



5200 A

Classification of Behaviors and Responses

Regulation 5200 A

Original Adoption: 06/30/2003
Revision Dates: 12/10/2013
Review Dates:

Effective Date: 08/01/2014

I. PURPOSE

The goal of Minneapolis Public Schools is to provide students a safe school and a learning environment conducive to learning. Fair and appropriate implementation of the student discipline policy is a means of obtaining this objective. Minneapolis Public Schools also recognizes that removal from instruction can work against the academic achievement of students, and should be avoided whenever possible. The purpose of this regulation is to establish the system of classification of student behaviors and administrative responses to those behaviors not otherwise addressed in district policies.

II. GENERAL STATEMENT OF REGULATION

- A. 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. 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
 - 7. self-charting of behaviors
 - 8. role play
 - 9. small group instruction or lessons on anger management, conflict resolution, bus safety, etc.
 - 10. parent contacts
 - 11. detention
 - 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. Levels of student behavior are established as indicated in the chart following this narrative, and are organized as follows:
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 recommendation for an transfer from the school, recommendation for expulsion, and/or referral to local law enforcement.
- F. Appropriate documentation is required to support any removal from instruction for any period of time.

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)

Cross References:



MPS Policy 1304 (Equity and Diversity)
MPS Policy 3548 (Bus Safety)
MPS Policy 4025 (Drug Free and Weapons-Free Schools and Workplace)
MPS Policy 5000 (Equal Education Opportunity)
MPS Policy 5100 (Attendance)
MPS Policy 5201 (Bullying and Hazing Prohibition)
MPS Policy 5210 (Student Electronic Devices)
MPS Policy 5220 (Tobacco Use- Student)
MPS Policy 5620 (Releasing Students to Police)
MPS Policy 5621 (Use of Peace Officers and Crisis Teams to Remove Students from School Property)
MPS Policy 5631 (Drug-Free Schools, Chemical Health, Chemical Use and Abuse)
MPS Policy 5635 (Reporting Maltreatment of Minors and Vulnerable Adults)
MPS Policy 5636 (Notification of Student on Student Sexual Assaults Committed on School Property)
MPS Policy 5680 (Search of Students, Lockers, Desks and Motor Vehicles)
MPS Policy 5700 (Special Education)
MPS Policy 5750 (Student Disability Nondiscrimination – 504)
MPS Policy 6415 (Internet and Educational Network Use)
MPS Policy 6692 (Student Medication)

MPS Regulation 5200 A – Classification of Behaviors and Responses

MPS Regulation 5200 B – Out of School Removal from Instruction

Publications:

MPS Student Code of Conduct

MPS Levels of Behaviors, Interventions and Responses