

**Bemidji School District
Disciplinary Improvement Plan-2018-2021**

Outcome: Working collaboratively with staff, parents, and the wider community, the District will reduce the number of disciplinary actions resulting in suspension/expulsion. The District will particularly focus on subjective incidents which include: attendance, bullying, cyber bullying, harassment, disruptive/disorderly conduct/insubordination, threat/intimidation and other.

Action Step (specific actions which will be taken to achieve the Action Outcome)	Who is responsible?	Timeline & measures of achievement identified	Resources/ Supports required	Obstacles to overcome and/or Assistance required
Update and review the Code of Conduct. Identify the areas of focus as identified in the report from MDHR and from the administrative review team.	Task force/ Code of Conduct Committee	March 28th at 7:30 AM, April 3rd at 7:00 AM, Additional meetings may be scheduled. (Completed) The Code of Conduct Policy will be brought to the school board for first hearing on June 18th. (Completed)	Model Codes of Conduct including: MI, Buffalo PS, and Baltimore City PS.	Past practice, consistency of coding systems required for longitudinal data, additional resources required to implement desired practices (such as Restorative Justice Practices).
Participate as a district, and individual school sites, in the MDE School Climate Pilot.	District leadership/ Site leaders/ Site staff/ Related Services	September 19, October 22, January and March Review of district & site values/ Review of district & site mission statements.	Support and resources from MDE Technical Center for School Safety. 4 workshops with MDE's School Climate Pilot.	Past practice, need for training of entire staff including auxiliary services staff. Support needed from MDE and Minnesota Statewide

		Additional review of Code of Conduct by January 31, 2019; Final revision of Code of Conduct will be brought to school board in February for a first hearing.		Diversion Committee & Subcommittees.
District leaders will participate in District Leadership Academy led by CAREI and MESPA.	District Cabinet/Principals/Coordinators	7 meetings throughout 18-19 school year. Problems of practice will be identified and strategies identified to address problems of practice.	Trainers and materials provided by CAREI and MESPA.	Scheduling conflicts, time restraints to meet after each training, barriers to communication, money.
Review data with respect to the origin of the disciplinary referrals considering: staff members making the referrals, time of day of referrals, location of the incidents, which students are being referred, and number of incidents per student. We want to know what we can do better to ensure student success and maintain consistency in approach.	Task Force, Principals, Building Data Review Teams	Continually look at this data throughout the year; focusing on it March - June. We should be able to draw conclusions by data retreat in August.	Skyward Viewpoint DIRS reporting MDE reports	Access to the data, common time to get the teams together, lots of data to consider, Delete student identifiable information.
Review fidelity of practice. Use of actual discipline suspensions/expulsions to develop consistency. (Inter-rater reliability)	Principals, Assistant Principals, Deans of Student, Cabinet	Monthly the Leadership Team will review at least one DIRS description of a subjective incident and strive to develop consistency in proactive approaches in preventing unhealthy behavior issues as well as in determining consequences of and responses to subjective	Data fidelity of practice review process/form.	Other priorities, time, changes in administrators. Time for professional development.

		behavioral incidences. Such reviews will occur at each Leadership meeting from now until at least May of 2020. This information and analysis will be brought back to staff in buildings for purposes of professional development.		
<p>Develop action plans in regards to use of best practice which could include any of the following:</p> <ul style="list-style-type: none"> • *Restorative Practices - train middle and high school leadership summer of 2018 & 2019; Ongoing training from MDE's Technical Center for School Safety in School Climate Pilot. • *Responsive Classrooms -Expand to 6th grade teachers • *ACES - Adverse Childhood Experience Training - multiple trainings offered already and additional to come. • Positive Behavior Interventions and Supports • Professional Development and Support for Teachers • Clearly Define the Role of School Resource Officers to not 	<p>Principals, Assistant Principals, and Deans of Student at MS and HS</p> <p>BMS principal and Responsive classroom trainer</p> <p>Task Force, Principals, Assistant Principals, Cabinet, Outside agencies,</p>	<p>Summer of 2018 & 2019</p> <p>Summer of 2018, schedule 4-day training</p> <p>Prioritize strategies by September of 2018 and provide professional development regarding</p>	<p>Professional Development Dollars, MDE training</p> <p>Professional Development Dollars for training and teacher stipends</p> <p>It will take time, professional development, financial support, and commitment to</p>	<p>Administrators not contracted to work these days during the summer months</p> <p>Availability of staff during summer vacation</p> <p>We won't be able to do all of these strategies at once. We must prioritize and use the strategies which will</p>

<p>participate in discipline decision making process.</p> <ul style="list-style-type: none"> • Objective Threat Assessment • Community Service Programs • Community-School Partnerships • Substance Abuse Interventions • Alternative Schools • Policies Reducing the Use of Suspension as a Discipline Tool • Other ideas to be added. 	<p>building leaders, teachers</p>	<p>strategies which will be implemented.</p>	<p>implement any of these strategies.</p> <p>Model needs assessment mentioned at the meeting with MDE on January 30th. (We haven't seen it yet.)</p>	<p>integrate for the long term into our schools.</p> <p>Model needs assessment from MDE.</p> <p>Staff Development</p> <p>Money</p> <p>Staff on summer vacations and unable to attend trainings.</p>
<p>Develop self-study/reflection of practices to determine effect of the actions we take.</p> <ul style="list-style-type: none"> • We will conduct a survey of attitudes toward school district policies and practices 	<p>Sub-committee of Task Force</p> <p>District Office</p>	<p>April-September of 2018. Areas of Focus will be prioritized by the end of September, 2018.</p> <p>Spring of 2019</p>	<p>Skyward Viewpoint DIRS reporting MDE reports Survey vehicle Survey results Test pilot the survey with representative sample of parents and staff</p>	<p>Access to the data, common time to get the teams together, lots of data to consider, delete student identifiable information, and limited internet connectivity for homes due to low social-economic conditions.</p>