> <p>Students and families are responsible for providing written notification to the school nurse when any medication must be administered to a student during the school day. All medications brought to school must be in the original labeled container.</p>                                                                                                                                                                                                                                           |
| Non-Discrimination/Harassment-Free Environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Rights                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Students have the right to a learning environment that is free from discrimination, harassment, and violence based on an individual's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.</p> <p>Students have the right to be free from retaliation when making good faith reports of discrimination, harassment, or violence as a victim, good faith reporter, or witness.</p> <p><a href="#">School Board Policy 413 - Harassment and Violence</a></p> <p><a href="#">School Board Policy 522 - Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process</a></p> <p><a href="#">School Board Policy 525 - Violence Prevention</a></p> | <p>Students are responsible for treating other students and district employees in a manner that does not discriminate against or harass through conduct or communication.</p> <p>Students are responsible for reporting to staff (e.g., teacher or administrator) incidents of discrimination, harassment, violence, or retaliation that they have experienced or of which they are aware.</p>                                                                                                                                                                                                               |

| Personal Property and Privacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Rights                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Students generally have a right of privacy for themselves and their personal property while on school district property and at school-sponsored or associated events.</p> <p>Students have the right to a safe and healthful educational environment.</p> <p>According to Minnesota law, students have the right to utilize school-owned property (i.e., lockers, desks) for storing appropriate items of personal property with the understanding that all school-owned property is within the exclusive control of the school district and may be searched by school authorities for any reason, at any time, without permission, consent or requirement of a search warrant.</p> <p>Students have the right to be notified of a search unless notification would impede an ongoing investigation.</p> <p><b><a href="#">Minnesota Statute § 121A.72, subd. 1</a></b></p> <p><b><a href="#">School Board Policy 502 - Search of Student Lockers, Desks, Personal Possessions and Student's Person</a></b></p> | <p>Students must not bring any item or material that violates school district policy, school rules, or state or federal law, or that would cause, or tend to cause, a disruption or endanger the health or safety of students or other people onto the school district property or to school-sponsored or associated events. Items prohibited include but are not limited to, weapons and “look-alikes,” alcoholic beverages, controlled substances and “look-alikes,” overdue books and other materials belonging to the school district, and stolen property.</p> <p>When reasonable suspicion exists to believe a student possesses prohibited items or that a search will uncover evidence of a violation of a school rule or the law, school administrators or designees may conduct a reasonable search of a student’s person or property.</p> <p>Students are responsible for keeping their lockers/desks in good condition and free of any items that are illegal or prohibited.</p> |

| Pledge of Allegiance                                                                                                                                                                                                                                                       |                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rights                                                                                                                                                                                                                                                                     | Responsibilities                                                                                                                                                              |
| <p>Minnesota law requires all public schools to provide students the opportunity to recite the Pledge of Allegiance at least once per week and allows students to decline to participate.</p> <p><b><a href="#">School Board Policy 531 - Pledge of Allegiance</a></b></p> | <p>Students who do not wish to participate in reciting the Pledge of Allegiance may elect not to, but must not interfere with another person’s right to make that choice.</p> |

| Student Dress                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Rights                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>Students have the right to choose their manner of dress and personal grooming unless it presents a clear danger to the student’s health or safety, or causes a substantial disruption to student learning or the school environment.</p> <p>The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, or do not advocate violence or harassment against others.</p> <p><b><a href="#">School Board Policy 504 - Student Dress and Appearance</a></b></p> | <p>Students are responsible for wearing clothes that are appropriate for school activities and the learning environment. This is a joint responsibility of the student and the student’s parent(s) or guardian(s).</p> <p>Appropriate clothing includes, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Clothing appropriate for the weather.</li> <li>• Clothing that does not create a health or safety hazard.</li> <li>• Clothing appropriate for the activity (i.e., physical education or the classroom).</li> </ul> <p>To maintain a safe and appropriate learning environment, students cannot wear inappropriate items as defined by board policy and school guidelines.</p> <p>Please see the Student Handbook for specific guidelines.</p> |

| Student Records                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                      |
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| Rights                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Responsibilities                                                                                                                                                                     |
| <p>Parents/guardians and adult students generally have the right to review and challenge their school records according to state and federal laws.</p> <p>Students have the right to privacy regarding their school records. Any disclosure of information from student records will be consistent with legal requirements and policies established by the school district.</p> <p>Students have the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state, or federal law.</p> <p>Students in grades 11 and 12 have the right to refuse release of names, addresses, and home telephone numbers to military recruiting officers and post-secondary educational institutions;</p> <p><a href="#">School Board Policy 515 - Protection and Privacy of Pupil Records</a></p> | <p>Students are responsible for following established building and district procedures regarding access to their school records. This includes students who reach the age of 18.</p> |

| Technology Usage and Safety                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Rights and Opportunities                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>Students have the opportunity to have equitable access to a variety of district technology resources for educational purposes.</p> <p>Access to use of the school district system and access to use of the internet is a privilege, not a right.</p> <p><a href="#">School Board Policy 524 - Internet Acceptable Use and Safety Policy</a></p> <p><a href="#">School Board Policy 524 - Internet Acceptable Use</a></p> <p><a href="#">School Board Policy 514 - Bullying Prohibition</a></p> | <p>Students are responsible for using the district technology resources properly and following all district and school rules and procedures.</p> <p>Students are responsible for respecting the privacy of other users, and not intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users without permission.</p> <p>Students are responsible for maintaining the security of the district technology resources and recognizing and honoring the intellectual property rights of others.</p> <p>Students are responsible for immediately disclosing inadvertent access of unacceptable materials or an unacceptable internet site to an appropriate school district administrator.</p> <p>Students are responsible for thinking before posting, respecting other people online, being careful when meeting online friends in person, and protecting themselves online.</p> <p>Students have the responsibility to follow the cell phone guidelines in their Student Handbook.</p> |

| Transportation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                  |
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| Rights                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Responsibilities                                                                                                                                                                                                                                                                                                 |
| <p>The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege, not a right.</p> <p>The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.</p> <p>Students have the right to receive school bus safety training.</p> <p>Students have the right to review the bus stop and bus rules.</p> <p>The behavior of students and employees on the bus is a significant factor in the safety and efficiency of school bus transportation. Student and employee misbehavior increases the potential risks of injury. Therefore, the school district believes that video recording student passengers and employees on the school bus will encourage good behavior and, as a result, promote safety.</p> <p><a href="#">School Board Policy 707 - Transportation of Public School Students</a></p> <p><a href="#">School Board Policy 709 - Student Transportation and Safety</a></p> <p><a href="#">School Board Policy 709 - Student Transportation Safety Policy Student Conduct - Bus Referral Procedures</a></p> <p><a href="#">School Board Policy 711 - Video Recording on School Buses</a></p> | <p>Students have the responsibility to know and follow the rules at the bus stop and on the bus.</p> <p>Students have the responsibility to participate in bus safety exercises and drills.</p> <p>Students must not bring prohibited items on the bus.</p> <p>Students will be responsible for any damages.</p> |

# Standards of Student Behavior

A safe, welcoming, and inclusive learning environment is essential for all students to learn, grow, and thrive. Understanding and following district expectations helps students contribute positively to their school community and supports their own success.

When students experience challenges in meeting expectations, school staff work collaboratively with students to understand what occurred, address any harm, strengthen skills, and support positive choices moving forward. Staff respond to behavior in a manner that is consistent, developmentally appropriate, and focused on teaching, problem-solving, and restoring relationships. Tiered supports and interventions are used to help students learn from their experiences and remain engaged in their learning community.

*Refer to the Student Handbook of your student's school for information beyond the C-I Code of Conduct:*

- *Preschool Family Handbook*
- *Adventure Center Handbook*
- *Cambridge Primary School Student Handbook*
- *Isanti Primary School Student Handbook*
- *Cambridge Intermediate School Student Handbook*
- *Isanti Intermediate/C-I STEAM School Student Handbook*
- *Cambridge Middle School Student Handbook*
- *Isanti Middle School Student Handbook*
- *Cambridge-Isanti High School Student Handbook*
- *Cambridge-Isanti Online K-5*
- *Cambridge-Isanti Online 6-8*
- *Brookside Academy / Moving Forward Student Handbook*
- *Riverside Academy Student Handbook*

**This section of the Code of Conduct outlines five levels of student behavior and provides examples of supports, interventions, and responses that may be used to address behavior concerns. The purpose of this framework is to promote a safe, supportive, and inclusive learning environment while helping students develop the skills necessary for success in school and beyond.**

**Supports, interventions, and responses are guided by the five levels of the behavior matrix. Level One represents behaviors that typically require the least intensive support, while Level Five represents behaviors that may require the most intensive intervention. The matrix includes behavior descriptions, definitions, and levels to help guide decision-making. The indicators within the matrix identify the general level of a behavior but do not prescribe a specific response.**

**When determining appropriate interventions and responses, school staff and administrators consider multiple factors, including the nature, severity, and frequency of the behavior; the age and developmental level of the student; the impact on learning, safety, and relationships; and any relevant individual circumstances. Whenever appropriate, responses will focus on reflection, accountability, restoration of harm, skill development, and maintaining students' connection to the learning community.**

**School staff will communicate with parents/guardians when student behavior significantly impacts learning,**



safety, or the school environment. Families, students, and school staff share responsibility for working together to support student growth and the expectations outlined in this Code of Conduct.

Unless otherwise noted, these policies apply to student behavior occurring on property owned or controlled by Cambridge-Isanti Schools, during school-sponsored activities, or off school grounds when the behavior substantially and materially disrupts student learning or the school environment.

## Levels of Behavior, Intervention, and Response

### Level One (Setting Managed)

#### Level One Behavior Definition

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

#### Level One Behavior Interventions and Responses

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

| Intervention and Response Categories                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Skills-Based Supports</b> <ul style="list-style-type: none"><li>• Re-teaching of expectations, procedures and routines</li><li>• Increase positive feedback for demonstration of expected behavior</li><li>• Reminder/Redirection on ways to ask for help or solve problems</li><li>• Reminder/Redirection on ways to manage emotions</li><li>• Reminder/Redirection of appropriate language</li><li>• Teacher/Student conference</li></ul> | <b>Restorative Practices</b> <ul style="list-style-type: none"><li>• Repair/Mend relationship</li><li>• Fee restitution</li></ul> | <b>Staff Actions</b> <ul style="list-style-type: none"><li>• Fidelity check of school-wide systems, structures, and supports</li><li>• Review (classroom/non-classroom) behavior management plan including social skills teaching and reinforcement</li><li>• Classroom/Non-classroom supports</li><li>• Seat change, assigned seating</li><li>• Loss of related privileges</li><li>• Parent/Guardian notification</li><li>• Increase active supervision</li><li>• Confiscating items</li></ul> |
| <b>Optional administrative actions that may result in removal from instruction</b><br><i>Note: A recurring behavior infraction may be treated as an infraction at a higher level</i>                                                                                                                                                                                                                                                           |                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |



## Level Two (Setting Managed)

### Level Two Behavior Definition

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

### Level Two Behavior Interventions and Responses

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

### Intervention and Response Categories

#### Skills-Based Supports

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

#### Restorative Practices

- Repair/Mend relationship
- Guided conversations using restorative questions
- Community Service (as restitution)
- Peer mediation
- Reflective essay
- Restorative back-to-class plan

#### Staff Actions

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

#### Optional administrative actions that may result in removal from instruction

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

## Level Three (Office Managed)

### Level Three Behavior Definition

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

### Level Three Behavior Interventions and Responses

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

| Intervention and Response Categories                                                                                                                                                                                                                                   |                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Skills-Based Supports</b> <ul style="list-style-type: none"><li>• Individual or small-group skill instruction</li><li>• Targeted instruction focused on the area of need</li><li>• Increase positive feedback for the demonstration of targeted behaviors</li></ul> | <b>Restorative Practices</b> <ul style="list-style-type: none"><li>• Restorative back-to-class plan</li><li>• Staff-led mediation</li><li>• Restitution for property incidents</li></ul> | <b>Staff Actions</b> <ul style="list-style-type: none"><li>• Referral to the appropriate MTSS team</li><li>• Loss of related privileges</li><li>• Alternative instruction</li><li>• Student-staff conference</li><li>• Change in classroom assignment/schedule</li><li>• Consult with the School Resource Officer</li><li>• Loss of transportation (bus) privileges</li><li>• Development of a re-entry plan</li><li>• Parent/Guardian conference</li><li>• Removal from class</li></ul> |
| <b>Administrative actions that may result in removal from instruction</b> <ul style="list-style-type: none"><li>• In-school removal from instruction one (1) day or less</li><li>• Out-of-school dismissal from instruction one (1) day or less.</li></ul>             |                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## Level Four (Office Managed)

### Level Four Behavior Definition

A level four behavior is a major behavior infraction that significantly disrupts the educational setting, targets others, and/or impacts the safety of others and is distinguishable by its repetitiveness and/or severity. A level four behavior results in an Office Behavior Intervention Referral (ODR), may result in dismissal from school for one or more days and may result in notification to law enforcement. Students in grades PreK-3 will not be dismissed from school for more than part of a school day unless non-exclusionary discipline has been exhausted and/or there is an ongoing threat to the child or others.

### Level Four Behavior Interventions and Responses

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

### Intervention and Response Categories

#### Skills-Based Supports

- Increase positive feedback for demonstration of individualized behavior plan/goal
- Individualized skill instruction by licensed support staff
- Individual behavior support plan
- IEP/504 Plan Team consultation for potential changes

#### Restorative Practices

- Restorative transition back-to-class plan
- Staff or neutral party-led mediation
- Family conference
- Restitution for property incidents

#### Staff/Administrative Actions

- Refer to or review with the appropriate MTSS team
- Consultation with the School Resource Officer
- Referral to an alcohol or drug counselor
- Loss of transportation (bus) privileges
- Consideration of Alternative Interim Educational Placement
- Development of a re-entry plan

#### Administrative actions that may result in removal from instruction

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

## Level Five (Office Managed)

### Level Five Behavior Definition

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

### Level Five Behavior Interventions and Responses

1. Select and implement interventions and responses that maintain the continuity of instruction or are least disruptive. Students in grades PreK-3 will not be dismissed from school for more than part of a school day unless non-exclusionary discipline has been exhausted and/or there is an ongoing threat to the child or others.
2. Consider the use of interventions from prior levels and multiple categories.
3. Review and consider a student's IEP or 504 Plan prior to implementing interventions and responses.
4. Communicate with parents/guardians about the behaviors and interventions.
5. Document behavior in Skyward as a major referral.

| Intervention and Response Categories                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                |                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Skills-Based Supports</b> <ul style="list-style-type: none"> <li>• Individual coaching by licensed staff</li> <li>• Individual behavior support plan</li> <li>• Increase positive feedback for demonstration of individualized behavior plan/goal</li> </ul>                                                                                                                                           | <b>Restorative Practices</b> <ul style="list-style-type: none"> <li>• Family conference (may be as part of a move to a new setting)</li> </ul> | <b>Staff/Administrative Actions</b> <ul style="list-style-type: none"> <li>• Consultation with the administrative team and superintendent</li> <li>• 504 or IEP Review</li> <li>• Consultation with the School Resource Officer</li> <li>• Development of a re-entry plan</li> </ul> |
| <b>Administrative Actions that may result in removal from instruction</b> <ul style="list-style-type: none"> <li>• Out-of-school dismissal from instruction five (5) or more days (ten (10) days if there is a recommendation for expulsion). Consider student's age and understanding</li> <li>• Possible recommendation for expulsion</li> <li>• Consult with/refer to local law enforcement</li> </ul> |                                                                                                                                                |                                                                                                                                                                                                                                                                                      |

| Alphabetical Listing of Behaviors<br>See <a href="#">policy manual</a> for more information.                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| <b>ACADEMIC DISHONESTY - ACD</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |   |   |   |   |
| Academic dishonesty includes, but is not limited to, cheating on school assignments/tests, plagiarism, collusion, or using electronic devices or other technology. Academic consequences may also be assigned.                                                                                                                                                                                                                                                                                                                    | ● | ● | ● |   |   |
| <b>ARSON - ARS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |   |   |   |   |
| Student plans and/or participates in malicious burning of property.                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |   |   | ● | ● |
| <b>ASSAULT W/O WEAPON - AWO</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |   |   |   |   |
| Intentional infliction of bodily harm upon another or committing an act with the intent to cause fear in another of immediate bodily harm or death. (without the use of a weapon)                                                                                                                                                                                                                                                                                                                                                 |   |   |   | ● | ● |
| <b>ASSAULT W/ WEAPON - AWW</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |   |   |   |   |
| Intentional infliction of bodily harm upon another or committing an act with the intent to cause fear in another of immediate bodily harm or death. (with the use of a weapon)                                                                                                                                                                                                                                                                                                                                                    |   |   |   | ● | ● |
| <b>BUS REFERRAL - BUS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |   |   |   |   |
| See the transportation consequences matrix for specific behaviors and levels.                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |   |   |   |   |
| <b>BULLYING - BYG</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |   |   |   |
| Bullying is a behavior that hurts, harms, or humiliates another person physically or emotionally. Those targeted by bullying behavior struggle to defend themselves and stop the action directed at them. There also is an "imbalance of power" which means the student demonstrating the bullying behavior has more power; this can be physically, socially, or emotionally. <b>Use Harassment codes when bullying/harassing is on the basis of a protected status (Disability, Gender, Race, Religion, Sexual Orientation).</b> |   |   | ● | ● | ● |

| Alphabetical Listing of Behaviors<br>See <u>policy manual</u> for more information.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 1 | 2 | 3 | 4 | 5 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |   |   |   |   |
| <b>CYBERBULLYING - CBL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |   |   |   |   |
| Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. <b>Use Harassment codes when bullying/harassing is on the basis of a protected status (Disability, Gender, Race, Religion, Sexual Orientation).</b> |   |   | ● | ● | ● |
| <b>CRIMINAL ACT AGAINST STAFF - CSM</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |   |   |   |   |
| Committing an act against a staff member that would be a crime if committed by an adult.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |   |   | ● | ● |
| <b>DEFIANCE - DEF</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |   |   |   |   |
| Student engages in refusal to follow directions or classroom rules (verbal or nonverbal), comply with reasonable directives from staff members, talking back, challenging authority, using profanity or walking from staff members, and/or delivering socially rude interactions.                                                                                                                                                                                                                                                                                                                                                                          | ● | ● | ● | ● |   |
| <b>DISRUPTION - DIR</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |   |   |   |   |
| Student engages in behavior causing an interruption that interferes with other students' ability to engage in learning in class or activity, including loud talk, yelling/screaming; noise with materials; and/or sustained out-of-seat behavior. This behavior distracts a teacher and other pupils from learning, disrespects the rights of other students                                                                                                                                                                                                                                                                                               | ● | ● | ● |   |   |
| <b>DISRUPTION TO/FROM SCHOOL - DIT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |   |   |   |   |
| Disruptive behavior which endangers students on their way to and from school, walking, or at the bus stop. (See Bus Referral for behavior ON the bus.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | ● | ● | ● |   |   |
| <b>DRESS CODE / STUDENT ATTIRE - DRE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |   |   |   |   |
| Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ● | ● | ● |   |   |
| <b>FALSE ALARMS - FAL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |   |   |   |   |
| Tampering or interfering with the fire alarm system, false 911 call/reporting.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |   | ● | ● |

| Alphabetical Listing of Behaviors<br>See <a href="#">policy manual</a> for more information.                                                                                                                                                                                                                                                                  | 1 | 2 | 3 | 4 | 5 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
|                                                                                                                                                                                                                                                                                                                                                               |   |   |   |   |   |
| FORGERY/FAILURE TO IDENTIFY - FOR                                                                                                                                                                                                                                                                                                                             |   |   |   |   |   |
| The act of signing a person's name without their permission, or refusing to identify oneself to a staff member. Student falsified their identity or posed as another student with the use of another student's attendance code or credential.                                                                                                                 | ● | ● | ● |   |   |
| FAILURE TO SERVE CONSEQUENCE - FSC                                                                                                                                                                                                                                                                                                                            |   |   |   |   |   |
| Student failed to serve assigned consequence.                                                                                                                                                                                                                                                                                                                 | ● | ● | ● |   |   |
| FIGHT W/ WEAPON - FWW                                                                                                                                                                                                                                                                                                                                         |   |   |   |   |   |
| Student participates in an incident involving physical violence against another (with the use of a weapon)                                                                                                                                                                                                                                                    |   |   |   | ● | ● |
| GAMBLING - GAM                                                                                                                                                                                                                                                                                                                                                |   |   |   |   |   |
| Student engages in playing a game of chance for stakes.                                                                                                                                                                                                                                                                                                       | ● | ● | ● |   |   |
| GANG DISPLAY / ACTIVITY - GNG                                                                                                                                                                                                                                                                                                                                 |   |   |   |   |   |
| Student displays signs or is involved in behavior that is gang-related as described by the State of Minnesota's gang criteria (admits gang membership, displays gang tattoo, wears clothing identifying with a gang, identified as a gang member by a reliable source, produces gang specific writing or graffiti).                                           |   | ● | ● | ● |   |
| HAZING - HAZ                                                                                                                                                                                                                                                                                                                                                  |   |   |   |   |   |
| Committing an act or coercing a student into committing an act that produces mental or physical discomfort, embarrassment, or ridicule and/or creates a substantial risk of harm to another in order for the student to be initiated into or affiliated with a school or school group.                                                                        |   |   | ● | ● | ● |
| HARASSMENT ON BASIS OF DISABILITY - HDI                                                                                                                                                                                                                                                                                                                       |   |   |   |   |   |
| Harassment based on disability refers to intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as nonverbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating. |   |   | ● | ● | ● |
| HARASSMENT ON BASES OF GENDER - HGE                                                                                                                                                                                                                                                                                                                           |   |   |   |   |   |
| Gender-based harassment is nonsexual intimidation or abusive behavior                                                                                                                                                                                                                                                                                         |   |   | ● | ● | ● |



| Alphabetical Listing of Behaviors<br>See <a href="#">policy manual</a> for more information.                                                                                                                                                                                                                                                                                                                                                                                 | 1 | 2 | 3 | 4 | 5 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| toward a student based on the student's gender, usually involving stereotypes based on the roles and functions associated with a particular gender. Examples include inappropriate displays of material that degrades a particular gender, comments or remarks that are gender-degrading such as jokes or stories, gender-derogatory nicknames, degrading or insulting conduct that conveys negative attitudes, and insults or derogatory actions directed towards a person. |   |   |   |   |   |
| HARASSMENT ON BASIS OF RACE - HRA                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |   |   |   |   |
| Racial harassment is intimidation or abusive behavior toward a student based on race, color, or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.                                                                                                                                  |   |   | ● | ● | ● |
| HARASSMENT ON BASIS OF RELIGION - HRE                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |   |   |   |   |
| Religious harassment is intimidation or abusive behavior toward a student based on their chosen religion. Harassing conduct may take many forms, such as threats, name-calling, derogatory jokes, physical assault, or other conduct that is physically threatening, harmful, or humiliating.                                                                                                                                                                                |   |   | ● | ● | ● |
| HARASSMENT ON BASIS OF SEXUAL IDENTITY - HSO                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |   |   |   |   |
| Harassment on the basis of sexual identity is intimidation or abusive behavior toward a student based on the student's perceived gender identity. Harassing conduct may take many forms, including verbal acts and name-calling, as well as nonverbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.                                                                                                  |   |   | ● | ● | ● |
| HORSEPLAY - HSP                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |   |   |   |   |
| Student engages in boisterous activity, clowning around, play-fighting, rough-housing, mischief, climbing where not allowed, and random foolish or inappropriate behavior without intent to hurt another.                                                                                                                                                                                                                                                                    | ● | ● | ● |   |   |
| INTERFERENCE / OBSTRUCTION - IOB                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |   |   |   |
| Student engages in action to prevent a staff member from performing their assigned duties, including an investigation and supervision of school areas.                                                                                                                                                                                                                                                                                                                       |   | ● | ● | ● |   |
| LANGUAGE, ABUSIVE - LAB                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |   |   |   |   |
| Verbal abuse directed at another person. Student delivers verbal messages that include disrespectful, abusive, or inappropriate language. If used to challenge authority, see DEFIANCE.                                                                                                                                                                                                                                                                                      | ● | ● | ● |   |   |

| Alphabetical Listing of Behaviors<br>See <a href="#">policy manual</a> for more information.                                                                                                                                                       | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| LANGUAGE, INAPPROPRIATE - LIN                                                                                                                                                                                                                      |   |   |   |   |   |
| Using inappropriate language - not directed at another person.                                                                                                                                                                                     | ● | ● | ● |   |   |
| MULTIPLE / CHRONIC REFERRALS - MCR                                                                                                                                                                                                                 |   |   |   |   |   |
| Student has reached 10 major behavior referrals or 3 events of suspension.<br>Leads to administrative review.                                                                                                                                      |   |   | ● | ● |   |
| NUISANCE ITEM - NUS                                                                                                                                                                                                                                |   |   |   |   |   |
| Having an item in school that is causing a nuisance (spinners, wheeled shoes, toys, etc.)                                                                                                                                                          | ● | ● | ● |   |   |
| PARKING LOT VIOLATION - PAR                                                                                                                                                                                                                        |   |   |   |   |   |
| Parking without a permit, in the wrong lot, or an illegal parking space.<br>Reckless or careless driving on school property in such a manner as to endanger persons or property.                                                                   |   | ● | ● |   |   |
| PHYSICAL CONTACT W/ INJURY - PW1                                                                                                                                                                                                                   |   |   |   |   |   |
| Student engages in actions such as kicking, pushing, shoving, scratching, slapping, laying hands on another student involving physical contact where injury did occur. <b>See also Assault and Fighting to determine the best discipline code.</b> |   |   | ● | ● | ● |
| PHYSICAL CONTACT - PX0                                                                                                                                                                                                                             |   |   |   |   |   |
| Student engages in non-serious, but inappropriate physical contact with another.                                                                                                                                                                   | ● | ● | ● |   |   |
| PROPERTY MISUSE - PRM                                                                                                                                                                                                                              |   |   |   |   |   |
| Student engages in minor/low-intensity misuse of property, item, or piece of equipment in a manner for which it was not intended, including but not limited to, damaging school property or the property of others                                 | ● | ● | ● |   |   |
| PROPERTY DAMAGE/ VANDALISM - PRV                                                                                                                                                                                                                   |   |   |   |   |   |
| Student participates in an activity that results in destruction or disfigurement of property.                                                                                                                                                      | ● | ● | ● | ● |   |
| POSSESSION/ USE, ALCOHOL - PUA                                                                                                                                                                                                                     |   |   |   |   |   |
| Student is in possession of or is using alcohol.                                                                                                                                                                                                   |   |   | ● | ● | ● |
| POSSESSION/USE, CONTROLLED SUBSTANCE - PUC                                                                                                                                                                                                         |   |   |   |   |   |
| Student is in possession of or is using a controlled substance (drug/chemical                                                                                                                                                                      |   |   |   | ● | ● |

| Alphabetical Listing of Behaviors<br>See <a href="#">policy manual</a> for more information.                                                                                                                                                                                                                                                                                                                                                                                                  | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| regulated by the government and falls under Schedule I, II, III, IV, V)<br>Examples include but are not limited to Adderall, Vicodin, Percocet, Tylenol w/codeine, Xanax, etc.                                                                                                                                                                                                                                                                                                                |   |   |   |   |   |
| <b>POSSESSION/USE, ILLEGAL DRUGS - PUI</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |   |   |   |   |
| Student is in possession of or using illegal drugs or imitations. Examples include but are not limited to, Cannabis, Cocaine, Ecstasy, GHB, Hallucinogens, Heroin, Inhalants, Ketamine, Meth, etc.                                                                                                                                                                                                                                                                                            |   |   | ● | ● | ● |
| <b>POSSESSION/USE, TOBACCO/ECIG - PUT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |   |   |   |   |
| Student is in possession of or using tobacco products, including e-cigarettes (vaping).                                                                                                                                                                                                                                                                                                                                                                                                       |   |   | ● | ● |   |
| <b>RECKLESS DRIVING - RDV</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |   |   |   |   |
| Driving on district property in such a manner to endanger persons or property                                                                                                                                                                                                                                                                                                                                                                                                                 |   |   | ● | ● |   |
| <b>ROBBERY W/O WEAPON - RWO</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |   |   |   |   |
| Student takes property from another without the use of a weapon; involves person-to-person interaction with force, intimidation, and/or coercion.                                                                                                                                                                                                                                                                                                                                             |   |   | ● | ● | ● |
| <b>ROBBERY W/ WEAPON - RWW</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |   |   |   |   |
| Student takes property from another with the use of a weapon; involves person-to-person interaction with force, intimidation, and/or coercion.                                                                                                                                                                                                                                                                                                                                                |   |   | ● | ● | ● |
| <b>SALES/DIST/SOLICIT DRUGS - SDS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |   |   |   |   |
| Student is selling, distributing, or soliciting legal or illegal drugs, synthetic drugs/imitations, alcohol, or other controlled substances.                                                                                                                                                                                                                                                                                                                                                  |   |   |   |   | ● |
| <b>SEXUAL HARASSMENT - SHA</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |   |   |   |   |
| Sexual Harassment is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or sexually motivated physical conduct or communication. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The harasser and the victim can be of the same sex. |   |   | ● | ● | ● |
| <b>SEXUAL INAPPROPRIATE BEHAVIOR - SIB</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |   |   |   |   |
| Engaging in consensual physical contact or sexual behavior, including but                                                                                                                                                                                                                                                                                                                                                                                                                     |   | ● | ● | ● |   |

| Alphabetical Listing of Behaviors<br>See <a href="#">policy manual</a> for more information.                                                                                                                                                                                                                                                                                                                                                                                                             | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| not limited to: sexual intercourse; and displaying or distributing sexually explicit materials.                                                                                                                                                                                                                                                                                                                                                                                                          |   |   |   |   |   |
| <b>SEXUAL MISCONDUCT/ VIOLENCE - SMV</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |   |   |   |   |
| Sexual violence is a physical act of aggression or force or a threat that involves the touching of another's intimate parts, or forcing a person to touch a person's intimate parts (genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas. Sexual violence includes rape or attempted rape).                                                                                                                                                              |   |   |   | ● | ● |
| <b>SKIPPING CLASS/ UNAUTHORIZED AREA - SUA</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |   |   |   |   |
| Student leaves or misses class without permission.                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |   | ● | ● |   |
| <b>TARDINESS - TAR</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |   |   |   |   |
| Student repeatedly arrives at class after the bell or signal that class has started.                                                                                                                                                                                                                                                                                                                                                                                                                     | ● | ● | ● |   |   |
| <b>TECHNOLOGY MISUSE - TCM</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |   |   |   |   |
| Student engages in non-serious but inappropriate use of cell phone, music/video player, camera, and/or computer.                                                                                                                                                                                                                                                                                                                                                                                         | ● | ● | ● |   |   |
| <b>TECHNOLOGY VIOLATION - TCV</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |   |   |   |   |
| Student engages in unacceptable use of the school district system or internet by violating the acceptable use policy, including but not limited to accessing obscene or sexually explicit material or profanity, reckless posting or transmitting false information, conducting reconnaissance scanning of the network, and/or attempts to log in through another person's account. This includes the use of a personal cell phone on personal data if the behavior violates district a district policy. |   |   | ● | ● | ● |
| <b>THEFT - THF</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |   |   |   |   |
| Student takes property that does not belong to him/her, including, but not limited to clothing, jackets, expensive electronics, etc. Theft is a taking of property that does not involve person-to-person interaction. See Robbery if person-to-person interaction is involved.                                                                                                                                                                                                                          | ● | ● | ● | ● |   |
| <b>THREATS TO ANOTHER PERSON - THR</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |   |   |   |   |
| Any oral, written, or physical threat, sign, or act that conveys intent to cause harm or violence, even made in jest.                                                                                                                                                                                                                                                                                                                                                                                    |   | ● | ● | ● | ● |
| <b>TEASING/ NAME CALLING - TNC</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |   |   |   |   |

| Alphabetical Listing of Behaviors<br>See <a href="#">policy manual</a> for more information.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 1 | 2 | 3 | 4 | 5 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| Student engages in teasing, calling another student a name, or using hurtful language toward another student.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ● | ● |   |   |   |
| <b>TRESPASSING - TRE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |   |   |   |   |
| Being physically present on school property or at a school event after being directed not to.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   | ● | ● | ● |   |
| <b>TRUANCY - TRU</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |   |   |   |
| Student receives an "unexcused absence" for a partial day or more.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   | ● | ● |   |   |
| <b>THREAT, TERRORISTIC W/O WEAPON - TWO</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |   |   |   |   |
| A communicated intent to inflict physical harm or loss on another person (without the use of a weapon).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |   |   | ● | ● |
| <b>THREAT, TERRORISTIC W/ WEAPON - TWW</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |   |   |   |   |
| A communicated intent to inflict physical harm or loss on another person (with the use of a weapon); Threatening to commit any crime of violence with intent to terrorize another or to cause evacuation of a building, place of assembly, or vehicle. Includes bomb threat.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |   |   | ● | ● |
| <b>POSSESSION OF A WEAPON - WEP</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |   |   |   |   |
| Student is in possession of or uses any device designed or modified as a weapon, combustible used or intended to use, capable of producing death or great bodily harm, or knife with a blade equal or greater than 2.5 inches in length, any replica firearm, BB, or pellet gun.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |   | ● | ● | ● |
| <b>POSSESSION OF A FIREARM/ EXPLOSIVE DEVICE - WFE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |   |   |   |   |
| "Firearm" means any deadly weapon capable of expelling or propelling one or more projectiles by the action of an explosive or combustible propellant, including but not limited to an unloaded firearm, and any firearm that is inoperable but that can readily be rendered operable. "Explosive device" means any device designed or specially adapted to cause physical harm to persons or property by means of an explosion, and consisting of an explosive substance or agency and a means to detonate it. Explosive device includes without limitation any bomb, any explosive demolition device, any blasting cap or detonator containing an explosive charge, and any pressure vessel that has been knowingly tampered with or arranged so as to explode. |   |   |   | ● | ● |

# Additional Information

## Intervention Processes

All intervention actions will be processed pursuant to Cambridge-Isanti Public Schools discipline policies, the requirements of the [Minnesota Pupil Fair Dismissal Act](#), and other applicable laws.

- School staff will use support, responses and interventions in the Code of Conduct to respond to behavior infractions.
- School staff will implement non-exclusionary disciplinary practices as appropriate per individual behavior and as required by law.
- Juvenile or criminal proceedings or consequences against the student do not preclude the school district from disciplining the student for violations of the Rights and Responsibilities Handbook or other misconduct.
- Any student who violates a policy that has a potential consequence of suspension from school for more than one school day shall have an informal conference with a school administrator.
- If a student's total days of removal from school exceeds ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school.
- All students who violate a policy or rule that has the potential consequence of expulsion or exclusion will be given the opportunity to have a hearing in accordance with Minnesota law.
- See the [Minnesota State High School League Official Handbook](#) to determine the impact of administrative actions on student eligibility and participation in Minnesota State High School League activities.

## Alternative Educational Services Procedures

### MDE [Complete Legal Framework of School Discipline](#)

When students are removed from class because of a behavior infraction, school staff must provide missed assignments and the opportunity to make up those assignments in a reasonable amount of time without penalty. \* Students with Individualized Education Programs (IEPs) and 504 Plans have additional protections. If a student with an IEP or 504 Plan is suspended for more than five (5) school days, the student is entitled to alternative educational services that will allow the student to progress toward meeting graduation requirements and the suspending administrator must provide the superintendent with a reason for the longer suspension.

"Alternative educational services" (as defined by the PFDA) may include but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessment, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center selected to allow the student to progress toward meeting graduation requirements although in a different setting.

Note: The alternative educational services, if the student wishes to take advantage of them, must be adequate to allow the student to make progress toward meeting the graduation requirements and help prepare the student for readmission.

No school shall dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to himself or to surrounding persons or property.

Students shall be provided alternative educational services to the extent a suspension exceeds five consecutive school days. Alternative educational services must also be provided to students who have been suspended pending expulsion or exclusion, to the extent that suspension exceeds five days. The school administrator is responsible for ensuring that the school attempts to provide required alternative educational services.

## Students with a Section 504 Plan

Students covered by Section 504 of the Rehabilitation Act of 1973 may be disciplined for behavior related to their disabilities unless the discipline would result in a significant change of placement. A qualified student with a disability may not be suspended for more than ten cumulative school days without a manifestation determination conducted by the student's 504 team.

## Students with an Individualized Education Program (IEP)

When a student with a disability is dismissed for more than ten (10) days in a school year, is being considered for a 45-day unilateral placement, or before initiating any expulsion or exclusion, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination meeting. That meeting must occur as soon as

possible, but no more than ten days after the sixth consecutive day of suspension or when the tenth cumulative day of suspension has elapsed. The team will determine if the behavior is related to the student's disability. The team may need to conduct a Functional Behavior Assessment and write a behavior intervention plan to support the student at school.

A dismissal for one (1) school day or less is a day of suspension if the student with a disability does not receive regular or special education instruction during that dismissal period. A student with a disability shall be provided alternative educational services to the extent a suspension exceeds five (5) consecutive school days.

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

# Resources and Assistance to Resolve Issues

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

**To report discrimination, harassment or other violations:**

- of employees - contact Human Resources at 763-689-6235
- of students - first contact the administrator of the school/program, if unresolved, call 763-689-6235 to report discrimination, including Title IX (sex discrimination) violations or violations of student human rights

**Students with Disabilities Cambridge-Isanti School District Resources**

- Student Services/Special Education/504 Coordinator  
763-689-6196

**Non-Cambridge-Isanti School Resources**

MDE (Minnesota Department of Education):  
651-582-5200

- PACER (Parent Advocacy Coalition for Education Rights): 952-838-9000





**CAMBRIDGE-ISANTI SCHOOLS**  
***EVERY STUDENT. EVERY DAY.***

[School Board Policy 524](#) – *Internet Acceptable Use*, building, and program handbooks, as well as the district's Code of Conduct expectations are applicable and effective for all students and staff regardless of the learning environment. Learning environments include, and may not be limited to, any/all of the following scenarios identified by the Minnesota Department of Education (MDE);

- In-Person Learning;
- E-Learning;
- Online Learning;
- Hybrid Learning
- Distance Learning;

This publication is also available at [www.c-ischools.org](http://www.c-ischools.org)