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506 STUDENT BEHAVIOR AND SCHOOL RESPONSES TO STUDENT BEHAVIOR

I. PURPOSE

The Studio School recognizes that appropriate student behavior in school is critical to student academic success and sustaining a rich, inclusive and effective learning community. It is the intention of this policy to prioritize the preservation of student instruction time when responding to student misbehavior whenever possible.

Therefore, the following principles guide The Studio School's behavior standards and responses to student misbehavior:

- Effective teaching of school appropriate behavior is a responsibility of all of the adults in school.
- Effective school discipline includes establishment of high standards of behavior, school cultures of respect and acceptance, instruction in appropriate behavior, time for students to learn appropriate behavior, and fair and proportionate consequences for failure to meet behavior standards.
- Students share in the responsibility to uphold and respect the high standards of school behavior that contribute to the ability of all to learn.
- Effective discipline maximizes the amount of student and staff time and attention spent on teaching and learning, and minimizes the amount of student and staff time and attention directed toward behavior that disrupts the learning process.
- Effective discipline also considers the age and development of the student in framing the instruction in appropriate behavior and the consequences for misbehavior.
- Effective discipline is educational, not punitive. Effective discipline includes building relationships, repair of harm, restoring relationships, and restorative practices to reengage students in their learning community.

It is the responsibility of The Studio School to assure a safe and orderly learning and working environment for all students and staff. The District looks to parents and families to partner in the teaching and supporting of appropriate school behavior to maximize the academic success of their students.

II. GENERAL STATEMENT OF POLICY

- A. The Studio School is committed to teaching all students and to assuring that students' learning is not disturbed by the disruptive or dangerous behavior of others.
- B. The Studio School is committed to taking actions to provide a safe learning environment for all students, and a safe working environment for all staff.

- C. The Studio School is committed to establish and engage in relationships with other public agencies and community resources to ensure support for the social and emotional needs of all students.
- D. The adult response to behavior that interferes with the educational environment shall include restoring relationships, restoring a productive learning environment and teaching behavior expectations.
- E. If behavior warrants a removal from instruction, it must be coupled with a restorative re-entry plan that addresses student relationships with their peers and with the adults involved.
- F. The Studio School shall establish a School-Wide Behavior Plan identifying and teaching behavior expectations, identified and adopted restorative practices, and responses within the requirements of this policy and directives from the Executive Director and/or School Director (Principal). All school staff shall receive training on the school's plan.
- G. Every classroom shall establish behavior standards and norms within the district's policy, the Executive Director's and/or School Director's directives, and the school's behavior plan with participation from the students in the classroom. All students shall be taught the behavior standards established.
- H. Every school employee shall demonstrate high standards of behavior that model appropriate school, monitoring and response behaviors to students.
- I. The Studio School shall assure that responses to student behavior do not show evidence of bias or discriminatory behavior, and shall use behavior data to identify and provide additional training to staff and students; and to provide effective interventions for students to improve student outcomes.
- J. Student age, developmental stage and individual needs based on culture, language, or disability or other relevant factors shall be considered in determining the appropriate response to behavior that does not meet school standards.
- K. Discipline for students with an Individualized Education Program (IEP), Individual Accommodation Plan (IAP/504 Plan) shall be controlled by the terms of the accommodations of their written program or plan to the extent they differ from the district policy, regulations and school plan.
- L. Students, Staff and Parents shall receive annual notice of the District's Discipline Policy and Executive Director's and/or School Director's Regulations supporting it.
- M. Students, Staff and Parents shall receive annual notice of the school rules.
- N. Students and Parents shall receive annual notice of classroom rules established by their classrooms.

III. RESPONSIBILITIES

- A. The Studio School Executive Director is authorized to promulgate regulations to implement this policy.
- B. The Studio School Executive Director shall establish minimum standards of behavior for students. The Executive Director shall establish annually categories of students for which behavior data will be disaggregated in reports to the board and other reports required under this policy.

- C. The Executive Director is responsible to identify adequate facilities for the documentation of behavior responses, the analysis of behavior data, engaging appropriate community resources and for identifying appropriate training for staff, student, parents and community partners.
- D. The Studio School Director (Principal) is responsible for:
1. leading the collaborative development of the school's behavior and restorative practices plan;
 2. assuring that annual notices are given to students, parents and staff.
 3. developing and sustaining partnerships with identified community resources;
 4. leading the review of school behavior data to identify training needs with a view toward improving student outcomes;
 5. reporting behavior data no less than quarterly to their school community.
 6. Reviewing behavior data with the appropriate Associate Superintendent or other District leadership no less than quarterly.
- E. Teachers are responsible for:
1. leading the development of the classroom behavior and restorative practices standards and procedures;
 2. assuring that all students are taught the expected school behavior in their classroom and school;
 3. participating in identifying students that would benefit from additional support from school and community resources;
 4. Participating in implementation of the school behavior plan and restorative practices;
 5. participating in data review, necessary training, and analysis of behavior data to improve student outcomes.
- F. Non-classroom school staff is responsible for implementing with fidelity the district behavior standards and school behavior standards, participating in data review as directed by the School Director (Principal) or site administrator, necessary training and analysis of behavior data to improve student outcomes.
- G. Parents are responsible to partner with their student's schools to implement with fidelity the school behavior standards and school and classroom rules to improve their student's outcomes. Parents shall help their students learn the behavior standards of their schools and classrooms.
- H. Students are responsible to learn the standards of behavior of this school and their classrooms; to take personal responsibility for their behavior as they are able, and to work continually to build and sustain healthy relationships with their peers, their teachers and with other school staff.

IV. CLASSIFICATION OF STUDENT BEHAVIORS

- A. To provide a safe school and learning environment conducive to learning, and facilitate fair and appropriate implementation of the student discipline policy, The Studio School uses the following classification system of student behaviors and administrative responses to those behaviors not otherwise addressed in district policies:
1. Level One behaviors are behaviors disruptive to the school environment of the acting student and/or others, and includes refusal to comply with reasonable requests of adults. No out of classroom referral is permissible for this level of behaviors, and response shall be limited to in classroom actions.
 2. Level Two behaviors are disordered behaviors toward another student or staff, volunteer, or visitor, or repeated, chronic, or significant incidents of Level One type behaviors. This level of behavior may result in a removal from the classroom to an in-school setting where instruction for the student continues.
 3. Level Three behaviors are behaviors targeted at or targeting others, interference with safety equipment, or repeated, chronic, or significant incidents of Level Two behaviors. In-school removals are the preferred response to such behaviors if removal is necessary; any out-of-school removals shall be limited to one day or less.
 4. Level Four behaviors create safety concerns for the student or others, or repeated, chronic or significant incidents of Level Three behaviors. When in-school removals are not safe for the student or others, out-of-school removals may be used, up to four days of school depending on the student's age and understanding of their behavior.
 5. Level Five behaviors are extreme behaviors that create safety concerns for the student or others. Out-of-school removals from instruction may be up to five (5) days, depending on the student age and understanding. Level Five behaviors may result in a transfer or expulsion hearing, direct recommendation for transfer or expulsion, and/or referral to local law enforcement.

V. RESPONSES TO STUDENT BEHAVIORS

- A. It is the practice of The Studio School that all responses to student inappropriate behavior shall include elements of teaching or reteaching appropriate school behavior and restoration of relationships affected by the student behavior.
- B. Alternatives to removal from instruction shall be used unless the behavior of the student places the student or others in danger, or the disruption to the educational environment can only be remedied by a referral out of the classroom, or the referral out of the classroom is required by law. These alternatives to remove may include, but are not limited to:
1. verbal reminders of school or classroom rules and behavior expectations

2. redirection of behaviors
 3. modification of instruction
 4. teaching and practicing replacement skills
 5. re-teaching expectations and skills
 6. student-teacher conferences or student-teacher-administrator/counselor conferences
 7. self-charting of behaviors
 8. small group instruction or lessons on anger management, conflict resolution, bus safety, etc.
 9. parent contacts
 10. student-teacher-parent conferences
 11. detention and/or community service outside of instructional hours
 12. consultation with school subject matter experts;
 13. creation of an individual behavior intervention plan (BIP)
- C. Opportunities for students to repair relationships affected or harmed by their behavior shall be offered as part of the response to behaviors that do not result in a removal from the classroom.
- D. Opportunities for students to repair relationships affected or harmed by their behavior shall be included in the return to classroom for any student removed. These opportunities may include, but are not limited to:
1. guided conversations with restorative questions
 2. peace-keeping circles
 3. community service
 4. peer mediation, however this is not to be used in bullying, hazing or harassment situations.
 5. reflective essays
 6. neutral party mediations
 7. family group conferences
 8. restitution for property incidents.
- E. Appropriate documentation is required to support any removal from instruction for any period of time.

VI. OUT-OF-SCHOOL REMOVALS FROM INSTRUCTION

- A. A record of out-of-school removal from instruction must be maintained on an on-going basis using the forms provided by the School Director (Principal) or School Director's designee. Following are the minimum requirements for documentation and processing of out-of-school removals from instruction:
1. Initial Administrative Conference
 - a. If a student is assigned an out-of-school removal from instruction for conduct which materially disrupts the rights of others to an education, but where the acting student does not present an immediate and substantial danger to self, other students, staff or school property an informal administrative conference must be held with the student unless the student has already left the school grounds.
 - b. If a student is assigned an out-of-school removal from instruction for conduct which reasonably can be believed to cause an immediate and substantial danger to the student, other persons or school property, the student may be removed from the premises without an initial informal administrative conference, however, the student shall be afforded an opportunity to at the earliest possible time to participate in the informal administrative conference.
 - c. If the student voluntarily leaves the school grounds before the initial informal administrative conference can be held, the student shall be afforded an opportunity to return to the school at the earliest possible time for the conference to take place.
 - d. An informal administrative conference may be held by telephone or at an off-campus site if the student presents an immediate or substantial danger to the school.
 2. Required Notifications
 - a. Every reasonable and prompt effort shall be made to notify the parents of students assigned an out-of-school removal from instruction.
 - b. A written notice containing the grounds for the out-of-school removal, the known facts, known testimony, a readmission plan and a copy of the *Pupil Fair Dismissal Act* must be personally served upon the student at or before the time of the out-of-school removal from instruction is to take effect at the informal administrative conference. If the informal administrative conference is delayed because the student left the premises, or because of the reasons in Paragraph II.C. above, the written notice shall be given to student at the informal administrative conference when it is held.
 - c. The written notice shall also be served upon the parent, either in person or by certified mail within forty-eight (48) hours of the out-of-school removal from instruction.

3. Readmission After Removal

- a. Prior to the return of a student assigned an out-of-school removal from instruction to the student's regular class attendance, the School Director (Principal) shall require the student's attendance at an informal administrative conference prior to the return to classes. Such conferences shall be noticed to the parent of the student, who are also encouraged to attend the conference.
 - b. The School Director (Principal) shall prepare a written readmission plan at the time of each out-of-school removal from instruction. The proposed plan may include:
 - i. procedures for the student's return to school and classes;
 - ii. provision for an alternative program, which may include, but is not limited to:
 - makeup school work;
 - assigned homework;
 - changes in assigned courses or classroom;
 - changes in student's schedules;
 - provision of tutorial service;
 - provision of student support services,
 - provision of information concerning for mental health or other community supports;
 - reassignment to a different educational setting
4. The proposed readmission plan may be amended upon agreement between the School Director (Principal), the student, and the parent.
 5. The term of the out-of-school removal from instruction shall be served by the student regardless of the timing of the readmission conference.
 6. The informal administrative readmission conference may be held by telephone or at an off-campus site if necessary to meet the needs of the student and their family.

VI. EXTENSIONS OF REMOVALS FROM INSTRUCTION

- A. Out-of-school removals from instruction may not be imposed consecutively upon the same student for the same course of conduct, or incident of behavior, except where the student poses an immediate and substantial risk of danger to the student or to persons or property around the student. Whether or not an "immediate and substantial risk of danger" exists shall be determined by the School Director

(Principal). Notice of the extension shall be given following the same procedure as the initial notice of the removal from instruction.

- B. An out-of-school removal from instruction may not be extended due to the inability or refusal of a parent to participate in any readmission conference.
- C. An out-of-school removal from instruction may be extended for up to five (5) additional days if the School Director (Principal) finds that the student continues to present an immediate and substantial risk of danger to the student, to other persons or to school property. The School Director (Principal) may consider the facts surrounding the original misconduct in evaluating whether or not an immediate and substantial risk of danger persists.
- D. A further extension of up to five (5) days (second extension) may be imposed if the student continues to present an immediate and substantial risk of danger.
- E. No out-of-school removal from instruction shall exceed fifteen (15) days.

Legal References:

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

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

Minn. Stat. §125A.08 (Individual Education Programs)