



OSHKI  
OGIMAAG

## Oshki Ogimaag Community School

Adopted: 03/19/2025

Revised: \_\_\_\_\_

**POLICY No. 506**

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### STUDENT DISCIPLINE POLICY

#### I. PURPOSE

The purpose of this policy is to ensure a safe, supportive learning environment for employees and students of **Oshki Ogimaag Charter School (OOCs)**, and to ensure that all staff, students, and parent/guardians are aware of and comply with OOCs's expectations for student conduct. Such compliance will enhance OOCs's ability to maintain positive discipline and ensure there is no interference with the educational process. OOCs will take appropriate action when students fail to adhere to the Code of Student Conduct established by this policy.

#### II. GENERAL STATEMENT OF POLICY

**The Board of Oshki Ogimaag Charter School** recognizes discipline as part of learning and should be associated with positively with acts of learning rather than negatively with punitive actions. Teaching discipline requires structure, consistency and empathy. **The Board of OOCs** recognizes the importance of meeting students where they are at as individuals in their social emotional development, and nurturing positive social emotional development by creating safe spaces where students feel secure, supported, and have clear boundaries and expectations. **The Board of OOCs** recognizes each student's right to a Free Appropriate Public Education (FAPE), and that the building of trusting student-teacher relationships, discipline and classroom

management are the foundation on which students will experience academic and social emotional growth as well as self-discipline.

Although this policy emphasizes the development of self-regulation, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of **The Board of OOCs** is that a fair and equitable school-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

### **III. STUDENT CODE OF CONDUCT**

At OOCs, all students are entitled to learn in an environment rooted in Anishinaabe language and culture with respect for self and all others, with values and code of conduct invoking the Gifts of the Seven Grandfathers;

1. **Manaaji'idiwin** – *Respect* - To honor Creation is to have respect. Value everything around you, all living things, the Earth you walk on, and everything you have.
2. **Zaagidiwin** – *Love* - To know love is to know peace. Appreciate yourself and others around you.
3. **Zoongide'iwin** – *Courage* - Courage is to face a foe with integrity. Never be afraid to do the right thing.
4. **Nibwaakawin** – *Wisdom* - To cherish knowledge is to know. Gaining and sharing knowledge helps you grow.
5. **Gwayakwaadiziwin**– *Honesty* - Honesty in facing a situation is to be honorable. Be kind even when no one is watching.
6. **Dadasendizowin** – *Humility* - To know yourself as a sacred part of the Creation. Don't be embarrassed to help others or ask for help.

7. **Debwewin - Truth** - Everyone is different, always be yourself. Truth is to know all of these things.

OOCS's approach to discipline is through the lens of the *Responsive Classroom* framework, utilizing tiered systems of support, and utilizing discipline strategies that preserve dignity. It is the responsibility of OOCS teachers and staff to establish ongoing social emotional learning (SEL) curriculum, in self-regulation, social participation and human development, rather than reacting to challenging behaviors. This begins with the acceptance of the potential for *all* students to learn these things and the potential for all teachers/staff to teach them. This approach requires practice teaching; involving presenting and supporting students practicing appropriate behaviors, versus constantly reacting to inappropriate ones. OOCS teachers and staff are responsible for focusing systematic attention on the expectations of students and teaching those expectations.

#### **IV. DISCIPLINE STRATEGIES THAT PRESERVE DIGNITY**

- a) **POSITIVE LEADERSHIP** - An positive leadership style is rooted in the belief that students want to do what is right. Rather than rely on punishment or rewards, which can cause students anxiety and stress, a positive leadership style supports students in learning socially responsible behavior. Positive leaders aim to support a positive learning community for all students. Positive leadership practices include:
- Be firm, kind, and consistent
  - Have a growth mindset approach towards self and others
  - Establish shared classroom rules (post them in the classroom, on poster-size paper with student signatures), and a consistent and thoughtful classroom routine and structure
- b) **EMPATHY** - Teacher and staff empathy results in students feeling seen, heard, and validated while still taking responsibility for their own actions. Building connections with, and being empathetic toward students, creates the foundation for discipline with dignity. Empathetic practices include:

- Develop authentic and strong relationships with students, get to know their special interests and their triggers
- Every behavior communicates an unmet student need, proactively seek to discover that need
- Know that in order for students to learn and regulate their emotions and behaviors that their basic needs must be met. When students are hungry, tired, feel sick, are hurt, or feel unsafe, those needs must be met before all else.
- Know that in order for students to learn and regulate their emotions and behaviors, they must learn to identify their emotions and feelings inside their bodies when they experience those emotions, in order to learn and practice strategies to regulate their behaviors when experiencing big emotions.
- Collaborate with parent/guardians as partners. Parent/Guardians are the first and most important teachers of students, with the most valuable insight into students. Seek to listen and support families in order to support students.

c) **TEACHER LANGUAGE** - The words, phrases, tone, and pace that teachers and all staff use in speaking with students can build a strong, positive learning community. Positive teacher and staff language includes:

- Envisioning language - can be used to set a positive tone for future work and engage students in problem-solving. This type of positive language is ideal for setting goals, solving problems, and launching new units of study; it can also motivate and encourage. Envisioning language is most effective when it connects the matter at hand (a new assignment, a challenge at recess, etc.) to something that the students care deeply about in their larger lives and gives students the opportunity to fill in the details. You might use envisioning language to help the class brainstorm rules or guidelines: “We need to listen with our whole bodies to do our best learning. How do we listen with our whole bodies?”

- Reinforcing language - helps students understand that success is about hard work, persistence, and a positive attitude. We can help students focus on their strengths by moving beyond general praise (“Great job”) and instead name concrete and specific actions that illustrate what students are doing well (“I see you’re checking your work before turning it in”). This allows students to know exactly when they are on the right track and what actions and behaviors are contributing to that.
- Reminding language - Just as we all need reminders to stay organized in our everyday lives, students need reminders in school to keep their work and behavior on track. By using reminding language before students start a possibly challenging task, or right when they start to make a mistake, teachers and staff help them stay on task, organized, responsible, and safe. Before using reminders, be sure to teach students what the expectations are and how to meet them, as students can only be reminded of what they already know. Also, keep in mind that reminders are most effective when both the student and teacher/staff feel calm. That’s why it’s so important to give reminders early, before students’ behavior has gone on long enough for frustration to build.
- Redirecting Language- When students are doing something harmful to themselves or others, they are too far into a mistake to correct themselves, or are too emotional to think reasonably about what they’re supposed to be doing, teachers and staff need to redirect them with clear words. Skillfully used, redirecting language lets teachers and staff provide wise external control to keep students safe and productive when their self-regulation is failing them. As with reminding language, it’s important to be brief and to use a neutral tone and neutral body language when giving a redirection.

d) **LOGICAL CONSEQUENCES** - When a student engages in behavior that is unexpected and not meeting the OOCs Code of Conduct, giving the student a logical consequence allows them to fix and learn from their mistakes while maintaining dignity. Logical consequences include the following;:

- Ensuring physical and emotional safety by first stopping the unsafe behavior, and/or removal of the student, to a safe space where they can deescalate
- Focusing on the behavior and facts, not the student's character
- In dialogue with the student, when they are deescalated and calm, focus on the damage done, and support them in understanding the consequences of their actions
- Brainstorming with student, ways to make a different choice in the future and how this can be an opportunity for growth.
- Offering consequences that are respectful, related, and realistic by employing one of three logical consequences :

1. Loss of privilege
2. Break it, fix it.
3. Take a Break/Positive Time-Out

e) **AWARENESS OF IMPLICIT BIAS** - Adult reactions to challenging behaviors and discipline tap into our previous experiences and biases. It is important to recognize that we all have unconscious biases. When emotions are running high, ways for teachers and staff to check their biases include the following;

- Question yourself and your behaviors - are you acting on past experience instead of considering this particular student and situation?
- Commit to the ongoing work of recognizing and questioning your biases.
- Develop strong, authentic relationships with students, get to know them, and support them in getting to know each other.
- Ensure that discipline is fair.

## **V. RESPONSIVE CLASSROOM DISCIPLINE FRAMEWORK**

### **1. COMPONENT - BUILDING THE FOUNDATION FOR POSITIVE BEHAVIOR**

- Self-regulation promotes positive relationships, a positive school culture, academic achievement, self-worth, and emotional wellbeing .

A. **GOAL** - To create and maintain a positive learning community and to teach self-regulation.

B. **PRACTICES** - Teaching routines, establishing rules and expectations, investing students in rules, setting goals, envisioning, reinforcing, reminding and redirecting language.

### **2. PREVENTING OFF-TASK BEHAVIOR AND ESCALATING BEHAVIOR**

- High-quality teacher-student and student-student relationships contribute to a classroom and school culture in which students choose appropriate behavior out of respect for the teacher/staff and one another.

A. **GOAL** - To teach students how to translate the rules and expectations into behavior, and to hold students to such behavior in a proactive, firm, fair, and consistent manner.

B. **PRACTICES** - Modeling, role-playing, structured reflection, proximity, visual cues proactive envisioning, reinforcing, and reminding language.

### **3. RESPONDING TO OFF-TASK BEHAVIOR AND CHALLENGING BEHAVIORS**

- The teacher/staff must communicate behavior expectations clearly and impose logical consequences with fairness and consistency, using a firm and caring demeanor, words, and tone.

- A. **GOAL** - To handle off-task behavior and behavior challenges respectfully and help the student get back on track, repair any damage caused, and develop self-discipline so as to prevent similar problems in the future.
- B. **PRACTICES** - Proximity, visual cues, reactive reminding and redirecting language, logical consequences, loss of privilege, Break it, fix it, Take a Break/Positive Time Out.

#### **4. SOLVING ONGOING BEHAVIOR CHALLENGES**

- Many of the discipline practices used generally (such as modeling and checking in on progress toward goals) also work with students with ongoing behavior challenges. The practices need to be used more frequently and systematically, with the involvement of parent/guardians, documentation, and often other adults, such as behavior interventionists, administrators, school psychologists, etc. Students with ongoing behavior challenges should be included in the Child Find process, by general education teachers, to strategize classroom interventions, identify if there is a need for pre-referral interventions, and identify if there is a need for a comprehensive evaluation to determine eligibility for special education supports and services.

- A. **GOAL** - To understand the student's particular behavior challenge and address it with modified or individualized discipline practices that get the student back on track for developing self-regulation; to help the student learn strategies for returning to positive behavior that work for them.
- B. **PRACTICES** - Problem-solving conference, individual written agreement, goal setting, modeling, role-playing, proactive and reactive envisioning, reminding, and redirecting language, structured reflection, Behavior Intervention Plan.