Code of Conduct, Character, and Support

Red Lake School District #38

OBJECTIVE

The Code addresses both the development of student character and student conduct. An individual's character reflects his or her attitudes, attributes, and moral convictions which shape his or her conduct. The development of good character is essential to healthy development and responsible behavior, academic success in school today, and future success in college, career, and life.

ADDRESS
P.O. Box 499
Red Lake, MN 56671
Red Lake Nation

WEBSITE
https://www.redlake.k12.mn.us

VISION

We see a future where every individual is valued, Anishinaabe language, culture, and life-long learning are embraced, and students are empowered to become Red Lake Ambassadors in the global community.

MISSION

We cultivate each student's respect for themselves, the future of the Red Lake Nation, and global community.

We offer an engaging and relevant academic curriculum integrated with Anishinaabe language and culture.

We create a safe and positive learning environment.

We work together with students, parents, staff, and community to provide all students with the tools and skills to achieve their full potential.

Communication

Superintendent 218-679-3353, ext. 1001

Director of Special Services 218-679-3353, ext. 1022

Indian Education Director 679-3353, ext. 1010

Ponemah Elementary/Middle School Principal 218-554-7337, ext. 1901

Red Lake Elementary Complex Grades 3-5 Principal 218-679-3329, ext. 1805

Red Lake Elementary Complex Grade PK-2 Principal 218-679-3329, ext. 1301

Red Lake Secondary Complex 218-679-3373

Grades 6-8 ext. 1101; Grades 9-12 ext. 1215

Introduction

Ensuring that every child learns in safe, supportive, and inclusive school environments is our top priority. We believe all children can achieve their personal best, and when necessary, improve their behavior with guidance, instruction, support, and coaching. Children do better both academically and behaviorally when the school and family work together to support them. "It takes a village to raise a child." This saying is true now more than ever as our young people face a variety of new challenges in today's world.

This Code of Conduct, Character, and Support is based on the Seven Grandfathers' Teachings which articulate Red Lake Schools' expectations for student behavior. In addition, the Code shares what supports are available to help our children succeed. We encourage you to become familiar with the rights and responsibilities of all members of the school community as outlined in this Code.

Notice of Nondiscrimination

Red Lake School District does not discriminate based on race, color, religion, sex, sexual orientation, gender/gender identity, age, marital status, or disability.

For inquiries regarding the nondiscrimination policies, please contact:

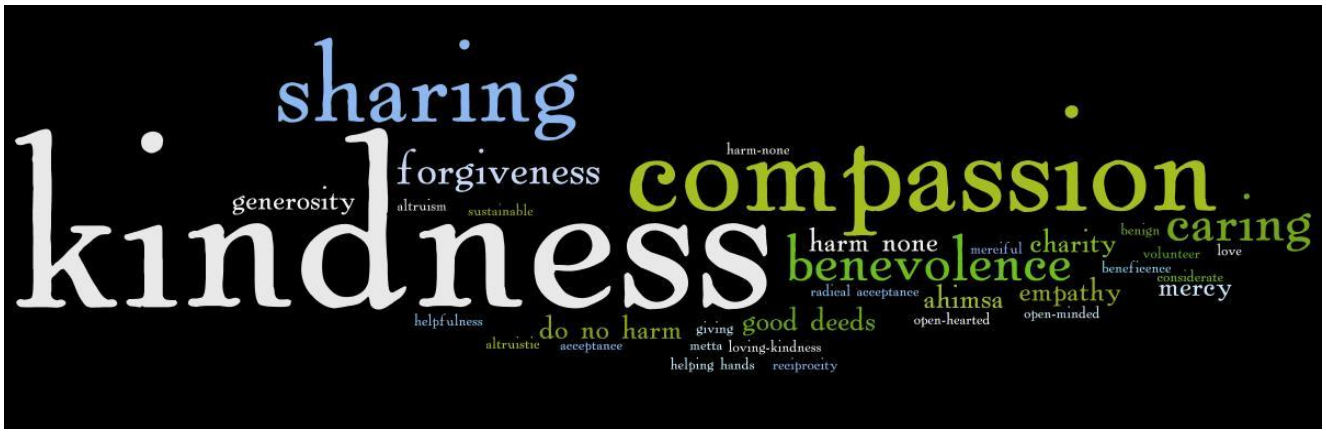
Civil Rights Compliance Officer: 218-679-3353, ext. 1022

If you believe you have been treated differently because of your race, color, religion, sex, sexual orientation, gender/gender identity, age, marital status, or disability, you have the right to file a complaint with the Civil Rights Compliance Officer.

You must file a complaint within 90 days of the most recent act(s) of discrimination or harassment.

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Why We Have a Code of Conduct, Character and Support

The goal of the Red Lake School District Code of Conduct, Character and Support (The Code) is to ensure all students' right to an education in a safe, civil, and caring environment. It is based upon the laws, regulations, and policies that create access to education for all while protecting the due process rights of the individual. The Code recognizes that schools are public places that must balance individual rights with civic obligations and the responsibilities that make it possible to live in a free, open, and democratic society.

The Code ensures that schools provide equal access to a wide range of supports and interventions that promote positive behavior.

The Code of Conduct, Character, and Support is based on the Seven Grandfathers' Teachings which articulate Red Lake Schools' expectations for student behavior:

Respect/Manaaji'idiwin: I honor others by building healthy relationships. My words, actions, and attitude demonstrate respect for others, my school, and myself.

Wisdom/Nibwaakaawin: I make decisions based on personal knowledge and experience. I obtain the assistance of teachers, administrators, or school staff when I am unable to resolve conflicts on my own.

Courage/Zoongide'ewin: I face danger, fear, or changes with confidence and bravery. I always seek the most peaceful means of resolving conflicts.

Honesty/Gwayakwaadiziwin: I speak and act truthfully. I seek positive relationships with all members of the school community.

Love/Zaagi'idiwin: I love myself and others unconditionally. I demonstrate pride in myself, in my future, and in my school by arriving on time, dressed appropriately, and prepared to focus on my studies.

Humility/Dabaadendiziwin: I consider others before myself. I help restore relationships with school community members that are affected by my conduct.

Truth/Debwewin: I know and understand the seven teachings and remain faithful to them.

The learning environment in all schools is strengthened when students and staff embody the Seven Grandfathers' Teachings in their daily life.

Beliefs about Children, Learning, and Discipline

The following beliefs about children, learning, and discipline inform all Code policies and practices. All children must be assured that they can learn in a non-disruptive atmosphere and will be treated in a fair, consistent, and nondiscriminatory manner.

1. We believe all children can achieve their personal best, and when necessary, improve their behavior with guidance, instruction, support, and coaching.

2. We believe students need different kinds and amounts of time, attention, tasks, and supports to behave responsibly.

3. Social Emotional Learning (SEL) teaches students how to develop self-management skills and provides the strategies and interventions to enable students to self-regulate, problem solve, make amends and repair harm, build positive relationships, and restore their good standing.

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Red Lake Schools use a variety of proactive programs/strategies to explicitly teach social as well as academic skills. (PBIS – Positive Behavioral Interventions and Supports; Restorative Practices; Responsive Classroom; Developmental Designs, see Appendix A) The Seven Grandfathers' Teachings of Courage, Love, Respect, Wisdom, Honesty, Humility, and Truth are the foundations which our behavioral expectations are built on.

Morning Meeting/Advisory/Circle/Mindfulness and Movement are daily routines that build community, create a positive climate for learning, and reinforce academic and social skills.

Students are more likely to do the right thing when…

- They are taught and understand the positive behaviors that are expected of them.
- They feel that all staff members care about them and will help them learn and grow.
- All staff consistently use shared language and practices.
- All staff provide recognition and feedback for behaving appropriately.
- All staff have a clear and consistent approach to discipline.

Shared Responsibilities of Students, Parents/Guardians, and School Staff

Red Lake Schools strive to create a safe and welcoming place for all students. To promote positive student behavior and a respectful learning environment, all members of the school community – students, administrators, all district staff, and parents/guardians/families - must know and understand the standards of behavior that all students are expected to live up to, the supports and interventions that will be used to address misconduct, and the disciplinary responses if behavioral standards are not met. While each school's approach may differ, the tables below offer a summary of the rights and responsibilities we share to create a positive school and district culture:

Student Rights

1. To attend school in the district in which one's legal parent or legal guardian resides and receive a free and appropriate public education from age 5 to 21, as provided by law.

2. To be afforded a sound, quality education from Pre-K through grade 12 in a school environment that is safe, orderly and promotes learning.

3. To be respected as an individual and treated fairly and with dignity by other students and school staff.

4. To express one's opinions verbally or in writing or with assistance.

5. To dress in such a way as to express one's personality so long as it does not distract or disrupt the learning environment. See Appendix A: Board Policy 504.

6. To take part in all school activities on an equal basis regardless of race, color, creed, religion, religious practices, sex, sexual orientation, gender, national origin, ethnic group, political affiliation, age, marital status, or disability.

7. To have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students with serious personal problems.

8. To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity.

9. To have the opportunity to make amends and change behavior.

9. To be afforded due process by:

• being provided with the Code and rules and regulations of the school district; schools shall ensure that all students and school staff are made aware of and have access to detailed information about school rules, policies, and procedures and state and local laws guaranteeing or affecting students' right to participation

• being informed of what is appropriate behavior and what behaviors may result in disciplinary actions

• being counseled and coached by members of the professional staff in matters related to their behavior as it affects their education and well-being in the school

• being provided an opportunity to be heard in disciplinary actions for alleged violations of the Code for which they may be suspended or removed from class

• being informed of the procedures for appealing the actions and decisions of school officials with respect to their rights and responsibilities as set forth in this document

• being accompanied by a parent and/or representative at hearings

• being accompanied by a parent in situations where there may be police involvement if the student is under 16. Any student under the age of 16 being questioned by the police has a right to have their parents/guardians present.

• having student support staff or adult advocate present in situations where there may be police involvement

• being fully informed of the disciplinary consequences being assigned, type of action, length/duration of the suspension when assigned.

Student Responsibilities and Expected Behaviors

PERSONAL CONDUCT & CHARACTER

• Attending school regularly and on time.

• Accepting direction, requests, feedback, and support respectfully from adults.

• Demonstrating self-discipline by making responsible behavioral and academic choices.

• Being truthful about and accountable for your words and actions.

•Following school rules and meeting standards of behavior in the Code of Conduct, Character and Support.

• Accepting consequences when behavioral expectations are not met, or school rules are violated.

• Making the effort to correct and improve behavior through interventions.

• Dressing appropriately

COOPERATING WITH OTHERS AND TREATING OTHERS WITH RESPECT

• Treat others the way you want to be treated.

• Expressing your thoughts and opinions in ways that are polite, respectful, and courteous.

• Using a considerate tone of voice and appropriate body language.

• Listening when others are speaking to you.

• Respecting others' personal space and keeping your hands to yourself.

• Working with others cooperatively in large and small groups.

• Acting with kindness, caring, and sensitivity toward others.

Any student observing a student possessing a weapon, alcohol, or illegal substance on school property or at a school function shall report this information immediately to an adult staff member.

LEARNING

• Completing high-quality work in every subject.

• Being prepared to learn.

• Challenging yourself and making your best effort.

• Demonstrating a strong work ethic.

• Bringing an open mind and positive attitude to learning every day.

• Seeking help and assistance when you need it.

PROPERTY OF OTHERS

• Taking care of property that belongs to other students, adults, or the school.

• Using school or other people's materials carefully for the intended purpose.

• Requesting permission to use the property of others.

SAFE SCHOOL COMMUNITY

• Helping to make school a community free from violence, intimidation, bullying, harassment, and discrimination.

• Asking for assistance when you need help resolving conflicts and differences.

• Contributing to the safety and well-being of our community.

• Using all equipment in schools and on buses in a safe manner.

• Putting everyone's safety first by:

– NOT engaging in violent or destructive acts that harm others and the community.

– NOT making threats about using dangerous objects or about harming others.

All students are expected to promptly report violations of the Code of Conduct, Character and Support to teachers, wellness counselors, the principal or other adult staff members.

Parent Rights

1. Be actively involved in their children's education.

2. Be treated courteously, fairly, and respectfully by all school staff and principals.

3. Receive timely information about the policies of the Red Lake School Board and procedures that relate to their children's education.

4. Receive regular reports, written or oral, from school staff regarding their children's academic progress or behavior.

5. Receive information and notification about incidents that may impact their children.

6. Receive information about due process procedures for **disciplinary** matters concerning their children, including information on conferences and appeals.

7. Receive information from school staff about ways to improve their children's academic or behavioral progress.

8. Receive information about services for students with disabilities and English Language Learners.

9. Receive notification from the principal, principal's designee, and/or their child's teachers if your child engages in inappropriate or unacceptable behaviors at school and any disciplinary actions taken.

10. Be contacted as soon as possible using current contact information on file when a student is believed to have committed a crime, and police are summoned.

11. Receive communication through provided translators, if needed.

12. File a complaint when there has been a violation or misapplication of a written provision of school policy.

Parent Responsibilities

1. Give updated contact information to their children's school.

2. Make sure their children attend school regularly and on time.

3. Let schools know when and why children are absent. See Appendix B: Board Policy 503.

4. Tell school officials about any concerns or complaints in a respectful and timely manner.

5. Work with principals and school staff to address concerns about their child's academics or behavior.

6. Support Red Lake School District by talking with their children about school and expected behavior.

7. Read and become familiar with the Red Lake Code of Conduct, Character and Support.

8. Encourage their children to complete their homework by asking about homework, checking homework, and making an area for children to do their homework without interruption.

9. Register for and use parent information and notification apps. (ParentVue, School Reach, etc.)

10. Be respectful and courteous to staff, other parents/guardians, and students.

11.Teach their children that all children have the right to attend school and be treated with respect and dignity regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen the child's confidence and promote learning.

12. Monitor and care for the health needs of their child.

Principal/School Staff Rights

1. Work in a safe and orderly environment.

2. Be treated courteously, fairly, and respectfully by students, parents or guardians and other school staff.

3. Communicate concerns, suggestions and complaints to the Red Lake School District's Superintendent or designee.

4. Receive supportive professional development and training.

5. Receive the necessary resources to deliver quality instruction.

Principal/School Staff Responsibilities

1. Maintain safe and orderly schools by using prevention and intervention strategies, and by following the Red Lake Code of Conduct, Character and Support.

2. Be respectful and courteous to students, parents, and guardians.

3. Be knowledgeable about the policies of the School Board and administrative regulations and rules and enforce them fairly and consistently.

4. Be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities.

5. Communicate policies, expectations and concerns to students and parents/guardians, and respond to complaints or concerns from students and parents/guardians in a timely manner.

6. Refer students to the appropriate committees, departments, offices, divisions, agencies, or organizations when outside support is necessary.

7. Inform parents/guardians of student academic progress and behavior, create meaningful opportunities for their participation, and provide regular communication.

8. Provide alternative education and makeup work for students with lawful absences, including those students who are absent for disciplinary reasons.

10.Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.

11.Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function and report incidents of discrimination and harassment that are witnessed or otherwise brought to the attention of the teacher, school counselor, student support services personnel, or other staff, to the District Human Rights Officer, in a timely manner.

12. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

13. Principals: Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the Principal's attention in a timely manner in collaboration with the District Human Rights Officer.

14. Collect and report data on the implementation of the district Code of Conduct, Character and Support including, but not limited to, data on the use of in-school and out-of-school suspension by student demographic characteristics.

15. Document student violations of the Code in the District student information system in a timely manner following building specific procedures.

16. All District Staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District Staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct, Character and Support to their supervisor.

The **building principal** or designee must notify appropriate law enforcement of those violations which constitute or may constitute a crime, and which, in his or her judgment, substantially affect the

9. Participate in required professional development opportunities.	security of a school, its students and/or its staff, as soon as practicable.

Superintendent Responsibilities

1. Create and implement policies and procedures that encourage safe and orderly schools for all students, school staff and principals.

2. Protect the legal rights of school staff, principals, students and parents or guardians.

3. Be courteous, respectful, and fair with students, parents or guardians, school staff and principals.

4. Provide a broad-based and varied curriculum to meet individual school needs.

5. Inform the community, students, parents or guardians, school staff and principals about policies of the School Board.

6. Ensure the protection of legal rights of students with disabilities.

7. Provide staff who are trained to meet the needs of students.

8. Provide support and professional development training to principals and school staff to help them support students.

9. Support principals and school staff in the enforcement and fulfillment of their disciplinary responsibilities as defined by the Red Lake Code of Conduct, Character, and Support.

10. Promote a safe, orderly, respectful, and stimulating environment, free from intimidation, discrimination, and harassment, supporting active teaching and learning.

11. Review with District administrative leaders the policies of the School Board and state and federal laws relating to school operations and management.

12. Inform the community, students, parents or guardians, school staff, principals and School Board about policies and educational trends, including student discipline.

13. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.

14. Address all areas of school-related safety concerns.

15. Review data on the implementation of the Code of Conduct, Character and Support and make recommendations on improvement when needed to reduce the use of suspensions.

16. Work with the District Human Rights Officer and principals to ensure compliance with state and federal laws regarding school discipline. Ensure that the implementation of the District policies concerning discipline is fair and equitable. Communicate with students, parents and staff about issues relating to the District discipline policies.

School Board Responsibilities

1. Annually review and adopt the District's Code of Conduct, Character, and Support.

2. Lead by example by conducting Board meetings in a professional, respectful, courteous manner.

3. Support principals and school staff in the enforcement and fulfillment of their disciplinary responsibilities as defined by the Red Lake Code of Conduct, Character, and Support.

4. Review data and the recommendations of the Superintendent on the implementation of the Code of Conduct, Character, and Support, including, but not limited to, the use of in- and out-of-school suspensions with student demographics and implement reforms if needed.

Standards of Student Behavior

A safe and positive environment is essential for learning. Knowing and following expectations and procedures will support students in making positive choices and academic progress. When students engage in behaviors that do not follow their school's expectations, school staff members are expected to respond appropriately and consistently:

- School administrators and/or teachers will inform the parents/guardians of any student whose behavior conflicts with established expectations and procedures that interfere with student learning.
- School administrators and/or teachers are expected to document, in the student's behavior record, incidents of behaviors that are managed outside the classroom.
- Students, their parents/guardians, and school staff are responsible for working collaboratively to support the expectations and procedures outlined in this Code.

The Code of Conduct, Character and Support and the policies and regulations it references apply to all students at all times on all Red Lake School District property, including in school buildings and on school grounds; in all school vehicles; and at all school, school-related, or district-sponsored activities, including, but not limited to, school field trips and school sporting events, whether such activities are held on school property or at locations off school property, including private business or commercial establishments.

Red Lake School District will ensure that the Code is distributed to school staff during fall workshop days and time will be scheduled for review and discussion. In addition, the Code will the distributed to students and parents/guardians during fall orientation and/or at time of enrollment.

It is essential that schools set aside time to review with students these standards of behavior. Teachers will lead this review and ensure that it is age-appropriate so that all students know and understand the behavior expected of them when they are in school.

Equally imperative, all school staff must affirm clear and consistent behavioral expectations that set the tone for a safe, orderly, and respectful school community. All school staff must be firm, fair, and consistent in addressing student behavior in a manner that enables students to learn from their mistakes and be accountable for their misconduct.

Electronic Devices

Upon entering the school all student electronic devices must be turned "off" and not visible. In grades 6-12 all student electronics are placed in a locked pouch for the school day. The school staff may authorize appropriate use of electronic devices in class when they are used for educational purposes only. **(Student Handbooks for each building outline specific expectations.)** The misuse of electronic devices includes, but is not limited to, texting, sexting, verbal comments, graphic and symbolic communication, written communication via email, instant messaging, blogging, video recordings, and posting on web sites. Students may not engage in electronic communication which demeans or ridicules others (cyberbullying). The possession and/or transmission of child pornography is subject to prosecution and must be reported to the police.

Dress Code

Students are to dress in clothes that promote a safe and respectful learning environment. Clothes that create a disruptive environment or cause a health or safety hazard are not appropriate and not acceptable at school. School personnel will enforce this dress code. See School Board Policy 504.

Student Attendance

The School Board, in compliance with Minnesota State Statute 120A.20, requires that students regularly attend school on a full-time basis from the first day to the last day of the school year.

The School Board believes that regular school attendance is directly related to success in academic work. Regular attendance benefits students socially, provides opportunities for important communications between teachers and students and establishes regular habits of dependability which are important to the future of the student. Class attendance is a joint responsibility to be shared by the student, parent/guardian, teacher, and administrators. See School Board Policy 503 which clarifies the School Board's expectations for student attendance.

- **PES and RLEC Tardiness –** Three unexcused tardies = one unexcused absence.

Arriving 1 - 30 minutes late	Tardy (morning)
Arriving more than 30 minutes late	Absent for first ½ of day
Departing 30 minutes or less early for the day	Tardy (afternoon)
Departing **more than** 30 minutes early for the day	Absent for second ½ of day

- **RLSC Tardiness -** Three unexcused tardies = one unexcused absence.

Arriving late for class/period	Tardy

- **Excused Absence –** To be considered an excused absence, the student's parent/guardian may be asked to verify, by phone or in writing, the reason for the student's absence from school. Students may have no more than 10 excused absences each semester.
- **Unexcused Absence** – Unauthorized absence from school or class. After 7 days or 49 periods of unexcused absences the student is deemed truant and the school will take appropriate action.
- **Habitual Truancy –** Seven unauthorized absences in elementary school. One or more class periods on seven school days if the child is in middle school or high school. (MN Statute 260A.02 and Red Lake Tribal Code 503.08)

Transportation

Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students. See Board Policy 709.

GETTING HELP (bullying, school, academic, personal, extra-curricular)

Bullying and cyberbullying, harassment and intimidation, hazing, and biased behaviors are unsafe and do not reflect respect for others as defined by the Code of Conduct, Character, and Support. If you or someone you know is a target of one of these behaviors, you can tell a staff member, who will respond quickly and provide a practical, private, and safe place to report. If an administrator determines that one of these behaviors has occurred, the students involved will receive support from school personnel to be sure everyone involved feels safe and supported and understands how to avoid these situations in the future.

If You are Being Bullied:

• Tell someone — a parent, a teacher, a counselor

• Calmly tell the student to stop…or say nothing and walk away

If You Know Someone who is Being Bullied:

• If you feel safe, be an "Upstander" and-Tell the bully to stop by saying, "We don't do that at this school." Or "That's not right to treat someone like that."-Say words of support to the student being bullied. Be a friend! Do not encourage the bully by laughing or joining in. Tell other bystanders how to help stop bullying.

• If you do not feel safe…Tell an adult. Encourage the bullied student to talk to someone.



Reporting requirements Specific to Discrimination, Harassment, Bullying, Cyberbullying and Retaliation

1. The District will act to promptly investigate all complaints, verbal or written, formal or informal, of allegations of discrimination, harassment, bullying and retaliation, and will promptly take appropriate action to protect individuals from further discrimination, harassment, bullying.

2.It is essential that any student who believes that he/she has been subjected to discrimination, harassment, bullying or retaliatory conduct, as well as any individual who is aware of and/or who has knowledge of, or witnesses any possible occurrence, immediately report the same to any staff member or administrator.

3. The staff member/administrator to whom the report is made (or the staff member/administrator who witnesses or suspects discrimination, harassment, bullying or retaliatory conduct) shall document and take appropriate action to address the situation immediately.

School Concerns

If students have a concern related to discipline, security, personal safety/welfare, or vandalism, the student should:

1. Tell the nearest adult staff member. Tell him/her exactly what has happened to the student or what the student has observed happening to someone else. Concerns of discipline, security, and personal safety are considered very serious.

2. Ask to talk to a school counselor or social worker who can help students learn ways to deal with concerns so that they may feel safer and more comfortable when faced with similar concerns in the future.

3. In addition to alerting school personnel, a student should tell his/her parents about the concern. It is important for students to know that when a report is made to the school about an incident of this nature, every effort will be made to keep the information and identity confidential.

Academic Concerns

1. See the teacher who teaches the subject. Students may seek out the teachers to discuss concerns face-to-face, through email, or StudentVue.

2. If the teacher is unable to help the student resolve the concern to the student's satisfaction, the student should go next to an administrator.

3. Solving an academic concern requires the student's help, along with the help from teachers and sometimes parents/guardians, the school counselor, and other school professionals.

Personal Concerns 1. If possible, discuss concerns with parents/guardians. 2. The student may speak to a staff member with whom he/she feels comfortable. 3. School counselors and social workers at the school are trained to offer help with personal concerns. They can also lead the student to other resources he/she may not be aware of.	**Extracurricular Activities Concerns** 1. See the advisor/coach assigned to the activity at a time when he/she can give you his/her undivided attention. Try not to discuss the concern during the activity period itself. 2. If the activity involves athletics, see the athletic director of your school. 3. If the student is unable to get help in solving the concern by doing the above, discuss the matter with parents/guardians and with the principal. Parents/guardians may wish to join the student in discussions with the principal.

Confidentiality in Counseling **When a student indicates that he or she is thinking about hurting himself or herself or other students, school personnel are required to take action to ensure the safety of the student or other students. This action will include sharing information with the school principal, parents, and may include other outside agencies. No statement, oral or written, made by a student seeking counseling for any form of drug abuse may be used as admissible evidence against him/her in any proceedings.**
Parents should follow the same procedures as students when seeking help for academic, emotional, school, or extracurricular problems concerning their child.

Staff Supporting Students in Every School Building

Administrators: The principal and administrators serve as building facilitators regarding all discipline, student support activities, and supervise the work of the teams essential to an integrated system of schoolwide discipline and student support.

Dean of Students: The dean of students works to ensure school compliance with the District's policies and the Code. The dean of students works with the staff to help determine appropriate discipline in specific cases. The dean of students works in coordination with and seeks guidance from the principal.

Director of Special Services: The director works with various teams and building principals to determine how to best support students.

InSIGHT (Individualization of Supports and Interventions for Growth Through High Quality Teaching): The team assists in the selection and implementation of research-based supports and interventions to help students be successful.

SEAT (Special Education Assessment Team): This team's purpose is evaluating and re-evaluating students to determine eligibility for special education services.

Student Support Professional (SSP): The SSP provides student support through self-reflection, mindfulness strategies, problem solving, and reteaching expected behaviors with the goal of returning the student to the regular learning environment.

Teachers: Teachers build positive relationships, model and practice expected behaviors, and reteach expectations as needed to help students succeed.

School Counselors/Social Worker: School counselors/social workers offer social, emotional, and mental health support to students to help them build skills for success in school and life.

Home-School Liaison: Designs family support plans to improve attendance. Reviews intervention plans with parents/guardians.

Non-Certified Staff (security team members, secretaries, custodial staff, bus drivers, bus aides, paraprofessionals, food service workers): All school staff work together to support student success.

Interventions aim to correct and teach alternative behavior so students can learn and demonstrate safe and respectful behavior. These may include but are not limited to, modeling and practicing social emotional skills, breathing and movement strategies, one-on-one and/or small group support. Interventions may take place in the classroom or in an alternative setting as deemed appropriate. Student supports may involve the parent/guardian and other members of the school community.

The following factors will be considered prior to developing interventions or assigning disciplinary responses:

- The student's age, maturity and understanding of the impact of their behavior.
- The student's ability to repair harm caused by the behavior.
- The student's willingness to repair harm caused by the behavior.
- The student's disciplinary record, including the nature of prior behavior, the number of prior instances of behavior, and the interventions and disciplinary responses applied.
- The nature, severity, and scope of the behavior.
- The circumstances and context in which the behavior occurred, including its impact on the learning environment.
- The student's Individualized Education Plan (IEP) or 504 Plan, if applicable.

Every reasonable effort will be made to allow the student to make amends and change behavior prior to or in place of disciplinary responses.

Steps in the Disciplinary Process:

LEVEL ONE

1. Teacher teaches and models expected behaviors.
2. Teacher reteaches expected behaviors.
3. Teacher uses a variety of interventions to help student attain behavior expectations. (See Level One box below.)

LEVEL TWO - FIVE

4. Teacher sends student out of classroom to the appropriate alternative setting.
5. Principals or their designees are responsible for handling LEVEL TWO – LEVEL FIVE disciplinary actions.
6. When a child returns to the classroom, the teacher will welcome them back, allow them to make amends, and assist them in re-entering the learning environment successfully.

Levels of Behavior and Interventions:

Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Interventions addressing these behaviors are **teacher managed**. The staff response is to teach and model the expected behavior using a variety of teaching and management strategies.	Interventions for these behaviors will be addressed by the **school principal and/or designee**. These actions aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.	Interventions for these behaviors will be addressed by the **school principal or designee** and may result in removal from the student's regular schedule for part of a day or an entire school day.	Interventions for these behaviors will be addressed by the **school principal or designee** and may result in the suspension of a student. A suspension is removal from school for one day or more.	Interventions for these behaviors require **school principals or designee to notify the Superintendent** or designee and may result in a referral for expulsion.

Repeated instances of any Level behavior may be treated as a behavior at a higher level only when appropriate interventions have been attempted over a reasonable amount of time.

Level 1

Examples of Interventions and Restorative Responses:

- •Re-teaching/modeling expected behavior/skill
- •Verbal or nonverbal redirection
- •Role play
- •Written reflection/apology of action
- •Seat change
- •Teacher/student conference
- •Daily progress sheet on behavior
- •In-class time-out/calm space
- •Restitution (fix-it plan)
- •Removal from class to another supervised classroom (short-term – Buddy Room)
- •Change in schedule
- •Loss of privilege(s)
- •Student contract
- •Restorative circles/chats
- •Parent/guardian notification
- •Parent/guardian/teacher conference
- •Parent/guardian accompanying student to school or class
- •Removing, adjusting, or covering up clothing that violates student dress requirements
- •Logical Consequences
- •Conflict resolution
- •Contract between teacher, student, and parent/guardian

Level 2

Examples of Interventions, Restorative, and/or Disciplinary Responses

- ●Use of Level 1 interventions and consequences
- ●Student conference
- ●Parent/guardian notification
- ●Parent/guardian conference
- ●Restorative practices (restitution, mediation)
- ●Referral to SEAT (Special Education Assessment Team)/InSIGHT (Individualization of Supports and Interventions for Growth through High quality Teaching)
- ●Removal from class (Calm Room, RDR, ISS)
- ●Detention (lunch, hourly, after school)
- ●In-school suspension for half a day or more.

Level 3

Examples of Interventions, Restorative, and/or Disciplinary Responses

- Use of Level 1 and Level 2 interventions and consequences
- Parent/guardian notification
- Parent/guardian conference
- Alternatives to dismissal, such as repairing harm circle, or other restorative practice
- Referral to student support team (InSIGHT) for potential Tier 2 and/or Tier 3 supports
- Dismissal/Suspension (one school day)

Level 4

Examples of Interventions, Restorative, and/or Disciplinary Responses

- Use of Level 1, Level 2, and Level 3 interventions and consequences
- Parent/guardian notification
- Parent/guardian conference
- Interim alternative educational placement
- Short-term suspension, more than one school day
- Expulsion or exclusion

Level 5

Examples of Interventions, Restorative, and/or Disciplinary Responses

These responses involve the removal of the student from the school environment because of the severity of the behavior. They may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on maintaining the safety of the school community and ending self-destructive and/or dangerous behavior:

- Use of Levels 1-4 interventions and consequences
- Parent/guardian notification
- Parent/guardian conference
- Interim alternative educational placement
- Expulsion or exclusion

Behavior Definitions and Level References

	Level 1	Level 2	Level 3	Level 4	Level 5
Alcohol, Drugs or Controlled Substances, Possession/Use/Soliciting/Selling: See Glossary and Board Policy 418.			X	X	X
Bullying: For definition of Bullying, see Glossary and Board Policy 514. (See also Teasing)	X	X	X	X	X
Bullying Using Technology (Cyberbullying): For the definition of Cyberbullying, see Glossary and Board Policy 514.	X	X	X	X	X
Bus Behavior: Behavior that endangers or harasses students on their way to and from school or any school sponsored events, at the bus stop, or diverts the bus driver's attention from driving.		X	X		
Cheating or Plagiarizing: Academic dishonesty. See Glossary.	X	X			
Criminal Act: Committing an act, on school property or during a school-sponsored or school-associated activity, that would be a crime if committed by an adult.			X	X	X
Damage to Property of Others/Vandalism: Willful damage to the property of others or the school district. Parent is responsible for all damage caused by the student. See Glossary for further definition.	X	X	X	X	X
Discrimination: The unjust or prejudicial treatment of people based on race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with regard to public assistance, sexual or affectional orientation, familial status, gender identify and expression, or disability, be subjected to discrimination.	X	X	X	X	
Disruptive Behavior: Situations and/or actions that interfere with, or have the potential to interfere with, effective learning and/or operations of the school. See also Physical Aggression and Threats.	X	X	X	X	
Drugs, Alcohol, or Controlled Substances, Possession/Use/Soliciting/Selling: See the Glossary and Board Policy 418.			X	X	X
Electronic Misuse – Minor: Staff confiscation of non-permitted electronic device on school property.	X	X			

Electronic Misuse - Substantial ●Use of electronic devices that lead to the threat of harm to another person ●Recording or publishing a fight ●Use of electronic devices for which it is determined that such use directly causes physical or emotional harm to another person ●Possession and/or transmission of child pornography is subject to prosecution and must be reported to the police			**X**	**X**	**X**
Fires and False Fire Alarms: Tampering or interfering with any fire alarm system or failure to exercise caution, resulting in fire.		**X**	**X**	**X**	
Gambling: Playing a game of chance for stakes.		**X**	**X**		
Gang Activity: Gang activity is only an additional violation to a primary violation of another rule of student behavior. (This could include many other violations.) See Glossary for further definition.		**X**	**X**	**X**	**X**
Harassment, Based on Protected Status: Harassment includes physical or verbal conduct or communication, directed at an individual. See the Glossary and Board Policy 413.	**X**	**X**	**X**	**X**	**X**
Hazing: Committing an act against a student, or coercing a student into committing an act, which creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. See the Glossary and Board Policy 526.			**X**	**X**	
Insubordinate/Defiance of Authority: Willful refusal to follow directions given by a staff member.	**X**	**X**	**X**	**X**	
Leaving School Grounds: Leaving school grounds during school hours without proper clearance.	**X**	**X**	**X**	**X**	
Physical Aggression: • **Physical Contact:** Students engage in non-serious, but inappropriate physical contact, such as pushing, pinching, tripping, etc. • **Fighting:** Mutual participation in which both parties have contributed to the situation by verbal and/or physical action. • **Assault:** Sudden violent attack by a person(s) against another causing physical pain or injury, illness, or any impairment of physical condition.	**X** **X**	**X** **X** **X**	**X** **X**	**X** **X**	**X** **X**

Reckless or Careless Driving: Driving on school property in such a manner as to endanger persons or property. This may be reported to police.			**X**	**X**	
Record and Identification Falsification: Falsifying or altering signature or data, refusing to give proper identification, or giving false identification to staff.		**X**	**X**		
Sexual Behavior: Engaging in sexual behavior including, but not limited to, sexual intercourse or sexual penetration, sexual contact, indecent exposure, or masturbation.		**X**	**X**	**X**	
Sexual Conduct (Criminal): A physical act of aggression or force that involves touching another person's intimate parts or forcing a person to touch any person's intimate parts. See Glossary.			**X**	**X**	
Sexual Harassment: Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other physical or verbal conduct or communication of a sexual nature. See Glossary and Board Policy 413.		**X**	**X**	**X**	
Student Dress: Manner of dress or personal grooming that does not fit within the policies or guidelines practiced by the school or district. See Board Policy 504.	**X**	**X**			
Teasing and Name Calling: A single occurrence of teasing or name-calling with or without the intent to injure, degrade, disgrace, or intimidate other individuals.	**X**				
Technology (Unauthorized or Inappropriate Use of District Technology Resources): Any act that violates the Board's Technology Usage and Safety Policy. See Glossary and Board Policy 524.	**X**	**X**	**X**	**X**	
Theft: Unauthorized taking/possession of the property of another or the school district. Such an act may also constitute a criminal law violation.	**X**	**X**	**X**	**X**	
Threats: Any oral, written, or physical expression of intention to cause harm or violence to another person or another's property. Administrators should carefully evaluate the intent of the student making the expression and consider the factors identified on Page 15 of this Code. Find examples and guidance in the Glossary.	**X**	**X**	**X**	**X**	
Tobacco, Tobacco Related Devices, and Electronic Delivery Devices (Vaping) Possession/Use: Students are prohibited from having/using tobacco, lighters, matches,		**X**	**X**	**X**	

e-cigarettes, electronic delivery devices or heated delivery tobacco products and other tobacco-related devices. See Board Policy 419.					
Trespassing, Including During Periods of Dismissal or Suspension: Being physically present on school property or at a school activity after being directed to leave by a school administrator or other person lawfully responsible for the control of the premises. MN Statute 609.605			**X**	**X**	
Vandalism /Damage to Property of Others: Willful damage to the property of others or the school district. Parent is responsible for all damage caused by the student. See Glossary for further definition.	**X**	**X**	**X**	**X**	**X**
Verbal Abuse: Swearing or using words in a disrespectful way.	**X**	**X**	**X**	**X**	
Weapon or Other Object (Possession): A device designed or modified as a weapon which through its use is capable of threatening bodily harm, producing bodily harm, or may be used to inflict self-injury. See Board Policy 501.	**X**	**X**	**X**	**X**	**X**

Suspension/Expulsion

Administrators or designee should use the lowest level response that is appropriate for the behavior. Out-of-school discipline should be used as a last resort, after other interventions have been utilized. The duration of any suspensions, expulsions, and alternative settings/placements should be limited to the fewest days necessary to achieve the disciplinary goal.
In-school suspension: The removal of a student within the school building from his or her regular education program. Such removal shall be for **at least** one (1) activity period or class period of instruction for a given course and **shall not exceed** five (5) such periods. (See Board Policy 506) Students receive interventions appropriate to their specific needs.
Short-term suspension: The removal of a student from school for up to, but not more than, five school days. All suspensions to home require a re-admission conference with the parent/guardian, student, and administrator. See Board Policy 506, VIII. F.3
Long-term suspension: The removal of a student from school for 6 to 10 school days. Long-term suspensions must be approved by the Superintendent or the Superintendent's designee. Educational services must be provided by the school. See Board Policy 506, IX. C.1
Extended suspension: A student may be referred for extended suspension if (1) his or her presence in school presents an imminent threat of serious harm to other students or staff, or (2) the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day, and other available and appropriate behavioral and disciplinary interventions have been exhausted.

If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent/guardian before subsequently removing the student from school, and with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent/guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent/guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder. See Board Policy 506, IX. C.2

Expulsion: An enrolled student may be prohibited from further school attendance for up to twelve (12) months from the date of expulsion. The authority to expel rests with the School Board. All expulsion hearings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, MN Stat. 121A.40-121A.56. See Board Policy 506, IX.D.1-21

Alternative educational placement (General Education): A school site that enables students in general education to receive the services needed to improve their behavior while continuing to access the appropriate academic curriculum. A student may receive an alternative educational placement to receive educational services during a long-term suspension, extended suspension, or expulsion. MN Stat 123A.05 & MN Stat. 120B.02. See Board Policy 506, IX.C.5

Alternative educational placement (Special Education): A school site that enables students with IEPs to receive educational services, including the services and modifications listed on their IEPs, so that the students can continue to participate in the general education curriculum and progress toward meeting their IEP goals. Students will receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior so that it does not reoccur. Students with IEPs may be placed in an alternative educational setting only if a manifestation meeting is held and the behavior is determined not to be related to the student's disability. Students with IEPs may also be placed in an alternative educational setting (for no more than 45 days), after holding a suspension conference at district office, if they engage in one of the following behaviors while at school, on school premises, or at a school function: (1) carrying or possessing a weapon; (2) knowingly possessing or using an illegal drug; (3) selling or soliciting the sale of a controlled substance; or (4) inflicting serious bodily injury on another person.

K-3 Suspension/Expulsion

In supporting the developmental needs of early learners, Red Lake School District does not suspend and/or expel prekindergarten, kindergarten, first, second, and third grade students except in instances where nonexclusionary discipline methods have been exhausted and where there is an ongoing serious safety threat to the child or others.

Students with Disabilities Suspension/Expulsion

Red Lake Schools is committed to eliminating the disparate impact of discipline on students with disabilities. Additional steps must be taken when students with disabilities, including those with Individualized Education Programs (IEP) and Section 504 Plans, are disciplined. The Code of Conduct requires principals and school staff to follow Board policies, and state and federal laws concerning the discipline of students with disabilities, including procedures for determining manifestation (that is, whether the behavior is linked to a student's disability), conducting Functional Behavioral Assessments (FBA), and developing Behavioral Intervention Plans (BIP).

If a student with an IEP or 504 Plan is suspended or expelled for more than 10 school days in one school year, the IEP or Section 504 team must meet within 10 school days for a manifestation meeting. At the manifestation meeting, the IEP or Section 504 team will determine whether the student's conduct was a manifestation of the student's disability. If the team determines that the behavior is a manifestation and the incident did not involve a weapon, drugs, or serious bodily injury, then the student will be permitted to return to school. The student will also be returned to school if the team determines that the behavior is a direct result of Red Lake Schools' failure to implement the student's IEP. Inappropriate behaviors related to a student's disability will be addressed through the IEP and Section 504 process to ensure that the student receives services and modifications designed to prevent the behavior's recurrence. Students with IEPs who are not returned to the school building are entitled to the services necessary to allow them to progress in the general curriculum and advance toward achieving their IEP goals.

In certain circumstances, disciplinary responses that remove students from the classroom or school environment may be necessary. In these cases, Red Lake Schools' goal is to make sure that students continue their education, receive appropriate educational services, learn strategies to replace inappropriate behaviors, and correct any harm they may have caused to others. Generally, Red Lake Schools provides alternative educational services according to the following schedule:

Length of Suspension	Service Provided	School Administrator or Designee Responsibility	Parent/Guardian Responsibility
Up to five school days	Current classroom work and homework will be made available, if possible.	Arrange for collection of work from teachers.	Pick up work from the school and return completed work upon student's return to school.
Six to ten school days	Current classroom work and homework will be made available.	Arrange for collection of work from teachers.	Pick up work from school and return completed work.
Up to fifteen school days (only pending expulsion, or when student constitutes a substantial and immediate danger).	Alternative education services will be arranged to begin no later than the eleventh school day.	Arrange for alternative education services as soon as a determination has been made to refer student for expulsion. These services may be provided at a location other than the student's home.	Assist school administrator in establishing a schedule for the delivery of alternative education services.

Complaint Procedures - School Policies & Due Process Rights

Students and parents have the right to file a complaint if they believe that there has been a violation or misapplication of a written provision of school policy or their due process rights have been violated.

Process for Making a Complaint

Concerns or complaints should be reported to the building principal. Complaints may be either verbal or written. People are encouraged, but not required, to file a written complaint at the building level where appropriate. The appropriate administrator will respond in writing to the complaining party regarding the school district's response to the complaint.

It is important to note that students and parents have the right to file a verbal or written complaint and that neither the Board, nor any member of the administration or faculty, will make reprisals affecting anyone because he or she made a complaint.

Appeals Process

If a student disagrees with the Leveled consequence they have received for their behavior as per the Code, a person who has a parental relationship to the student can appeal the imposed consequence. To appeal, the following steps apply:

• The parent/guardian has 10 days after receipt of the written decision from the Administrator to appeal to the Superintendent.

• The appeal must be in writing (a letter is acceptable). The Superintendent will provide a written response to the appeal.

• If the appeal to the Superintendent is denied, the parent/guardian may appeal that decision to the School Board.

Glossary of Terms

Alcohol, Drugs, or Controlled Substances, Possession/Use/Soliciting/Selling – The unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, or transportation of any drugs or controlled substance; unlawfully being under the influence of any drugs or controlled substance; or possession of equipment or devices used for preparing or taking drugs or controlled substances. Student will be referred for a chemical use assessment. For more details see MN Stat. § 152.01, subds. 1-23 (Def. of controlled substances), MN Stat. § 152.02, MN Stat. § 152.021, MN Stat. § 152.022, MN Stat. § 152.023, MN Stat. § 152.024, MN Stat. § 152.025 (controlled substance crimes in the 1st through 5th degrees). See Board Policy 418.

Alternative Educational Placement (Special Education) – An action taken by school and district administration to remove the special education student to an interim alternative educational setting for not more than 45 days. An Interim Alternative Educational Setting (of up to 45 school days) can ONLY be used if a student with a disability does the following at school, on school premises or at a school function (34 CFR § 300.530(g)):(1) Carries a dangerous weapon or possesses a dangerous weapon (defined as a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2

½ inches in length) 18 USC §930(g)(2) (definition);(2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance (34 CFR § 300.530 (definition)); or(3) Inflicts serious bodily injury upon another person (defined as a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty) 18 USC §1365(h)(3)(g)(2) (definition).

Alternative Educational Placement (General Education) – An alternative learning environment for students recommended for expulsion. (Allows students to earn school credit while preparing to return to a traditional school setting.)

Appeal – A request for a decision to be reversed.

Bullying – Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated over time. See Board Policy 514.

Bullying Using Technology (Cyberbullying) – This type of bullying takes place using technology or other electronic communication. See Board Policy 514.

Calm Room: The Calm Room focuses on the social-emotional needs of the student and works with the student to determine the cause of the behavior, rather than punishing the symptoms of it.

Cheating or Plagiarism – Academic dishonesty including, but not limited to, copying the work of others on school assignments or tests, and using the ideas or writings of another person. Cheating also includes misuse of technology to photograph, illegally copy, or download materials from the Internet, or use a personal electronic device to text answers, etc.

Chemical Health Assessment – A student may be referred to voluntarily engage in an assessment, completed by a community agency, to determine their level of involvement with alcohol or other chemical use.

Classroom-Managed Behavior – Behavior that is handled in the classroom setting using the continuum of classroom interventions and consequences supported by a building's School-Wide Discipline Plan.

Conflict Resolution – A way for two or more parties to find a peaceful solution and negotiate a resolution to a disagreement.

Contract – A written behavior agreement signed by the student, teacher, or administrator, and/or parent/guardian.

Detention – The requirement that a student remains in school or attends school outside of normal class time or school hours.

Discrimination – The unjust or prejudicial treatment of people on the basis of race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with regard to public assistance, sexual or affectional orientation, familial status, gender identity and expression, or disability.

Dismissal (or removal from school) – The denial of the current educational program to any student, including exclusion, expulsion, and suspension. Dismissal does not include removal from class.

Drugs, Alcohol, or Controlled Substances, Possession/Use/Soliciting/Selling – The unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, or transportation of any drugs or controlled substance; unlawfully being under the influence of any drugs or controlled substance; or possession of equipment or devices used for preparing or taking drugs or controlled substances. Student will be referred for a chemical use assessment. For more details see MN Stat. § 152.01, subds. 1-23 (Def. of controlled substances), MN Stat. § 152.02, MN Stat. § 152.021, MN Stat. § 152.022, MN Stat. § 152.023, MN Stat. § 152.024, MN Stat. § 152.025 (controlled substance crimes in the 1st through 5th degrees). See Board Policy 418.

Due Process: A requirement under the **Individuals with Disabilities Education Act** (IDEA) that sets forth a regulatory basis for a formal set of policies and procedures to be implemented by schools and districts for children in **special education programs**.

Expulsion/Exclusion – The legal act taken by the School Board to prohibit an enrolled pupil from further attendance for up to 12 months from the date the student is expelled in accordance with MN Statutes §121A.40 to 121A.56. Board Policy 506.

Gang Activity – Student misconduct may also constitute gang activity if it meets all of the following criteria: (1) The student/participant belongs to or associates with (2) a group of three or more people who band together under a common identifying symbol, sign, or name, and (3) the participant, while under the supervision of RLSD personnel, participates in a separate violation listed in this handbook to further an implicit or explicit goal of the gang/group. Gang activity is only an additional violation to a primary violation of another rule of student behavior.

Harassment Based on Protected Status – Harassment includes physical or verbal conduct, or communication directed at an individual that is:(1) based on an individual's race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with respect to public assistance, familial status, sexual or affectional orientation, gender identity and expression, or disability; and(2a) has the purpose or effect of creating an environment that is intimidating, hostile, or offensive with respect to that individual; or(2b) otherwise adversely affects the individual's employment, educational opportunities or access to a benefit from the school district. Examples of gender identity harassment include refusing to use the correct name and pronoun, violating personal privacy or data privacy including "outing" the student, physically barring or in other ways making it difficult to access facilities consistent with the student's identity or expression. For more details, see MN Stat. § 121A.03. See Board Policy 413.

Hazing – Committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. Prohibited conduct includes, but is not limited to, any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body. The policy applies to student conduct occurring on or off school property and during and after school hours. When such acts occur off school property, the prohibition against hazing applies if any connection to Red Lake Public Schools is implicit or explicit. For more details, see Board Policy 526.

In-school suspension: The removal of a student within the school building from his or her regular education program. Such removal shall be for **at least** one (1) activity period or class period of instruction for a given course of student and **shall not exceed** five (5) such periods. (See Board Policy 506, VIII. A.4)

InSight Team - The InSIGHT Team is a building-level pre-referral intervention team comprised of general education teachers, administrators, interventionists, and a SEAT Team member. The team's purpose is to

provide insight into a student's academic or behavioral struggles through data collection and review as well as progress monitoring. The team functions to help individual classroom teachers in the selection and implementation of research-based supports and interventions with the goal that student growth will result from this process.

Intent, Intentionally, or Intentional – "With intent to" or "intentionally" or "intentional" means that the student/ actor either has a purpose to do the thing or cause the result specified, or believes that the act, if successful, will cause that result. For more details see MN Stat. § 609.02, subd. 9.

Intervention (Behavioral/SEL)– An opportunity for students to learn, relearn, and practice positive appropriate behavior with a school staff member in one or multiple sessions during the school day. The goal of the intervention is to facilitate positive behavioral change and may be in response to a disciplinary incident.

Intimidation: Intentionally frightening or threatening someone to do or not to do something against his/her will.

Loss of Privilege–A consequence for inappropriate behavior that is determined by school staff and/or administration. (Example: Inappropriate iPad use could result in loss of privilege in using the iPad.)

Minnesota Pupil Fair Dismissal Act–The Pupil Fair Dismissal Act is a state law that protects all students, with or without disabilities, in suspension, expulsion, and exclusion proceedings. For more details, see MN Stat. § 121A.40 to § 121A.56.

Office-Managed Behavior–Behavior handled outside the classroom setting (using the continuum of support, both interventions and disciplinary responses, used by behavior support staff and administrators) which results in lost instructional time and is documented on RLSD Synergy site.

Parent/Guardian - A person who has the legal authority to care for the student.

Parent/Guardian Conference/Notification – Administrative discussion or communication with a parent or guardian to address student academic or behavioral issues.

Police Notification – If an administrator believes that a student may have violated a law, the police may be called to file a report and/or assist as necessary.

Proactive Programs/Strategies: Modeling and teaching appropriate behaviors BEFORE disciplinary action is required.

RDR (Redirection Room)/Re-Focus/Gwekitaawigamig: Unlike a traditional in-school suspension (ISS) program, these rooms focus on redirecting a student's behavior to get back on track for school expectations and return to the regular learning environment as soon as possible.

Referral for Other or Outside Services – Chemical use assessment, social worker, mental health, etc.

Removal from Class –An action taken by a teacher, principal or other school district employee to prohibit a student from attending class for a period of time not to exceed five days pursuant to Board Policy 506, VIII and MN Statute 121A.60.

Restitution – Repairing harm or replacing items that were stolen or damaged or providing fair market value by way of compensation or service. It requires a student to pay for or fix damages or misappropriation of property and may be imposed separately or in addition to other sanctions.

Restorative Practice Strategies – Ways to invite students, families, community members and staff into relationships to build empathy, caring, and communication skills. Restorative practices focus on building a sense of community and on the strengths and capacity of the participants. When restorative practices are successful, all feel safe in the school, because deep and lasting relationships are built among stakeholders. Repairing Harm circles, restorative chats, peer mediation, and family group conferencing are examples of restorative practice strategies.

Sexual Conduct (Criminal)– Any violation of MN Stat. § 609.342 (criminal sexual conduct in the 1st degree) through MN Stat. § 609.345 (criminal sexual conduct in the 4th degree). Criminal sexual conduct amounting to a violation includes criminal "sexual contact" or any other sexual act that would be a criminal act if committed by an adult (1) that is accomplished by force, coercion, or threat of a dangerous weapon, (2) that is committed against the person the actor knows or has reason to know is mentally impaired, mentally incapacitated or physically helpless, or (3) that otherwise violates MN Stat. § § 609.342-609.345. For more details, see MN Stat. § 609.342-.345.

Sexual Harassment – Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other physical or verbal conduct or communication of a sexual nature when:(1) that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment, educational, or school district environment(2) submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education or a benefit from the school district or(3) submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education or access to a benefit from the school district. For more details, see MN Stat. § 121A. See Board Policy 413.

SEAT (Special Education Assessment Team) - This team's purpose is evaluating and re-evaluating students to determine eligibility for special education services.

Student Conference – Administrative/adult discussion or communication with students to address their academic or behavioral issues.

Suspension – An action taken by the school administration to prohibit a student from attending school for a period of no more than 10 school days. An additional five days may be added if exclusion or expulsion is being considered, or if the student's presence creates an immediate and substantial danger. See MN Stat. § 121A.41. See Board Policy 506.

Technology, Unauthorized or Inappropriate Use of District Technology Resources – Any act that violates the Board of Education's Technology Usage and Safety Policy or constitutes an unacceptable or illegal use of the school district's computer facilities, systems, networks, or software. This includes sending or posting harmful text or images using the Internet, wireless phones, or other communications devices. This policy applies to student acts occurring on or off school property and during or after school hours using district technology resources. Student consequences include possible loss of technology access privileges, dismissal, police notification, and/or restitution. See Board Policy 524, also Bullying, Cyberbullying, Harassment.

Threats – Any oral, written, or physical expression of intention to cause harm or violence to another person or another's property. Examples of threats that violate this policy include, but are not limited to, threats to damage an individual's property, such as a car or computer, threats to assault another individual, or non-specific threats to cause injury to another individual. Examples of expressions that may not constitute threats include, but are not limited to, jokes, sarcastic remarks, friendly banter, or frustrated outbursts made without intent. *Administrators should carefully evaluate the intent of the student making the expression and consider the factors identified on Page 15.

Unauthorized Use of School Property – The unauthorized or illegal use of school property for non-school sponsored activities.

Violation – Doing something prohibited by policy, law, or code of behavior.

Warning – An oral or written communication to stop a behavior that interferes with the learning environment or is unsafe.

Red Lake Nation Counseling and Support Resources

Red Lake Behavioral Health 679-0168

Family and Children Services 679-2122

Children's Healing Center 679-1506

Red Lake Comprehensive Health 679-3316

Red Lake Chemical Health 679-3995

Equay Wiigamig Red Lake Women's Shelter 679-3444

CHS Mental Health 679-4121

Homeless Shelter 679-3171

If you are interested in your child receiving counseling and support services, please call a school listed below and request to speak to a Wellness Counselor.

Red Lake Elementary Complex: 679-3329

Ponemah School: 554-7337

Red Lake Middle School: 679-2700

Red Lake High School 679-3733

Hotlines:

Native Youth Crisis Hotline: 1-877-209-1266

National Suicide Prevention Hotline: 1-800 273-8255

The Lifeline provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved one Text "MN" to 741741 to be connected through texting to trained counselors.

If you believe a person's life is in imminent danger, call 911.

Domestic Violence Hotline: 1-866-223-1111

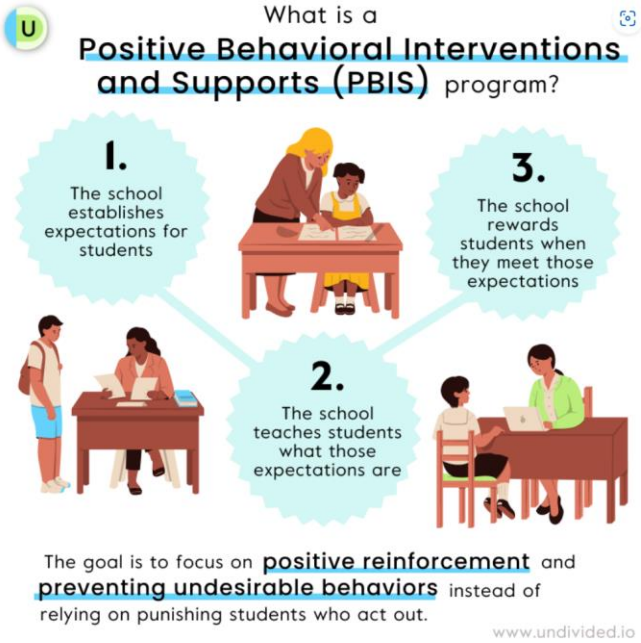
Sexual Assault Hotline: 1-800-656-4673

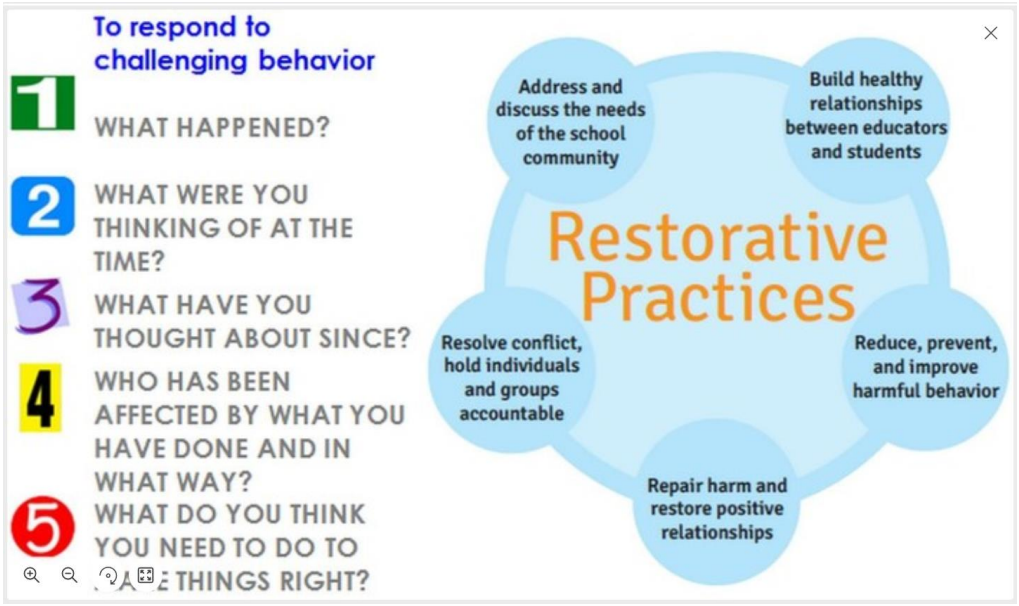
Teen Runaway Hotline: 1-800-621-4000

Al-Anon/Alateen Hotline: 1-800-872-0336

Appendix A


2
Teach behavior expectations
1
Identify & define behavior expectations
3
Monitor expected behavior
PBIS
6
Use data for decision making
4
Acknowledge & encourage behavior expectations
5
Establish continuum of responses to behavior including re-teaching


What is a
Positive Behavioral Interventions and Supports (PBIS) program?
1.
The school establishes expectations for students
3.
The school rewards students when they meet those expectations
2.
The school teaches students what those expectations are
The goal is to focus on positive reinforcement and preventing undesirable behaviors instead of relying on punishing students who act out.
www.undivided.io



The Four Key Domains of Responsive Classroom

Engaging Academics

Adults create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students' interests.

Positive Community

Adults nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers.

Effective Management

Adults create a calm, orderly environment that promotes autonomy and allows students to focus on learning.

Developmentally Responsive Teaching

Adults use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.

What is Developmental Designs (DD)?

- Meet adolescent students' needs for **autonomy, competence, relationship, and fun**.
- Use developmentally appropriate practices and content
- Build key social-emotional skills every day: Cooperation, Communication, Assertion, Responsibility, Empathy, Engagement, and Self-control.
- Rigorously respond to rule-breaking
- Motivate students to achieve academically
- Intervene with struggling students
- Create inclusive learning communities

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Code of Conduct, Character, and Support Acknowledgement Form

We have received a copy of the Code of Character, Conduct, and Support for the Red Lake School District.

Student Printed Name: _____

Student Signature: _____

Parent/Guardian Printed Name: _____

Parent/Guardian Signature: _____



Date: _____