Student Behavior Handbook

Cedar Island

OUR MISSION IS TO INSPIRE AND PREPARE ALL STUDENTS WITH THE CONFIDENCE COURAGE AND COMPETENCE TO ACHIEVE THEIR DREAMS; CONTRIBUTE TO COMMUNITY; AND ENGAGE IN A LIFETIME OF LEARNING.

OSSEO AREA SCHOOLS

ISD 279

Student Behavior Handbook

Cedar Island

The Student Behavior Handbook is intended to complement the Osseo Area Schools Elementary Parent Handbook. Additionally, it communicates the behavior expectations, philosophy, policies, and responses to behavior concerns within Cedar Island. Please use this handbook as a reference throughout the school year.

The staff members at Cedar Island are committed to providing a safe and positive learning environment for all children. We work hard to provide all students with proactive Social Emotional Learning that enables them to successfully follow the school-wide expectations.

Students at Cedar Island are expected to be **safe, respectful,** and **responsible** members of the school community in order to contribute to a positive school environment in which all students feel like they **belong**. Expectations for common areas have been created. These expectations are posted throughout the school and specifically describe the expected student behaviors that align with the following general expectations:

1. **Be safe**
2. **Be respectful**
3. **Be responsible**
4. **Belong**

Parent / guardian involvement is an important aspect of our school environment. To maximize student success, the staff members at Cedar Island strive to partner with families. To facilitate this partnership, we have created this handbook. If you have any questions related to the handbook please call:

Cedar Island 763-425-5855

PHILOSOPHY

At Cedar Island our expectations for student behavior and our responses to problem behaviors are founded on the following beliefs:

We believe that all students:

- Have basic human needs.
- Thrive when engaged in trusting and caring relationships.
- Mature at different rates and are understood within a developmental context.
- Are shaped by their culture.
- Have hopes and dreams for the future.
- Desire to be successful.
- Can grow socially, emotionally, and academically.
- Need engaging and purposeful learning experiences.

We believe that schools:

- Are responsible for keeping students emotionally and physically safe.
- Provide a social environment for learning.
- Establish structures and standards for staff and students.
- Control the environment in which learning occurs.
- Are a community of staff, students, and families from different cultures and backgrounds.

We believe that each staff member's role is to:

- Inspire and prepare all students with the confidence, courage, and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.
- Ensure students' emotional and physical safety.
- Maintain a safe and healthy learning environment.
- Build trusting relationships with students and families.
- Model and teach expected social skills.
- Teach and uphold expected standards of student behavior.
- Engage students in purposeful learning experiences that help students meet rigorous academic standards.
- Empathetically respond to behavior and guide students to restore and repair.
- Expect that students will make mistakes and provide them opportunities to restore and repair the issue.
- Teach social and emotional skills to students.

EXPECTATIONS

All students at Cedar Island are expected to…

1. Be Safe
2. Be Respectful
3. Be Responsible
4. Belong

These expectations are posted for all students. All staff will teach, model, practice, and reteach expectations throughout the school year. Explicit instruction will be provided on what safe, respectful, responsible and belonging behavior looks, sounds and feels like in each area of the school, including the cafeteria, hallway, lunchroom and the playground. All staff work to positively acknowledge children who are following the behavior expectations. Behaviors that are not aligned with the expectations will be addressed through a *Tiered Response to Behaviors.*

APPROACHES

Staff members at Cedar Island are committed to maintaining a school environment in which all students are **safe, respectful, responsible,** and feel a sense of **belonging**. The approach at Cedar Island is to set clear expectations and to provide instruction and support for all students in meeting the expectations. The following list provides a brief description of the models of instruction and supports provided at Cedar Island. Each of these approaches aligns with the mission, core values, and strategic plan of the Osseo Area Schools.

Responsive Classroom: Cedar Island uses the Responsive Classroom approach as a model for providing a learning environment that is safe, respectful, responsible, and makes all students feel they belong. The *Responsive Classroom* approach is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. For more information on the Responsive Classroom approach, please see www.responsiveclassroom.org, www.originsonline.org, or contact the principal of your child's school.

Positive Behavior Intervention Support (PBIS)/Bobcat Best

Cedar Island has worked to create a positive behavior support system. Each framework includes four main components:

1. Agreed-upon school-wide positive behavior expectations that are clearly and positively stated and posted throughout the building.
2. Expectations taught like the academic curriculum and include guided practice and review throughout the school year.
3. A system to recognize or acknowledge students when they display appropriate behaviors.
4. A system to collect and analyze data, identify the problem areas, and brainstorm interventions to support students.

STUDENT SERVICES AND SUPPORT

A variety of resources are available to help students be **safe, respectful, responsible,** and feel a sense of **belonging**. District 279 employs support staff with tremendous assets and specialized skills to assist students and families as needed. Students at Cedar Island have a variety of adults they may access to support them with any issues that might interfere with their learning. These adults may include:

- Principal
- Counselor
- Behavior Intervention Teacher
- Social Worker
- Health Service Specialist
- Psychologist

Individual and Small Group Support: Students also receive support through meeting with adults for individual and small group support. This support is provided through services provided by school professionals.

In all areas of the school students are expected to be **safe, respectful, responsible,** and help make their school a place where everyone can **belong**. Expectations for common areas have been created. The expectations describe specific student behaviors in a variety of common areas, including the cafeteria, playground, hallway, and other common areas. A copy of these expectations is available in the school office and school website.

Tiered Levels of Behavior

The Campus Schools define behaviors by placing them within a three tier model. Each school works to maintain a learning environment in which students are **safe, respectful, responsible, and belong.** Behaviors which negatively affect student learning or the safe and healthy environment are described in the following tiered model.

Tier 3:   Severe and persistent behaviors

Tier 2:   Disruptive and persistent behaviors

Tier 1:   Nuisance behaviors

Placing behaviors in a tiered structure helps to define the seriousness of behaviors concerns. This is useful for staff, students, and parents in responding to behaviors.

Persistent problem behaviors: It is important to note that some behaviors become more severe when they reoccur or persist over a period of time. For example, teasing can become bullying when done in a persistent manner. Behaviors listed in Tier 1 may become a Tier II or Tier III issue if the behavior continues to occur.

Context of behaviors: The context of a behavior may also affect the degree of seriousness. For example, swearing at a person will be considered a more serious concern than swearing alone. As school staff work to maintain the school expectations, problem behaviors will be examined on a case-by-case basis as they work to determine the level of severity.

TIERED LEVELS OF BEHAVIORS AND RESPONSES

MAJOR BEHAVIORS

TIER 3:
Severe and persistent Tier 2 behaviors which disrupt the focus on student learning and/or the safe and healthy environment. The behavior must be reported immediately to the school administrator or designee.

BEHAVIORS:

Abusive Language/Inappropriate Language/ Profanity	Harassment/Bullying	Technology Violation
Defiance/Disrespect/Insubordination	Inappropriate Location/Out of Bounds	Use/Possession of Alcohol
Disruption	Other Behavior	Use/Possession of Combustibles
Fighting	Physical Aggression	Use/Possession of Drugs
Forgery/Theft	Property Damage/Vandalism	Use/Possession of Tobacco
		Use/Possession of Weapons

RESPONSES TO BEHAVIORS:

Community Service	Other Admin. Decision	Time in Office
Conference with Student/Parent	Out-of-School Suspension	Time Out/Take a Break
Individualized Instruction	Restitution/Restore Relationship	Administrative Dismissal
In-School Suspension	Parent Contact (phone or email)	
Loss of Privilege		

TIER 2:
Disruptive and persistent Tier 1 behaviors which disrupt the focus on student learning and/or the safe and healthy environment. The behavior must be reported to the school administrator or designee.

BEHAVIORS:

Abusive Language/Inappropriate Language/Profanity	Forgery/Theft	Other Behavior
Defiance/Disrespect/Insubordination	Inappropriate Display of Affection	Physical Aggression
Disruption	Inappropriate Location/Out of Bounds	Property Damage/Vandalism
Fighting		Technology Violation

RESPONSES TO BEHAVIORS:

Community Service	In-School Suspension	Parent Contact (phone or email)
Conference with Student/Parent	Loss of Privilege	Restitution/Restore Relationship
Individualized Instruction	Other Admin. Decision	Time in Office
		Time Out/Take a Break

MINOR BEHAVIORS

TIER 1:
Nuisance behaviors which disrupt the focus on student learning and/or the safe and healthy environment. The school district employee observing the problem behavior should intervene in the misconduct.

BEHAVIORS:

Defiance/Disrespect/Non-Compliance	Inappropriate Language	Physical Contact/Physical Aggression
Disruption	Other	Property Misuse
Dress Code Violation	Lying/Cheating	Technology Violation

TEACHER/STAFF RESPONSES TO BEHAVIORS:

Community Service	Loss of Privilege/Detention with Teacher	Restitution/Restore Relationship
Conference with Student/Parent	Other Decision	Time Out/Detention
Individualized Instruction	Parent Contact (by teacher)	

Elementary Office Discipline Report:

The form that is used to document problem behaviors is called an Office Discipline Referral (ODR). Staff members use this form to document a behavior incident and the response to the behavior. Students may receive an ODR when demonstrating minor and/or major behaviors.

The ODR helps us gather specific information about the incident. This data is used to study the types of behaviors that are occurring. By studying this information, we can further reduce behavior incidents by eliminating contributing factors, providing specific social-emotional instruction, and other student supports.

Communication:

The ODR is primarily used in the school as a communication tool between the child's teacher and the school administration. If your child received an ODR, you will be notified by telephone or email. In some cases, the form may be sent home with the student. Parents and guardians are always welcome to contact their child's teacher or school administration to discuss any questions they may have about a behavior incident.

OSSEO AREA SCHOOLS
Elementary Office Discipline Report (ODR)

Student Name _____ Teacher _____

Student ID _____ Grade _____ Date of Infraction _____ Time of Infraction _____

Report of Incident _____

_____

_____ Reporting Staff Member _____

Incident Location *(Check One)*					
☐ Bathroom	☐ Bus Load Zone	☐ Cafeteria	☐ Classroom	☐ Gym	☐ Hallway
☐ Library/Media	☐ Music Room	☐ Playground	☐ Special Event	☐ Other _____	

Possible Motivation *(Check One)*		**Others Involved** *(Check One)*	
☐ Avoid Adult	☐ Obtain Adult Attention	☐ None	☐ Substitute
☐ Avoid Peer(s)	☐ Obtain Items/Activities	☐ Other	☐ Teacher
☐ Avoid Tasks/Activities	☐ Obtain Peer Attention	☐ Peers	☐ Unknown
☐ Unknown Motivation	☐ Other _____	☐ Staff	

Minor Behaviors/Classroom Managed *(Check One)*		
☐ Defiance/Disrespect/Non-Compliance	☐ Inappropriate Language	☐ Property Misuse
☐ Disruption	☐ Lying/Cheating	☐ Technology Violation
☐ Dress Code Violation	☐ Physical Contact/Physical Aggression	
☐ Other _____		

Teacher Response		
☐ Community Service	☐ Loss of Privilege/Detention with Teacher	☐ Parent Contact (phone or email)
☐ Conference with Student/Parent	☐ Restitution/Restore Relationship	Date & Time of Contact:_____
☐ Individualized Instruction	☐ Time Out/Take a Break/Buddy Class	
☐ Other _____		

Major Behaviors *(Check One)*		
☐ Abusive Language	☐ Harassment/Bullying	☐ Technology Violation
☐ Defiance/Disrespect/Insubordination	☐ Inappropriate Display of Affection	☐ Use/Possession of Alcohol
☐ Disruption	☐ Inappropriate Location/Out of Bounds	☐ Use/Possession of Combustibles
☐ Fighting	☐ Physical Aggression	☐ Use/Possession of Drugs
☐ Forgery/Theft	☐ Property Damage/Vandalism	☐ Use/Possession of Tobacco
		☐ Use/Possession of Weapons
☐ Other _____		

Administrative Response to Problem Behavior		
☐ Community Service	☐ Loss of Privilege	☐ Time Out/Take a Break
☐ Conference with Student/Parent	☐ Out-of-School Suspension	☐ Parent Contact (phone or email)
☐ Individualized Instruction	☐ Restitution/Restore Relationship	Date & Time of Contact:_____
☐ In-School Suspension	☐ Time in Office	☐ Administrative Dismissal
☐ Other Administrative Decision _____		

Comments _____

_____

Administrator / Designee Signature_____ Date_____

Parent Signature_____ Date_____

District 279 Osseo Schools has established the following expectations and consequences to foster a safe, healthy, and responsive environment on the buses. The State of Minnesota has established guidelines for safety on school buses, including mandatory bus safety instruction three times per school year. Cedar Island follows these guidelines and the following expectations align with State of Minnesota guidelines. All students that ride the school bus are expected to demonstrate **safe, respectful,** and **responsible** behavior, behaving in a manner which helps everyone feel they **belong** on the school bus.

It is important to note that attendance is required for elementary age students, however transportation on a school bus is a privilege (Minnesota State Statute 121A.59). Each student is expected to follow the guidelines for bus behavior in order to maintain the privilege of riding the bus to school each day. Students that do not meet behavior expectations may lose bus riding privileges, temporarily, and possibly permanently, to ensure the safety of all bus passengers. In the case of a loss of bus riding privileges, students will receive an unexcused absence if their family is not able to arrange transportation to school.

Transportation Expectations

- Take a seat promptly and remain seated.
- Use a quiet voice.
- Keep hands, feet, and objects to yourself.
- Follow the instructions of the driver at all times.
- Speak respectfully.
- Keep the aisle clear.
- Students may only ride their assigned bus.

Transportation Infractions:

Minor Infractions: Behaviors which include, but are not limited to:

- Excessive noise
- Switching seats
- Food/drink on bus
- Teasing
- Inappropriate Language

Major Infractions: Behaviors which include but are not limited to:

- Physical aggression
- Harassment
- Throwing objects at/in/out of bus
- Damaging Bus Property
- Abusive Language / Disrespect to Driver
- Unsafe Behavior

Transportation: Responses to Behaviors

Responses to Bus Behaviors: Bus drivers write a report to school administrators when a student does not follow the bus expectations. Upon receiving these reports, the administrator, administrative designee, or BIT will gather more information about the incident, perhaps from video surveillance or witnesses to the behavior. The student will then meet with the administrator, administrative designee, or BIT and a consequence will be determined.

Consequences: The list of consequences is a menu of options which will be used to address minor, major, and persistent infractions. Consequences are likely to increase in duration and severity for persistent behavior concerns.

- Warning
- Bus ridership instruction
- Assign a different seat on school bus
- Responses to problem behavior described in Tier I, II, or III
- 1-5 day suspension from the school bus
- 5-10 day suspension from the school bus
- Loss of bus service for the remainder of the school year

Walking and Bicycling to and from School

Students are expected to be **safe, respectful,** and **responsible,** helping all students feel as if they **belong** when walking or bicycling to and from school. The following expectations describe safe, respectful, and responsible behavior for walkers and bikers.

Important Notice: Students that normally ride the bus are expected to ride the bus daily. **It is very important to inform the office of transportation changes, especially during the warmer months of the school year when students may desire to walk or ride their bikes to and from school.** Please send a note to your child's school office when there are transportation changes.

Additionally, students that are designated as walkers, are not allowed to ride a school bus to school or ride the bus to a friends home.

<u>Expectations:</u>

1. Follow direction of supervisors and/or patrols.
2. Keep hands, feet, and objects to yourself.
3. Walk on sidewalks and crosswalk.
4. Scooters, skateboards, and in-line skates should stay at home.
5. Walk your bikes in front of the school on the sidewalks.
6. Bikes ridden to school should be secured on a bike rack.

<u>Crossing Guards and School Patrols:</u>

Students are expected to follow the directions of the crossing guards and school patrols when walking or biking to school. Crossing guards and patrols have been instructed by the building principal to follow the safety procedures for crossing parking lots and intersections. The expectations to be safe, respectful, responsible, and to help others belong apply to the sidewalks, crosswalks, and parking lots of your child's school. Student behavior that is inconsistent with these expectation will result in administrative action that aligns with the Tiered Levels of Behaviors and Responses (page 8).

Student Discipline Policy 506

An orderly atmosphere is necessary for learning and all students are to follow District 279 expectations for behavior. Children are here to learn; teachers are here to ensure learning. All employees in the elementary schools have the responsibility and the right to teach and enforce school rules and procedures. Children are expected to respond immediately and respectfully to any employee giving directions. Each elementary school has developed a positive behavior intervention plan that incorporates district-wide expectations for student behavior. The district-wide, unacceptable student behaviors that are subject to disciplinary action include, but are not limited to 1) assault against one or more people, 2) vandalism and theft of school or personal property, 3) sexual, religious, racial, and other harassment and violence, 4) threats and disruptions to school operations, 5) insubordination, 6) trespassing, 7) weapons, 8) tobacco and chemical use, and 9) truancy and unauthorized absences.

Bullying Prohibition Policy 514

The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior. A safe and civil environment is needed for students to learn and attain high academic standards and to ensure a healthy school climate. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. It is the school district's intent to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented. In compliance with MN Statute 121A.0695, the district prohibits any act of bullying by any individual student or group of students.

It will be a violation for any student, employee, or agent of the district to bully a student, employee, or agent of the district through conduct or communication in person or through **misuse of technology (cyber-bullying)** of a bullying/intimidating nature as defined by School Board Procedure 514. It will also be a violation for any student, employee, or agent of the District to engage in bullying conduct at any time or any place that interferes with or obstructs the mission or operations of the school district by

affecting the safety or welfare of the student, other students, or employees. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying.

Student Dress and Appearance Policy 504

Children are expected to be clean, neat, and dressed appropriately for the school day. Articles of clothing must not be destructive to school property or offensive. Clothing must not interfere with the educational process, and must comply with requirements for health and safety.

ISD 279 is committed to schools that are free from alcohol, tobacco, drugs, and violence. Therefore, words or symbols on clothing or personal property that advertise products or actions that are illegal or harmful for children will not be permitted. Examples of unacceptable clothing/appearance include, but are not limited to, the following:

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- Advertisements for alcohol or tobacco products
- Obscene and/or profane language, slogans, emblems, or pictures
- Gang symbols or emblems on clothing worn in a manner to identify gang membership
- Chains, pins, studs, rings, and other potentially hazardous items
- Immodest or sexually provocative clothing, words, or symbols
- Headwear – except during school-sponsored events and/or for cultural, religious, or medical reasons, with the principal's approval

Electronics and Telephone Policy

Use of cell phones and other electronic devices is not allowed during school hours, unless for educational purposes. **Misuse of any electronic device may result in disciplinary action.** Bringing any of these devices is at the student's risk. The school personnel will not be responsible for investigating lost or stolen items.

Children are permitted to use the school telephone in an emergency situation only, or as directed by a staff member. As stated on page 8, electronic devices are restricted during school hours and will be confiscated if a situation occurs where they cause a disruption. Visitors are requested to silence personal pagers or cell phones while at school. ISD 279 is not responsible for lost and/or stolen items. (Note: School administration is not responsible to investigate or recovers lost or stolen items. As needed, investigations will be turned over to the local police department.)

Harassment & Violence Policy 548

In compliance with MN statutes 121A.03, Subd. 2; and 363A, the school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. Violation of these statutes and policy will be cause for disciplinary action. For detailed information you may go to policies and procedures (School Board Policy and Procedure 548) online at www.district279.org, under the ―General Info‖ tab.

Reporting Procedures Submission of a good faith complaint or report will not affect a child's grade. Victims of alleged harassment or violence, and third persons with knowledge of such conduct should report the alleged act immediately to the school principal. ISD 279 employees will respect the privacy of the complainant, the individual against whom the complaint is filed, and the witnesses as much as possible, consistent with the obligation to investigate, take appropriate disciplinary action, and conform to any discovery or disclosure obligations.

Retaliation ISD 279 will discipline any individual who retaliates against any person who reports, testifies, assists, or participate in any manner in any investigation, proceeding or hearing related to harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

Notification This document will be posted at each school site and included in student and staff handbooks. Schools will develop a method of discussing School Board Policy 548 with students and school district employees.

Locker Policy 504

School lockers are provided for the convenience of students and are the property of the school district. Inspection of the locker interiors may be conducted by school authorities for any reason, at any time, without notice, without student consent, and without a search warrant. The personal possessions within a school locker may be searched only when school authorities suspect that the search will uncover evidence of a violation of law or school rules. School authorities must provide notice of the search to the student whose locker was searched as soon as possible after the search of a student's personal possessions, unless disclosure would impede an ongoing investigation by police or school officials.

Safety and Weapons Policy

It is forbidden to possess, store, transmit, or use any instrument that is considered a real or look-alike weapon in school; on school grounds; at school activities; at bus stops; on school buses, school vehicles, or school contracted vehicles; or entering/departing from school premises, property or events.

Weapon types include, but are not limited to the following:

- all firearms: loaded or unloaded
- guns of all types: airsoft, pellet, BB, paintball, non-functioning, toy, etc.
- knives: switch blades, automatic-opening, box cutters, razor blades, etc.
- explosives: live ammunition, fireworks, etc.
- flammable liquids or combustibles

Any student who possesses, uses, or distributes a weapon will have the weapon confiscated and a conference with the parents/guardians will be held. Appropriate disciplinary action will be taken. More information is available in policies 506--Student Discipline; 550--Suspension; and 551--Expulsion and Exclusion.

Tier 1 Problem Behaviors
(Minor Behaviors)

Nuisance behaviors which disrupts the focus on student learning and/or the safe and healthy environment. The school district employee observing the problem behavior should intervene in the misconduct.

Defiance/Disrespect/Non-Compliance (M-Disrespect)	Student engages in brief or low-intensity failure to respond to adult requests.
Disruption (M-Disruption)	Student engages in low-intensive, but inappropriate disruption.
Dress Code Violation (M-Dress)	Student wears clothing that is near, but not within the dress code guidelines defined by the school/district.
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.
Lying Cheating (M-Other)	Student delivers messages that is untrue and/or deliberately violates rules.
Physical Contact/Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact.
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property
Technology Violation (M-Tech)	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.

Tier 2 Behaviors
(Major Behaviors)

Disruptive and persistent Tier 1 behaviors which disrupts the focus on student learning and/or the safe and healthy environment. The behavior must be reported to the school administrator.

Abusive Language/Inappropriate Language/Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way which disrupts the learning and/or safe and healthy environment.
Defiance/Disrespect/ Insubordination/ Non-Compliance (Disrespect)	Student engages in refusal to follow directions, talks back and/or delivers a socially rude interaction which disrupts the learning and/or safe and healthy environment.
Disruption (Disruption)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code Violation (Dress)	Student wears clothing that does not fit within the dress code guidelines and disrupts the learning and/or safe and healthy environment.
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence which disrupts the learning and/or safe and healthy environment.
Forgery/Theft (Forge/Theft)	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission which disrupts the learning and/or safe and healthy environment
Inappropriate Display of Affection (Inapp affection)	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contacts, of a sexual nature to another student/adult.
Lying/Cheating (Lying)	Student delivers message that is untrue and/o deliberately violates rules.
Other Behavior (Other)	Student engages in problem behavior not listed which disrupts the learning and/or safe and healthy environment.
Physical Aggression	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.) which disrupts the learning and/or safe and healthy environment.
Property Damage/Vandalism (Prop dam)	Student participates in an activity that results in destruction or disfigurement of property which disrupts the learning and/or safe and healthy environment.
Technology Violation (Tech)	Student engages in inappropriate (as defined by the student behavior handbook) use of cell phone, pager, music/video players, camera and/or computer which disrupts the learning and/or safe and healthy environment.

Tier 3 Behaviors
(Major Behaviors)

Severe and persistent Tier 2 behaviors which disrupts the focus on student learning and/or the safe and healthy environment. The behavior must be reported immediately to the school administrator.

Abusive/Inappropriate Language/Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way which severely disrupts the learning and/or safe and healthy environment.
Defiance/Disrespect /Insubordination/ Non-Compliance (Disrespect)	Student engages in refusal to follow directions, talks back and/or delivers a socially rude interaction which severely disrupts the learning and/or safe and healthy environment.
Disruption (Disruption)	Student engages in behavior causing a severe interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code Violation (Dress)	Student wears clothing that does not fit within the dress code guidelines and severely disrupts the learning and/or safe and healthy environment.
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence which severely disrupts the learning and/or safe and healthy environment.
Forgery/Theft (Forge/Theft)	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission which severely disrupts the learning and/or safe and healthy environment
Harassment/Bullying (Harass)	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures or written notes which severely disrupts the learning and/or safe and healthy environment.
Inappropriate Location/Out of Bounds Area (Out of Bounds)	Student is in an area that is outside of school boundaries (as defined by school) that severely disrupts the learning and/or safe and healthy environment.
Other Behavior	Student engages in problem behavior not listed that severely disrupts the learning and/or safe and healthy environment.
Physical Aggression	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.) which severely disrupts the learning and/or safe and healthy environment.
Property Damage/Vandalism (Prop dam)	Student participates in an activity that results in destruction or disfigurement of property which severely disrupts the learning and/or safe and healthy environment.
Technology Violation (Tech)	Student engages in inappropriate (as defined by the student behavior handbook) use of cell phone, pager, music/video players, camera and/or computer which severely disrupts the learning and/or safe and healthy environment.

Use/Possession of Alcohol (Alcohol)	Student is in possession of/or is using alcohol.
Use/Possession of Combustibles (Combust)	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
Use/Possession of Drugs (Drugs)	Student is in possession of/or is using illegal drugs/substances or imitations.
Use/Possession of Tobacco (Tobacco)	Student is in possession of/or is using tobacco.
Use/Possession of Weapons (Weapons)	Student is in possession of knives or guns (real or look alike). Or other objects readily capable of causing bodily harm.

Responses to Behaviors

Community Service	Consequences for referral result in involvement in community service activities or projects.
Conference with Student	Consequences for referral results in student meeting with administrator, teacher, case manager, and/or parent (in any combination).
Individualized Instruction	Consequence for referral results in student receiving individualized instruction specifically related to the student's problem behaviors.
In-School Suspension	Consequence for referral results in a period of time spent away from scheduled activities/classes during the school day.
Loss of Privilege	Consequence for referral results in student being unable to participate in some type of privilege. Also known as recess detention.
Other Administrative Decision	Consequence for referral results in administrative decision that is not listed. Administrators using this area will specify the administrative action taken.
Out-of-School Suspension	Consequences for referral results in a 1-3 day period when student is not allowed on campus.
Parent Contact	Consequence for referral results in parent communication by phone, email or person-to-person about the problem.
Restitution	Consequence for referral results in apologizing or compensating for loss, damage or injury.
Time in Office	Consequence for referral results in student spending time in the office away from scheduled activities/classes. Also known as Office Take a Break.
Time Out	Consequence for referral results in student spending time in a specified area away from scheduled activities/classes. Also known as Take a Break in a Buddy Classroom.

Our mission is to inspire and prepare all students with the confidence, courage, and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning

OSSEO AREA SCHOOLS

ISD 279