



Red Lake Public School District ISD#38 Strategic Discipline Plan

Goal: To reduce student suspensions and expulsions and increase knowledge and understanding of implementation of

Strategy: Revise/Replace Code of Conduct		
Intended Outcome	Steps	Metrics / Target Date for Completion
<p>Revise or replace the current code of conduct with a document that:</p> <ol style="list-style-type: none"> 1) Provides balance between prescribed consequences and situationally/contextually informed administrative judgement, 2) Is reflective of traditional Ojibwe teachings and includes Ojibwemowin language and culture, 3) Incorporates restorative practices and other positive behavior interventions and supports 	<ul style="list-style-type: none"> • Schedule time for key stakeholders to provide input regarding code of consequences <ul style="list-style-type: none"> ○ Community/parents ○ Cabinet/Leadership Teams ○ Administrators ○ Teachers/Staff ○ Students • Synthesize input from key stakeholders and develop draft code of conduct • Review with stakeholder groups for recommendations for revision • Revise draft code of conduct • Review final draft with administrators and leadership teams • Provide to school board for review and approval • Implement new code of conduct across the district 	<ul style="list-style-type: none"> • Stakeholder meeting notes regarding code of conduct (December 2018) • Draft code of conduct (February 2019) • Final draft code of conduct (April 2019) • Adopted code of conduct (May 2019) • Implemented code of conduct (19-20 School Year)

Strategy: Revise Building Level Student Handbooks

Intended Outcome	Steps	Metrics / Target Date for Completion
Develop a districtwide student handbook that reflects the district's focus on high quality education for all students in a safe and secure environment by outlining the rights and responsibilities of students PK-12+	<ul style="list-style-type: none"> • Schedule times for building administrators to discuss and integrate individual student handbooks into a single districtwide student handbook • Ensure focus on quality education in safe and secure environment within the handbook • Provide new districtwide handbook to school board for review and approval • Disseminate and utilize new handbook across the district 	<ul style="list-style-type: none"> • Draft districtwide handbook (February 2019) • Final draft districtwide handbook (April 2019) • Adopted handbook (May 2019) • Disseminated and implemented handbook (19-20 School Year)

Strategy: Hold Bi-Monthly Principals and Deans Meetings

Intended Outcome	Steps	Metrics / Target Date for Completion
Increase communication, collaboration, and consistency in the application of discipline practices across the district through the creation of shared foundational knowledge, development of a common language, and implementation of research/evidence-based equitable practices with emphasis on incorporation of Ojibwemowin cultural teachings	<ul style="list-style-type: none"> • Schedule and hold separate bi-monthly meetings with deans and with building principals • Inform the work toward a new code of conduct and districtwide student handbook 	<ul style="list-style-type: none"> • Meeting minutes (throughout 18-19 school year) • Information from bi-monthly meetings included in final draft of code of conduct and districtwide handbook (April 2019)

Strategy: Continuation and further implementation of Restorative Practices

Intended Outcome	Steps	Metrics / Target Date for Completion
Make progress at each building in the implementation of restorative practices.	<ul style="list-style-type: none"> • Early Childhood Center <ul style="list-style-type: none"> ○ Incorporate restorative practices into schoolwide behavior program and into calm room protocols 	<ul style="list-style-type: none"> • Early Childhood Center <ul style="list-style-type: none"> ○ Descriptions of restorative practices incorporated into schoolwide behavior program (September 2018)

	<ul style="list-style-type: none"> • RLES <ul style="list-style-type: none"> ○ Incorporate restorative practices via Dean of Students, redirection room staff, and tiered social-emotional support staff • Ponemah <ul style="list-style-type: none"> ○ Add restorative circles into daily/weekly routine at the middle-school grade levels • RLMS <ul style="list-style-type: none"> ○ Add restorative practices via Dean of Students and redirection room staff • RLHS <ul style="list-style-type: none"> ○ Add restorative practices via Dean of Students and redirection room staff 	<ul style="list-style-type: none"> ○ Calm room protocols developed and implemented (September 2018) • RLES <ul style="list-style-type: none"> ○
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Strategy: Development of Social Emotional & Behavioral Learning curriculum and plans that incorporate Ojibwemowin		
Intended Outcome	Steps	Metrics
Development and implementation of multi-tiered social-emotional systems of support for students K-5	<ul style="list-style-type: none"> • Develop framework for SEL MTSS at Early Childhood Center and RLES • Hire staff and provide resources necessary to implement SEL MTSS at ECC and RLES • Implement SEL MTSS • Routinely review SEL MTSS implementation using Plan-Do-Study-Act cycle 	<ul style="list-style-type: none"> • Outline of SEL MTSS Framework for each site (August 2018) • Staff, resources, and training provided (September 2018) • SEL MTSS Implementation (18-19 school year) • SEL MTSS Review (18-19 & 19-20 school year)

Strategy:		
Intended Outcome	Steps	Metrics
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Intended Outcome	Steps	Metrics
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Roles and Responsibilities:

The Red Lake Public Schools Strategic Discipline Plan falls under Board Policy #506 Student Discipline.

A. **The School Board.** The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.

B. **Superintendent.** The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.

C. **Principal.** The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional

employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

D. **Teachers.** All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

E. **Other School District Personnel.** All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

F. **Parents or Legal Guardians.** Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

G. **Students.** All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.

H. **Community Members.** Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.