



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 discipline practices that build resiliency and prepare students to better control impulsivity, inappropriate and aggressive behavior such as restorative practices, social emotional learning, cultural identity

Strategy: Revise/Replace Code of Conduct		
Intended Outcome	Steps	Metrics / Target Date for Completion
Revise or replace the current code of conduct with a document that: 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"> • Completed: Instructional Leadership Team meeting w/MDE & COE 8.2.18 (4hrs) • Completed: School Climate Pilot Initial Meeting 9.25.18 (8hrs) • Completed: School Climate Pilot workshop 10.22.18 (8hrs) • Completed: School Climate Pilot follow up planning phone conference 11.19.18 • Completed: 13 Climate Indicators Survey administered (RLES,ECC, RLMS, RLHS) to students 3-12, parents, staff. 12.18. • Stakeholder meeting notes regarding code of conduct deferred to the timeline of School Climate Pilot. (Beginning 19-20) • Draft code of conduct (School Climate Pilot timeline)

		<ul style="list-style-type: none"> • Final draft code of conduct as per the timeline of the School Climate Pilot (School Climate Pilot timeline) • Adopted code of conduct as per timeline of School Climate Pilot (School Climate Pilot timeline) • Implemented revised code of conduct (?20-21 School Year School Climate Pilot timeline) • Review and revise District Vision and Mission with community, families and internal stakeholder groups for approval by the school board. (October 2019) • School Climate Pilot workshop 10.22.19 (8hrs) • School Climate Pilot workshop 12.3.19 (8hrs) • School Climate Pilot workshop 2.27.20 (8hrs) • School Climate Pilot workshop 4.16.20 (8hrs) • School Climate Pilot workshop 5.14.20 (8hrs)
--	--	--

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	<ul style="list-style-type: none"> • Schedule times for building administrators to discuss and integrate 	<ul style="list-style-type: none"> • Completed: Remove code of conduct from handbooks and website (July 2018)

and secure environment by outlining the rights and responsibilities of students PK-12+	<p>individual student handbooks into a single districtwide student handbook</p> <ul style="list-style-type: none"> • 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"> • Completed: Draft districtwide handbook (February 2019) • Completed: Final draft districtwide handbook (April 2019) • Completed: Adopted handbook (May 2019) • Completed: 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"> • Completed: Meeting minutes (throughout 18-19 school year) • Information from bi-monthly meetings included in final draft of code of conduct and districtwide handbook (Code of Conduct on the School Climate Pilot timeline)

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 as appropriate to the age and developmental level of the students.	<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 ○ Take the Tier calm room and Tier 2 program to year 2 status. 	<ul style="list-style-type: none"> • Incorporated and waiting to write into Behavior Manual: 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"> ○ Redesign the supervision schedule to include more certified staff supervision during times of high offences ○ Increase the Ojibwemowin language and culture exposure for all students and staff ○ Continue to build an elementary complex atmosphere where K-2 and 3-5 are worked with at their developmental levels ○ Work with Tribal Departments to increase family support of students in school ● RLES <ul style="list-style-type: none"> ○ Incorporate restorative practices via Dean of Students, redirection room staff, and tiered social-emotional support staff ○ Increase the Ojibwemowin language and culture exposure for all students and staff ○ Redesign the RDR room to reflect the calm room model initially established at the ECC building in two locations 1-2 and 3-5. ○ Establish a tier 2 room to support students who show a track record of behavior. 	<ul style="list-style-type: none"> ○ Calm room protocols developed and implemented (September 2018) ● RLES <ul style="list-style-type: none"> ○ Completed: Tier 1- Fix It Plan documentation developed and implemented (December 2018) ○ Completed: Tier 2- Problem Solving Meetings/Incorporate Restorative Practices developed and implemented (December 2018) ○ Completed: Tier 3- Incorporate Restorative Practices/Point Sheet/Daily Goals/ SEL Objective developed and implemented (December 2018) ● Completed: with modifications as needed: Ponemah – dedicated 45 minute block T-F for Restorative Practice focus in 6-8 classrooms. Daily lesson plans for this time have been created and will be implemented according to the schedule that was created for implementation. (September 2018) RLMS Completed with modifications as needed: <ul style="list-style-type: none"> Implement lessons from Circle Forward lessons into morning advisory meetings or small groups. Incorporate restorative measures into the redirection room practices.
--	---	---

	<ul style="list-style-type: none"> ○ Duplicate the Tier 3 room due to the need for more services ○ Redesign the supervision schedule to include more certified staff supervision during times of high offences ○ Continue to build an elementary complex atmosphere where K-2 and 3-5 are worked with at their developmental levels ○ Work with Tribal Departments to increase family support of students in school ○ Increase the Ojibwemowin language and culture exposure for all students and staff ● Ponemah <ul style="list-style-type: none"> ○ Continue to develop restorative circles into daily/weekly routine at the middle-school grade levels ○ Work with Tribal Departments to increase family support of students in school ○ Redesign the supervision schedule to include more certified staff supervision during times of high offences ○ Increase the Ojibwemowin language and culture 	<p>Skills based groups and circles led by behavior interventionists. Individually planned restorative Repairs when possible</p> <p>RLHS</p> <ol style="list-style-type: none"> 1. Implement lessons from <u>Circle Forward</u> and <u>Heart of Hope</u> (A Guide for Using Peacemaking Circles to Develop Emotional Literacy, Promote Healing and Build Healthy Relationships) in advisory (Sept 2018-future) 2. Continue restorative practices in MTSS for mental health <ol style="list-style-type: none"> a. Completed with modifications as needed: Tier 1: SEL in advisories for all students b. Tier 2: group therapeutic circles led by LSW or wellness counselors c. Implemented/Imbedded: Tier 3: individual counseling provided by LSW or wellness counselors 3. Incorporate restorative measures into the redirection room practices. Need to look into the “Z” room protocol and expectations. 4. Completed: Individually planned restorative Repairs when possible
--	---	--

exposure for all students and staff

- RLMS
 - Add restorative practices via Dean of Students, behavioral interventionists, LSW and redirection room staff
 - Redesign the supervision schedule to include more certified staff supervision during times of high offences
 - Work with Tribal Departments to increase family support of students in school
 - Establish a male and female Warrior Society to increase the understanding of traditional roles and values in Red Lake
 - Izhichigwin Club establishment
 - Add the position of LSW
 - Increase the Ojibwemowin language and culture exposure for all students and staff
- RLHS
 - Add restorative practices via Dean of Students and redirection room staff, Zaagi'idiwin room, as well as integrating circle processes to build community in the advisory program

	<ul style="list-style-type: none"> ○ Redesign the supervision schedule to include more certified staff supervision during times of high offences ○ Work with Tribal Departments to increase family support of students in school ○ Redesign student entry and process ○ Increase the Ojibwemowin language and culture exposure for all students and staff ○ Establish a male and female Warrior Society to increase the understanding of traditional roles and values in Red Lake ○ Izhichigwin Club establishment 	
--	--	--

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 (Pk-12+ as of 19-20)	<ul style="list-style-type: none"> ● Develop framework for SEL MTSS at Early Childhood Center and RLES ● Expand this to the Secondary Complex ● Hire staff and provide resources necessary to implement SEL MTSS at ECC and RLES ● Expand this to the Secondary Complex ● Implement SEL MTSS 	<ul style="list-style-type: none"> ● Completed: Outline of SEL MTSS Framework for each site (August 2018) ● Completed: Staff, resources, and training provided (September 2018) ● Completed: SEL MTSS Implementation (18-19 & 19-20 school year) ● Completed and Ongoing: SEL MTSS Review (18-19 & 19-20 school year)

	<ul style="list-style-type: none"> Routinely review SEL MTSS implementation using Plan-Do-Study-Act cycle 	<ul style="list-style-type: none"> Completed: District wide training 8.27.19 Souers and Hall Fostering Resilient Learners
--	--	--

Strategy: Equity Literacy Training		
Intended Outcome	Steps	Metrics
Understanding and implementation of equity in curriculum and classroom practices	<ul style="list-style-type: none"> Conduct training for all secondary teachers through the weekly time set aside for the creation of the guaranteed, viable curriculum – ongoing, sustained throughout the year Integrate knowledge of equity in design of curriculum units 	<ul style="list-style-type: none"> Evidence of equity in units – available in curriculum map Documented where buildings are in the process and how is it being followed up on/ and how (at the Secondary Complex it is reflected in the curriculum mapping program)

Strategy: Integrate Ojibwemowin in Secondary Curriculum (GVC)		
Intended Outcome	Steps	Metrics
<p>Build as many cultural connections and perspectives into secondary curriculum as feasible</p> <p>(Rationale: Numerous studies show that one of the best ways to build resiliency in American Indian students is to build a strong cultural identity.)</p>	<ul style="list-style-type: none"> Incorporate Director of Indian Education, elders, and community members in the creation of the guaranteed, viable curriculum to support teachers 	<ul style="list-style-type: none"> Cultural connection as part of unit plan template – visible in unit plans There is a Cultural Connection Plan- to what extent this is shared out and incorporated is unknown.

Strategy: Incorporate common definitions of Code of Conduct Infractions		
Intended Outcome	Steps	Metrics
Have common definitions for conduct infractions district wide In alignment with board policy	<ul style="list-style-type: none"> Consequences need to be aligned with age appropriateness and development of the child as well as severity of the infraction Work with Tribal Code Committee to hold youth accountable for actions as a community 	<ul style="list-style-type: none"> Following the updated Code of Conduct policy and procedures when it is completed. Red Lake Code Committee Meetings: District staff are now working with the committee on the Juvenile Code changes/language to make it reflective of our current reality.

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.